

UNIVERSITY OF WASHINGTON TACOMA  
SCHOOL OF SOCIAL WORK AND CRIMINAL JUSTICE  
PROMOTION AND TENURE GUIDELINES

Approved by SSWCJ Faculty Vote 2-18-2026

## Introduction

As a leader in multi- and interdisciplinary education and research, the School of Social Work and Criminal Justice (SSWCJ) at the University of Washington Tacoma (UWT) seeks to use inclusive, liberatory, and equitable practices to dismantle systemic inequities and foster a sense of belonging. Our mission is to advance social justice through transformative education and practice, innovative research, and meaningful community engagement as we prepare dynamic and diverse leaders to build a more just and equitable society. Promotion and the granting of tenure of faculty in the SSWCJ at the UWT are based on holistic review of a candidate's entire record in teaching, scholarship, and service. Teaching, scholarship, and service accomplishments prior to the faculty's current rank/position are considered part of a thorough and overall holistic review, with emphasis on the teaching, scholarship, and service activities since their last promotion or hire date. With respect to these areas, both scholarship and teaching will generally receive greater weight, and service will generally be given lesser consideration in the tenure and promotion review process ([UW Faculty Code. Sec 24-32](#)).

The SSWCJ promotion and tenure criteria are meant to supplement the University of Washington general criteria contained in the [UW Tacoma Faculty Handbook](#), and [UW Faculty Code Sec 24-32](#).

According to the UW Faculty Code:

*The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University...Academic units and search committees shall consider a candidate's statement as part of a comprehensive evaluation of scholarship and research, teaching, and service. In accord with the University's expressed commitment to excellence and equity, and contributions in scholarship and research, teaching and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion. (UW Faculty Code, Sec.24-32, par 1)*

The SSWCJ recognizes the additional responsibilities faculty members assume due to UW Tacoma's dynamic environment. Our School is also situated in an urban-serving campus with a [Carnegie Community Engagement classification](#). We value teaching, scholarship, and service activities that demonstrate our commitment to community engagement. According to the recently published, '*Community Engagement at the UW: Definitions, Principles, and Practices*' [Report](#) (published January 27, 2025), Community Engagement at the UW is defined as:

*the collaboration between the University (students, faculty, staff, and alumni) and our extended communities (local to global), including Tribal Nations and Indigenous communities for the equitable and mutually beneficial co-creation and exchange of knowledge, insights, creativity, resources, and capacities (labor and relationships) to address critical social issues and/or envision and contribute to the future well-being of our communities and planet. Our **collaborations are grounded** in cultural humility, relationship-building, reciprocity, co-identified questions, responses, and approaches to assessment. We emphasize ethical engagement and shared accountability, aiming for strengths-based, iterative relationships that honor and value the diverse lived experiences, perspectives, skills, identities, and ways of knowing of our communities to achieve a more just world. (January 27, 2025; [UW Community Engagement Definition](#))*

The SSWCJ also recognizes the value and importance of faculty efforts to advance initiatives of the University, campus, School, or their field(s) that serve as authoritative guidance during their activities, even if such priorities have since shifted.

In short, we affirm the Provost's directive that "*The goal of this review is to affirm that the full range of faculty activities may be considered in tenure and promotion—not to expand the existing requirements, but to ensure clarity and inclusivity in their application,*" with specific values and expectations of the SSWCJ articulated. We also honor that lives and environmental circumstances change and can affect the pace of development and maturation of faculty's work; only the promotion from Assistant to Associate Tenure title has a mandatory timeline and, particularly in this instance, personal impacts of leaves, tenure-clock pauses, national funding shifts, or other extenuating circumstances should be discussed in the candidate's narrative and considered by reviewers.

Due to our social work programs' joint accreditation with the University of Washington Seattle School of Social Work (UWSSSW), the Dean of the UWSSSW will make a recommendation to the Provost regarding tenure and promotion decisions for UW Tacoma social work faculty. Even though the social work programs are linked through accreditation by the Council on Social Work Education, the UW Tacoma faculty lines remain with the Tacoma campus and are judged by the SSWCJ promotion and tenure criteria and voted on by vote-eligible SSWCJ faculty.

