

**Reappointment, Promotion, & Tenure Guidelines**  
**Approved: Faculty and VCAA Wood: January 9, 2007**  
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**1. Overview**

The granting of promotion and/or tenure in the SOE is based on multiple levels of review of a candidate's cumulative record with criteria that align with the UW Faculty Code. The entire record in the areas of excellence in research/scholarship, teaching, and service will be reviewed. Those candidates not on the tenure-track are not required to publish but are required to engage in scholarly activities.

All faculty candidates going up for promotion and/or tenure should carefully review campus-level and UW information to learn more about annual deadlines, as well as other policies and procedures:

1. **UW Tacoma Academic HR** calendar for internal deadlines, as well as links to the campus Appointment, Promotion, and Reappointment Committee policies and UW's system requirements: <https://www.tacoma.uw.edu/academic-affairs/promotion-tenure>
2. **UW Faculty Code** (especially Chapter 24 and Chapter 25): <https://www.washington.edu/admin/rules/policies/FCG/FacCodeTOC.html>

The SOE Office of the Dean will maintain regular communication with faculty going up for a mandatory or non-mandatory review regarding committee requirements, in addition to managing documents, files, and timelines. However, each faculty member is ultimately responsible for ensuring the dossier is complete with all required documents submitted by the established campus deadlines.

**2. Promotion, Tenure, & Reappointment Committee Requirements**

Per UW requirements, each person going up for a formal review is required to form a committee of **three (3) UW faculty above rank**. A quarter before the review is to take place, the candidate will submit the names of desired committee members to the Dean. All efforts will be made to include the candidate's identified preferences; however, final committee selection may vary due to factors such as the availability, willingness, and workload of above-rank faculty. The Dean will send the candidate a final list before the formal review process starts.

Requirements of review committee composition:

1. Each member must be *above rank* to the faculty candidate under review.
2. The committee chair's home unit must be in the SOE at UW Tacoma.
3. The faculty candidate may submit to the Dean the names of UW Tacoma colleagues

outside of the academic unit, or at UW Bothell or UW Seattle whose expertise aligns with their scholarly interests, as potential committee members.

### **3. Overview and Timelines by Rank and Title**

Below are when mandatory and non-mandatory reviews occur, along with general guidelines:

1. Assistant Professors (tenure-track or without tenure): the reappointment review is usually to occur in Year 2 of spring quarter but may be deferred to Year 3 (see also Section V for procedures) with approval from the Dean and EVCAA. The academic year of the mandatory review is outlined in each candidate's appointment letter, although any Provost-approved clock extensions may adjust this timeline.
2. Any-ranked faculty going up for a promotion (e.g., Assistant Teaching Professors to Associate Teaching Professor, Associate Teaching Professor to Teaching Professor, Associate Professor to Professor): the normal timeline for non-mandatory promotion reviews is a minimum of five (5) years in rank.
3. A faculty member going up for a mandatory or non-mandatory promotion or review must prepare a written narrative statement highlighting core accomplishments and contributions with clear connections to SOE's conceptual framework and UW Tacoma's mission as an urban-serving campus. The candidate will also submit an updated CV/bibliography and other documents noted in the UW's Academic HR promotion and tenure checklist.  
*See also Section IV for more detailed criteria and examples.*

### **4. Guidelines for Narrative Statement & Supporting Evidence**

The suggested length of the narrative statement is **no more than 10 pages**, which includes references. The statement will include the following elements and sections (supporting evidence may also be included in the dossier):

1. **Diversity, Equity, and Inclusion (either create a stand-alone statement or integrate in the sections below):** reflect on and provide evidence of how scholarship/research, teaching, and service activities contribute to promoting diversity, equity, and inclusion. Faculty contributions in all areas that directly benefit underrepresented and underserved communities, families, individuals, and learners, both off campus and on campus/within the UW system, are both encouraged and valued for faculty across all ranks.
2. **Research/Scholarship:** describe and provide evidence of the significance of research/scholarly contributions to the field-at-large. In order to present a valid scholarship profile, candidates for tenure and/or promotion should include the following in their narrative statements:
  - a. Evidence of a cohesive scholarship plan: include clear goals; public impact; well-defined and rigorous methods; significance of outcomes; and ways of disseminating and executing scholarly ideas.
  - b. Recognition in the larger academic community connected to service to the profession: publications and presentations subject to peer-review provide evidence on the academic community's appraisal and recognition of the candidate's contribution to the field. Moreover, additional evidence of

recognition may include leadership roles in professional associations; peer-reviewing grant proposals or manuscripts in professional journals; and service as external reviewers for other universities.