TABLE: UW FACULTY CODE CRITERIA FOR APPOINTMENT PER RANK FOR TENURE AND TEACHING TRACK TITLES

Track	Assistant	Associate	Full
<b>Tenure Track</b>	<p>Demonstration of teaching and/or research ability that evidences promise of a successful career. Both of these shall be required.<sup>1</sup> Service to the University and to the public are expected important contributions.<sup>2</sup></p>	<p>Requires a record of substantial success in teaching and/or research. Both of these shall be required, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.<sup>1</sup> Service to the University and to the public are expected important contributions.<sup>2</sup></p>	<p>Requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and/or accomplishments in research as evaluated in terms of national or international recognition. Both of these shall be required.<sup>1</sup> Service to the University and to the public are expected important contributions.<sup>2</sup></p>
<b>Teaching Track</b>	<p>Demonstration of teaching ability that evidences promise of a successful teaching career.<sup>3</sup> Service to the University and to the public are expected important contributions.<sup>2</sup></p>	<p>Requires extensive training, competence, and experience in the discipline.<sup>3</sup> Service to the University and to the public are expected important contributions.<sup>2</sup></p>	<p>Requires a record of excellence in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, campus, University, and field.<sup>3</sup> Service to the University and to the public are expected important contributions.<sup>2</sup></p>

UW Faculty Code: 1. [Section 24-34.A](#); 2 [Section 24-32.E](#); 3 [Section 24-34.B.3](#)

## SSWCJ VISION, MISSION, AND VALUES

### Vision

As a leader in multi- and interdisciplinary education and research, the SSWCJ at the University of Washington Tacoma will use inclusive, liberatory, and equitable practices to dismantle systemic inequities and foster a sense of belonging.

## Mission

Our mission is to advance social justice through transformative education and practice, innovative research, and meaningful community engagement as we prepare dynamic and diverse leaders to build a more just and equitable society.

## Values

Our school is guided by six primary values:

- *Dedication to Students*
- *Social Justice & Anti-Oppression*
- *Faculty Excellence*
- *Community Engagement*
- *Shared Identity*
- *Innovative Spirit*

## PROMOTION AND TENURE EXPECTATIONS

### TEACHING

As acknowledged by [UW Faculty Code \(Sec 24-32\)](#),

*The scope of faculty teaching includes the ability to stimulate critical engagement, intellectual inquiry, discussion, and share the latest research findings and professional debates within the discipline. It also is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education and the instructor's availability to learners beyond the classroom environment (for example, through office hours, communication channels such as email or course question-and-answer forums, and writing letters of recommendation.*

*The educational function of a university requires faculty to routinely reflect on and refine teaching practices. Instruction must be judged according to each of the following core elements of effective teaching:*

- **Aligned:** *Effective teaching is intentionally designed and organized to help learners meet learning objectives.*
- **Inclusive and Equitable:** *Effective teaching considers learners' experiences and creates opportunities for each learner to thrive.*
- **Active and Engaged:** *Effective teaching creates opportunities for learners to engage with ideas and each other.*

- **Growth-Oriented:** *Effective teaching creates opportunities for learners to learn through practice and provides feedback that helps them grow their knowledge and abilities.*
- **Relevant:** *Effective teaching helps learners understand why what they are learning matters and prepares them for future learning and life after UW.*

(UW Faculty Code, Sec.24-32, par 5-6)

Effective teaching and continued commitment to growth in teaching are essential and expected of all faculty. Faculty must demonstrate a solid grasp of current and emerging knowledge, theory, research, and relevant skills in their field(s), along with the ability to synthesize this knowledge in course content and communicate it effectively.

Faculty are expected to conduct and/or design high quality courses that inspire students, are rich in content, foster engaged learning environments, and prepare students. Teaching effectiveness is primarily evaluated within the classroom context. The SSWCJ acknowledges that context, intersecting identities, and student expectations based on prior experiences can impact student course evaluations. As such, student evaluations are viewed as one indicator among many and are not the sole measure of teaching effectiveness.

Self-reflection and peer teaching evaluations are vital components of assessment. Engagement, reflectiveness, and instructional growth are core indicators of teaching competency and effectiveness. Faculty mentoring of students and efforts that engage students as colleagues in the teaching and learning process through scholarly, service, and field activities (as applicable) are highly valued, as is collaboration with colleagues across multi-course sequences or multi-section courses. Community partner education through activities such as skill building or demonstrations is also valued as it extends the educational reach of the University.

## SCHOLARSHIP

Scholarship serves the creative function of the University and is expected of all faculty. The SSWCJ recognizes that such scholarship takes many forms and that these forms can evolve over time and differ in importance across disciplines. Borrowing from Ernest Boyer, the SSWCJ acknowledges that scholarship forms include domains of integration, application, and teaching in addition to discovery, with discovery being the traditional pursuit of new knowledge/ research.

The lines between research, teaching, and service may not be rigid, and scholarly accomplishments may show evidence of integration across teaching and research, research and service, or teaching and service. Ultimately, scholarship is a multifaceted endeavor which advances understanding, fosters innovation, and contributes to the betterment of society through discovery, integration, application, and education. All forms of scholarly work are valued and considered part of the candidate's scholarly record. However, specific appointment titles have

different emphases and expectations for promotion as outlined in the Faculty Code and below. The Faculty Code (Section 24-32, B) clarifies the evaluation of faculty's scholarship should prioritize quality and impact broadly (such as on other researchers, policy, benefits to communities, etc. [Provost's October 14, 2025 memo: "Charge to Review and Update Promotion and Tenure Guidelines"]) over solely or primarily on quantity (i.e., number of publications, funding, or students) and might include:

- *the range and variety of their intellectual interests;*
- *the receipt of grants, awards, and fellowships;*
- *the professional and/or public impact of their work;*
- *their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods;*
- *their involvement in and contributions to interdisciplinary or community-engaged research and teaching;*
- *participation and leadership in professional associations and in the editing of professional journals;*
- *the judgment of professional colleagues; and*
- *membership on boards and committees.*

Further, the SSWCJ embraces the urban-serving campus identity, commitment to community engagement (as referenced in the [Community Engagement at the UW, Definition, Principles and Practices, 2025](#)), and its social justice vision, mission, and values. Scholarship that impacts (i.e. supports, engages, or benefits) the community or members of underrepresented groups is particularly valued. We affirmatively value public-facing scholarly dissemination such as but not limited to the following: technical and agency reports; government or field-technical audiences; white papers; op-eds; TED talks; public presentations; forms of cultural interventions in civic and social forums; photo, film or other arts/creative mediums; and expert testimony. Novel means of dissemination may themselves be seen as methodological contributions. Contributions to field and internship-based education and supervision by faculty are also valued. We affirm that impact is an important measure of quality and value faculty impact upon their field(s) and communities from local to global.

### **Track Specific Emphases**

**Tenure/Tenure Track Titles.** Tenure track faculty are expected to engage in research activities including the publication of scholarly work in peer-review venues. It is also recognized that tenure-track faculty members engage in a wide variety of scholarly activities beyond the publication of written scholarly work and the research that goes into it. Faculty can engage in the production and dissemination of knowledge in many ways, all of which are valued as part of the candidate's scholarly record. However, for Tenure-Track faculty, peer-reviewed books, book chapters, and journal articles will be given greater weight than other non-peer-reviewed scholarly products. Scholarly work will be reviewed by external reviewers identified as experts in the

faculty member's field(s). The opinions of expert reviewers will be given substantial weight in the evaluation of the candidate's scholarly portfolio.