- c. Individual accountability in collaborative work is required. The candidate should provide evidence as to the relative weight and significance of individual contribution in co-authored and multi-authored works.
- d. *A candidate who wishes to include creative works as part of the dossier should review Section IV for more information. A separate subsection may be included in the narrative statement.*

2. **Teaching:** describe teaching contributions and effectiveness, including reflecting on intentional improvements made to instruction over time based on multiple data points. Candidates should provide direct evidence of and reflect on their instructional effectiveness and professional goals.

- a. Note: candidates up for any appointment, promotion, or tenure review must include all course/student evaluations, collegial evaluations, and self-evaluations in the file to allow various reviewers a comprehensive review of their professional growth.

Additional evidence of instructional effectiveness may include but is not limited to the following:

- a. Curriculum and course development: the SOE recognizes the ongoing demands placed upon faculty members to design and to revise curricula and courses due to the dynamic environment that is constantly changing in response to Washington State policy and community needs.
- b. Demonstrates continuous efforts to remain abreast of new research and emerging knowledge, to select appropriate instructional strategies, to maintain a classroom environment conducive to learning, and to design valid assessment methods.
- c. Advisement, mentoring, and collaboration with students to enhance their academic/scholarly achievement and professional development.
- d. Ability to support, coordinate, and generally provide leadership to field supervisors, school personnel, and other professionals in the field.
- e. Ability to assess students appropriately and to communicate feedback to them effectively.
- f. Additional information such as student testimonials.

3. **Service:** describe service to the school, campus/university, and community/profession. Candidates should submit evidence appropriate to the level of appointment along with a discussion of service contributions. Evidence and reflection should include the following:

- a. **Service to the School:** how the candidate has participated in the

growth and development of the school and its various programs/subspecialty areas by advancing the school's mission; e.g., how the candidate has collaboratively and/or individually contributed to curriculum design and policy formation at the program and/or school level where they have expertise and/or teach in.

- b. **Service to the Campus/University:** how the candidate advances the goals and mission of UW Tacoma and the UW system through service on committees, task forces, working groups, and other collaborative teams.
- c. **External Service:** service at this level involves community service and/or professional service that is relevant to the SOE's mission. It could involve building external relationships, sharing professional expertise, developing resources, and enhancing the visibility and reputation of the school and UW Tacoma. Tenure-track and tenured faculty should also aid the collective efforts among a community of scholars relevant to their areas of expertise.

*Optional Statement on Community Engagement:* the SOE encourages and fully supports faculty members who demonstrate an active commitment to community engagement in their scholarship/research, teaching, and service. Faculty should refer to the campus's definitions of community engagement to determine evidence of these types of activities, and are encouraged to embed evidence in their narrative statement as appropriate: <http://www.tacoma.uw.edu/community-engagement/community-engagement-terms-definitions>

### **3. Specific Guidelines for Promotion & Tenure**

#### *A Research/Scholarship*

All UW faculty members are expected to demonstrate scholarly ability and attainment. The scholarship of faculty members, including creative works, will be judged by their contributions to the field-at-large and public impact, as well as appropriate to rank. While numbers of artifacts provide some measure of scholarly attainment, also important in a holistic assessment is the depth and quality of the faculty member's scholarship as determined through juried review, including impact.

The SOE supports a broad range of scholarship that includes the discovery, synthesis, and application of knowledge in the field of education as broadly defined. Discovery is the commitment to the generation of new knowledge, synthesis involves making connections within and across disciplines, and application is examining how theoretical principles and research findings are related to practice. This broad range of scholarship involves a wide range of methods and outcomes.

Below are additional guidelines based on rank sought:

1. Assistant Professor candidates seeking the rank of Associate Professor- requires a record of substantial success in scholarship.

2. Associate Professor Candidates seeking the rank of Professor- requires mature and outstanding scholarship that demonstrates depth, as well as independent contribution to inquiry that has received national/international recognition in the field.