**Teaching/Teaching Track Titles.** It is recognized that Teaching Track faculty members engage in a wide variety of scholarship beyond the publication of written scholarly work. This includes the research that goes into it, the synthesis and connection of diverse ideas and perspectives, the practical utilization of knowledge to address real-world problems, and the effective communication and dissemination of knowledge through education. For Teaching-Track faculty, emphasis will be placed on progression and accomplishments that advance the educational mission of the University. The Faculty Code suggests that the following are [non-exhaustive] examples of how faculty in Teaching titles may demonstrate scholarship:

*introduction of new knowledge or methods into course content; creation or use of innovative pedagogical methods; development of new courses, curricula, or course materials; participation in professional conferences; evidence of student performance; receipt of grants or awards; contributions to interdisciplinary teaching; participation and leadership in professional associations; or significant outreach to professionals at other educational institutions. While they may choose to do so through publication, such publication shall not be required.”* ([UW Faculty Code Section 24-34, B.4.](#))

Teaching/Teaching Track Faculty in the SSWCJ may hold nuanced appointments that can include field or administrative responsibilities. Nuances of appointment that shape the candidate's focus and workload should be made clear by the candidate; reviewers should evaluate candidates based on the specific scope of their appointment. Scholarly work will be reviewed by external expert reviewers holding academic positions of higher rank; their opinions will be given substantial weight in the evaluation of a candidate's scholarly portfolio.

**Teaching/Teaching Track Titles with Field Duties.** It is recognized that Teaching Track Faculty with Field duties (i.e. field or internship placement and supervision activities) focus on scholarship of application and engage in a variety of scholarly activities related to field education, whether through practicum or internship supervision, and the School values teaching-focused scholarly activities in this area. For Teaching Track faculty with field responsibilities, emphasis will be placed on progression and accomplishments that advance the educational mission of the SSWCJ and University with these essential duties given greatest weight.

## SERVICE

Service to SSWCJ, UW Tacoma campus, the University, professional disciplines, and local-to global communities is highly valued and will be considered in all applications for promotion and tenure.

It is expected that all faculty members will participate in the ongoing governance of the SSWCJ in an engaged and responsible manner. Engagement in service beyond the SSWCJ and campus shall not solely substitute for involvement in the equitable and ongoing sharing of committee responsibilities of the SSWCJ. In evaluating a candidate's service contributions, review committees will assess the quality and range of service across the local-to-global spectrum.

Recognition will be given to faculty members who perform service aligned with the mission, vision, and values of the School, campus, and University. In keeping with the urban-serving mission of the campus, special recognition will be given to service activities focused on local and regional communities and their needs, particularly under-represented or marginalized groups. Service work that furthers diversity, equity and inclusion efforts at the School, campus, or University-level should be noted.

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## NOTE ON SCHOLARSHIP

Ernest Boyer (1990) expanded the academies' view of scholarship by articulating four, interrelated types of expertise-based work undertaken by the professoriate in fulfillment of the central goals of universities. Described below, these types of scholarship, along with community engagement, which was later added, are argued to be interrelated and mutually informative, and the domain of all faculty, though combining in unique ways across disciplines, roles, career stage, and time. [1, 2].

- **Scholarship of Discovery:** This is the most traditional form, encompassing original empirical research that expands the stock of human knowledge. It asks, "*What is to be known?*" and "*What is yet to be found?*".
- **Scholarship of Integration:** This involves synthesizing information across disciplines and placing isolated facts into a broader perspective. It seeks to interpret research in a way that provides a more comprehensive understanding, asking, "*What do the findings mean?*"
- **Scholarship of Application:** This applies disciplinary expertise to solve real-world social and environmental problems. It is not merely "citizenship" or service; it must flow directly from professional expertise and activity.
- **Scholarship of Teaching:** This views teaching as a scholarly enterprise that goes beyond transmitting information to *transforming* and extending learning. It involves the systematic study of teaching processes, including course design and the stimulation of active learning.

Others [3] have built upon this work to suggest that scholarship can be identified and assessed via six common characteristics: "(1) clear goals; (2) adequate preparation; (3) use of appropriate methods; (4) achievement of significant results; (5) effective presentation and communication of results; and (6) reflective critique of one's work," [2, p3].

### Boyer Scholarship References:

[1] Boyer EL. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass Publishers.

[2] Hofmeyer, A., Newton, M., & Scott, C. (2007). Valuing the scholarship of integration and the scholarship of application in the academy for health sciences scholars: Recommended methods. *Health Research Policy and Systems*, 5, 5. <https://doi.org/10.1186/1478-4505-5-5>

[3] Glassick CE, Huber MT, Maeroff GI, Boyer EL. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass.

**SCHOOL OF SOCIAL WORK AND CRIMINAL JUSTICE  
FOR TENURE & TEACHING TRACK FACULTY: PROMOTION CRITERIA AND EXAMPLES**

**TEACHING EFFECTIVENESS AND EXCELLENCE**

As illustrated below, all faculty share similar broad duties with regards to teaching; the key distinction among ranks is the amount of independence, leadership, impact, and originality demonstrated as faculty advance in their rank. Successful teachers show this maturation and accomplishment, as might be evidenced in any of the items listed in each rank and in each category (see Notes for Use below):

*Per Faculty Code, effective teaching is: Aligned, Inclusive and Equitable, Active and Engaged, Growth-Oriented, and Relevant.*

<b>ASSISTANT</b> <i>Demonstrates promise of a successful teaching career with effective instruction and student engagement.</i>	<b>ASSOCIATE</b> <i>Demonstrates sustained teaching effectiveness, evidence of pedagogical innovation and curriculum development.</i>	<b>PROFESSOR</b> <i>Demonstrates excellence in instruction with leadership in curricular design, mentoring, and service to the field.</i>
<ul style="list-style-type: none"> <li>• Uses effective and innovative evidence-based teaching strategies that actively engage students and fosters critical thinking</li> <li>• Integrates current research and practice into course and field-based materials and assignments</li> <li>• Uses feedback from student and peer evaluations to inform teaching and supervision of practice</li> <li>• Creates a classroom or field atmosphere that is culturally sensitive to diversity of identities and philosophies</li> <li>• Integrates knowledge of current scholarship to support a climate of inclusiveness and belonging within the SSWCJ</li> <li>• Engages in teaching-related or practice-related professional development</li> <li>• Receives positive recognition in student evaluations</li> <li>• Helps to maintain relationships and learning opportunities with community partners</li> <li>• Participates in the development of new courses, major revisions of existing courses, and programmatic curriculum design, including novel or innovative education mediums or strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves strong student evaluations and a sustained pattern of effectiveness</li> <li>• Develops or refines strategies to create learning environments that are culturally sensitive to diversity of identities, lived experiences, and philosophical positions on issues</li> <li>• Assumes a significant role in program-level curriculum development efforts and assessment initiatives</li> <li>• Regularly effective mentors/supervises students in research/other creative projects and/or fieldwork/practicum/internship</li> <li>• Advises student organizations</li> <li>• Contributes to inclusive and innovative teaching approaches</li> <li>• Creates study abroad and/or community learning courses</li> <li>• Is recognized by campus or professional organizations for teaching accomplishments</li> <li>• Significantly or uniquely develops new relationships and learning opportunities with community partners</li> <li>• Contributes significantly or uniquely to the integration of relevant content for accreditation or certification/licensing, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves excellent student evaluations, over extended period</li> <li>• Provides leadership in curricular redesign, accreditation-related curriculum initiatives and assessment at degree, campus, or university level</li> <li>• Receives or is nominated for university, campus, or national teaching or mentoring awards</li> <li>• Leads school, campus or university initiatives for mentorship of new faculty in teaching roles</li> <li>• Leads professional development efforts related to teaching and mentoring</li> <li>• Provides expert teaching consultation beyond SSWCJ.</li> <li>• Demonstrates expertise in evaluating curricular offerings in terms of content specific to diversity, equity, and inclusion</li> <li>• Leads efforts to create meaningful and sustainable collaboration with community for learning opportunities</li> </ul>

\* SSWCJ faculty acknowledges that most of these examples have been drawn from UW sources, with or without modification, principally the School of Public Health 2025 T&P documents and the Provost Serio's memo on updating P&T dated 10/14/25.

## NOTES ON USE

**NON-EXHAUSTIVE EXAMPLES:** *These examples are illustrative, not comprehensive* - faculty may demonstrate excellence through activities not listed here. The absence of an activity from this document does not mean it lacks value.

**SUBSUMING AND POROUS BETWEEN RANKS:** *Portfolios will include items from any rank.* Exemplars of criteria for each particular rank include lower rank exemplars, and exemplars from higher ranks may be used as support criteria as well.