Candidates for tenure and/or promotion should submit direct evidence, along with critical reflection and framing remarks, regarding the impact of their scholarly contributions to the field/profession and methods of dissemination. Evidence may include, but is not limited, to the following (all co-authored or multi-authored works must clearly designate the faculty member's contribution):

1. Peer-reviewed manuscripts that appear in reputable journals in education or related fields.
2. Books published in reputable presses (order of significance: sole-authored, co-authored/multi-authored, and edited).
3. Book chapters authored in reputable presses.
4. Funded grants at the corporate, nonprofit, local, state, and/or national levels.
5. Reviews of books and curricula in journals or other scholarly venues.
6. Development of evidence-based and field-tested curricula for use in professional settings.
7. Accepted conference or professional presentations with juried evaluation and selection processes.

#### *Statement on Creative Works- Optional*

Creative works may be included as part of the total file under these guidelines. Per the [UW Faculty Code Section 24-32 "Scholarly and Professional Qualifications of Faculty Members,"](#) and [UW Academic HR guidelines](#), the SOE faculty will review creative works that are directly tied to SOE's conceptual framework and the candidate's scholarly expertise as part of the total dossier. The candidate must clearly articulate the public impact and methods of dissemination of these works. Examples of creative works may include the following:

1. Artistic and creative works such as documentaries, images in exhibits, and multimedia artifacts.
2. Scholarly ideas that are presented in non-traditional modalities such as blogs and online commentary connected to an issue, problem of practice, or topic in the field.
3. Self-published works such as children's books, graphic novels, poems, and works of fiction.

## **B. Teaching**

In the SOE, a key component of effective teaching is when all faculty actively support the needs of diverse learners and find ways to create inclusive learning environments that foster and model equity pedagogy and inclusive practices. Teaching effectiveness could be measured by instructional activities occurring both inside and outside of the classroom. Other activities related to instructional effectiveness could include the

candidate's participation in dissertation committees and supervising independent studies; coordinating field experiences or supervising candidates in the field; collaborating with community partners such as school personnel; academic advising and mentoring, whether this takes the form of assisting students in selecting courses or discussing the students' long-range goals.

Below are additional guidelines based on rank sought:

1. Assistant Teaching Professor candidates seeking the rank of Associate Teaching Professor- must document a sustained record of instructional excellence.
2. Associate Teaching Professor candidates seeking the rank of Teaching Professor- requires sustained excellence and leadership in instructional excellence.

### **C. Service**

In addition to internal service to the SOE and campus or the UW system through faculty participation in committees, evidence of external service is also expected for promotion and tenure. Both types of service (i.e., internal and external) should be included in the faculty profile.

Below are additional guidelines by rank:

1. Assistant Teaching Professor candidates seeking the rank of Associate Teaching Professor- must demonstrate consistent contributions to the academic unit, campus/system, and external service.
2. Associate Teaching Professor candidates seeking the rank of Teaching Professor- must demonstrate consistent and exceptional contributions and leadership to the academic unit, campus/system, and external service.
3. Assistant Professor candidates seeking the rank of Associate Professor- should demonstrate consistent contributions to service activities that benefit the school, campus/university, community, field and/or profession.
4. Associate Professor candidates seeking the rank of Professor- must demonstrate consistent and exceptional contributions *and* leadership in service activities that benefit the school, campus/university, community and/or profession.

### **4. Collegial Review/Peer Evaluation of Teaching**

The SOE Office of the Dean will regularly communicate requirements for mandatory collegial reviews to faculty at the beginning of the academic year. The collegial evaluation of teaching effectiveness shall be conducted prior to recommending any renewal of appointment or promotion of a faculty member.

All tenure-track Assistant Professors are required to complete an annual collegial evaluation. For other faculty at the ranks of Associate Professor, Professor, or with the

titles of Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor, or Professor of Practice, the collegial evaluation shall be conducted at least every two years based on rank. A written report of this evaluation shall be maintained and shared with the faculty member. (See also Section 24-57 Procedural Safeguards for Promotion, Merit-Based Salary, and Tenure Considerations). The collegial evaluation must be on file for merit consideration.

Please review the SOE's Collegial Evaluation protocol on the SOE Canvas Workspace for more information about completing and submitting the collegial review.

#### **5. Reappointment Process for Assistant Professors**

The first appointment for an assistant professor is for three years; a reappointment recommendation is required in spring quarter of the candidate's second year. The candidate's review committee and faculty of the school must recommend one of the following:

1. Approval of a second term of appointment,
2. Denial of reappointment, or
3. Postponement of the reappointment decision for one year

The full details of the requirements of reappointment review are located on the UW Academic HR "Second-Year Reviews" page; the Office of the Dean will also communicate information to eligible candidates:

<https://ap.washington.edu/ahr/actions/adding-updating/sec>