**HOLISTIC REVIEW:** *Promotion decisions are based on the overall record, not any single criterion.* Excellence in one area may compensate for a less extensive record in another.

**CONTEXT MATTERS:** *Reviewers should consider the context in which faculty work,* including course loads, resources available, and institutional priorities. Community-engaged work may take longer to develop and document than traditional academic outputs.

**PROGRESSION AND LEADERSHIP:** *The key distinction* between Associate Professor and Professor *is leadership and impact beyond the unit.* Full Professors on the teaching and tenure tracks demonstrate influence at national or international levels and mentor others in their areas of expertise.

**SCHOOL OF SOCIAL WORK AND CRIMINAL JUSTICE**  
**TENURE TRACK FACULTY: PROMOTION CRITERIA AND EXAMPLES**

**SCHOLARSHIP**

As illustrated below, all tenure track faculty share similar broad duties with regards to research; the key distinction among ranks is the amount of independence, leadership, impact, and originality demonstrated as faculty advance in their rank. Successful scholars show this maturation and accomplishment, as might be evidenced in any of the items listed in each rank and in each category (see Notes for Use below):

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<i>Demonstrates sustained, original scholarly activity in coherent and increasingly defined area(s) of focus</i>	<i>Demonstrates sustained scholarly activity with increased originality and emerging leadership in area(s) of growing expertise, with local and regional reach</i>	<i>Demonstrates sustained, original, sophisticated leadership in their defined area(s) of ever growing expertise with local, regional, national/global reach</i>
<b>Expectation: Scholarship of discovery including original research conceptualization, planning, and execution, with growth through the ranks in the originality, leadership, collaborations, or strength of funding applications</b>		
<ol style="list-style-type: none"> <li>1. Research and research planning activities, including IRB application/reports, applying in any role for competitive research grants, contracts, or fellowships from government agencies, foundations, or industry, commensurate with research agenda and priorities, data collection, and analysis.</li> <li>2. Exploring and challenging existing frameworks, models, and methods.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sustained research activities with increased sophistication, independence, and growing initiative (i.e., applying as lead or co-PI for competitive research grants, contracts, or fellowships from government agencies, foundations, or industry, commensurate with research agenda and priorities), data collection, and analysis.</li> <li>2. Advancing expertise through developing new frameworks, models, and methods.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sustained and mature leadership in research activities that demonstrate sophistication, independence, and initiative (i.e., consistently applying as lead or co-PI for competitive research grants, contracts, or fellowships from government agencies, foundations, or industry, commensurate with research agenda), data collection and analysis.</li> <li>2. Increased refinement and/or testing of original, new theories, methodologies, or frameworks that advance knowledge in the field.</li> <li>3. Growth of expertise through extending and testing and/or mentoring others as they apply the faculty's original frameworks, models, methods.</li> </ol>

		4. Advancing theory and knowledge development by leading conferences, symposia, or providing editorial services for scholarly journals.
<b>Expectation: Contributions to scholarly, peer-reviewed venues, with growth through the ranks in the amount of impact, recognition, leadership, and responsibility</b>		
<ol style="list-style-type: none"> <li>1. Submission and publication of peer-reviewed journal articles, book reviews, book chapters, and monographs, as well as conference papers/posters/panels at professional conferences and annual meetings</li> <li>2. Serving as a peer reviewer for professional journals or scholarly conferences</li> </ol>	<ol style="list-style-type: none"> <li>1. Submission and publication of peer-reviewed journal articles, book reviews, book chapters, and monographs, as well as peer-reviewed conference papers/posters/panels at professional conferences and annual <i>meetings with increased responsibility (e.g., more lead authored pieces; editing special issues; serving as a panel organizer, etc.)</i></li> <li>2. Additional responsibility for peer-review journal activities such as co-editing a special issue of a professional journal or conference symposium</li> </ol>	<ol style="list-style-type: none"> <li>1. Submission and publication of peer-reviewed journal articles, book reviews, book chapters, and monographs, as well as peer-reviewed conference papers/posters/panels at professional conferences and annual meetings <i>demonstrating mature scholarship with national or international impact</i></li> <li>2. Assuming leadership in peer review journal activities (i.e., serving on a journal editorial board, editing a special issue of a professional journal, serving as managing editor for a professional journal with large national or international readership, editing a book series with large national or international readership)</li> </ol>
<b>Expectation: Scholarship of application sharing of research for application to broad-based, public audiences, including translation into teaching, policy, advocacy, programs, service delivery, evaluation, and other SW/CJ practice</b>		
<ol style="list-style-type: none"> <li>1. Contributes to development of new knowledge/pedagogy in teaching and/or mentoring and delivery of educational offerings.</li> <li>2. Contributes to the planning, conducting, and dissemination of population or community-driven needs assessments, surveys, evaluations, and/or interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, criminal justice system, healthcare, or other institutional entities)</li> </ol>	<ol style="list-style-type: none"> <li>1. Contributes to development of new knowledge/pedagogy in teaching and/or mentoring and delivery of educational offerings with increased responsibilities</li> <li>2. Increased responsibility or leadership in the planning, conducting, and dissemination of population or community-driven needs assessments, surveys, evaluations, and/or interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, criminal justice system, healthcare, or other institutional entities)</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates leadership in the development of new knowledge/pedagogy in teaching and/or mentoring and delivery of educational offerings</li> <li>2. Leads or facilitates the planning, conducting, and dissemination of population or community-driven needs assessments, surveys, evaluations, and/or interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, criminal justice system, healthcare, or other institutional entities)</li> </ol>

<ul style="list-style-type: none"> <li>3. Contributes to open access, novel dissemination methods, digital scholarship, or technical reports to advance dissemination methods or to leverage impact of scholarship.</li> <li>4. Demonstrates efforts to engage community and students in scholarship and research, particularly students from underrepresented groups or communities</li> <li>5. Presents community-based lectures, or talks</li> </ul>	<ul style="list-style-type: none"> <li>3. Increased contribution to open access, novel dissemination methods, digital scholarship, or technical reports to advance dissemination methods or to leverage impact of scholarship.</li> <li>4. Increased engagement and mentoring with community and students in scholarship and research, particularly students from underrepresented groups or communities</li> <li>5. Contributes to the design, implementation, and/or evaluation of training, mentoring, or technical assistance for community and practice colleagues or groups at the local, state, or regional levels to optimize their well-being and social justice efforts.</li> </ul>	<ul style="list-style-type: none"> <li>3. Advances or leads open access, novel dissemination methods, digital scholarship, or technical reports to advance dissemination methods or to leverage impact of scholarship</li> <li>4. Demonstrates leadership in engagement and mentoring with community and students in scholarship and research, particularly students from underrepresented groups or communities.</li> <li>5. Leads or facilitates the design, implementation, and/or evaluation of training, mentoring, or technical assistance for community and practice colleagues or groups at the local, state, regional, national, or international levels to optimize their well-being and social justice efforts.</li> <li>6. Provides analysis, content expertise, or technical assistance for the development of policies at the national or international level</li> </ul>
<p><b>Expectation: Scholarship of integration contributing to the development, strength, and impact of scholarly communities (including SW, CJ, and interdisciplinary fields)</b></p>		
<ul style="list-style-type: none"> <li>1. Participates in collaborations, professional organizations, boards, and initiatives,</li> <li>2. Represents SW/CJ discipline within interdisciplinary initiatives</li> <li>3. Faculty's work is recognized as evidenced in citations, community uptake, pedagogical uses, policy changes, or award nominations.</li> </ul>	<ul style="list-style-type: none"> <li>1. Rising leadership (or co-leadership) of collaborations, professional organizations, boards, and initiatives</li> <li>2. Promotes SW/CJ within interdisciplinary initiatives</li> <li>3. Growing use of faculty's work, evidenced in citations, community uptake, pedagogical uses, policy changes, or award nominations.</li> </ul>	<ul style="list-style-type: none"> <li>1. Leads, introduces, or facilitates collaborations, professional organizations, boards, and initiatives</li> <li>2. Leads and coordinates SW/CJ within interdisciplinary initiatives and teams</li> <li>3. Faculty's work is widely used, evidenced in citations, community uptake, pedagogical uses, policy changes, or award nominations.</li> <li>4. Delivers or organizes keynote lectures, plenary talks, or named lectureships at professional conferences or scholarly venues</li> </ul>
<p><b>Expectation: Promoting the ethics and commitments of SW/CJ research communities</b></p>		
<ul style="list-style-type: none"> <li>1. Contributes to professional projects, publications and/or presentations related to diversity, equity, inclusion, and/or anti-racism or decolonizing principles.</li> </ul>	<ul style="list-style-type: none"> <li>1. Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in their respective areas of research</li> </ul>	<ul style="list-style-type: none"> <li>1. Professional leadership in and demonstration of ethical, inclusive, and anti-oppressive research practices</li> </ul>

	2. Develops or sustains pathways for diverse modes of generating knowledge for and with communities (e.g., community-based organizations or groups) and practice partners (e.g., government, criminal legal, healthcare or other institutional entities).	2. Mentors others in translation and application of knowledge to promote and sustain diverse modes of generating change for and with communities (e.g., community-based organizations or groups) and practice partners (e.g., government, or other institutional entities)
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**Expectation: Scholarship of teaching promoting translation of knowledge to learning**

1. Contributes to pedagogical scholarship in refereed publications and media of high quality 2. Applies or advances the research evidence on teaching and/or mentorship through publications, presentations, or other scholarly works 3. Mentors scholarly work by students	1. Increased contributions to pedagogical scholarship in refereed publications and high-quality media venues 2. Increased application or advancement of research evidence on teaching and/or mentorship through publications, presentations, or other scholarly works 3. Mentors students in scholarly activities including in thesis/capstone projects, peer-review publications, scholarly presentations, and high-quality media venues 4. Uniquely contributes to new instructional methods facilitating inclusive excellence in course materials and learning environments.	1. Leads or facilitates pedagogical scholarship in refereed publications and high-quality media venues 2. Leads in the application or advancement of research evidence on teaching and/or mentorship through publications, presentations, or other scholarly works 3. Advanced mentoring of students in scholarly activities including in thesis/capstone projects, peer-review publications, scholarly presentations, and high-quality media venues 4. Leads or assumes major roles in the creation, implementation, or advancement of new instructional methods facilitating inclusive excellence in course materials and learning environments.
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**CONTEXT MATTERS:** *Reviewers should consider the context in which faculty work*, including course loads, resources available, and institutional priorities. Community-engaged work may take longer to develop and document than traditional academic outputs.

**PROGRESSION AND LEADERSHIP:** Scholarly activities themselves are similar across ranks (e.g., as Boyer notes, consisting of research focused on Discovery (“traditional” research), Integration (synthesizing knowledge across disciplines), Application (using knowledge to solve problems, often in communities), and Teaching (systematically studying and sharing knowledge) - the key distinction is the amount of independence, leadership, and originality demonstrated as faculty advance in their rank. ***The key distinction*** between Assistant Professor, Associate Professor and Full Professor ***is growing leadership and impact (e.g., beyond the unit, then beyond the region)***. Full Professors demonstrate influence at national or international levels and mentor others in their areas of expertise.

**SCHOOL OF SOCIAL WORK AND CRIMINAL JUSTICE**  
**TEACHING TRACK FACULTY: PROMOTION CRITERIA AND EXAMPLES**

**SCHOLARSHIP**

As illustrated below, all teaching track faculty share similar broad duties with regards to research; the key distinction among ranks is the amount of independence, leadership, impact, and originality demonstrated as faculty advance in their rank. Successful scholars show this maturation and accomplishment, as might be evidenced in any of the items listed in each rank and in each category (see Notes for Use below):

ASSISTANT TEACHING PROFESSOR	ASSOCIATE TEACHING PROFESSOR	TEACHING PROFESSOR
<i>Demonstrates sustained, original scholarly activity in coherent and increasingly defined area(s) of focus</i>	<i>Demonstrates sustained scholarly activity with increased originality and emerging leadership in area(s) of growing expertise, with local and regional reach</i>	<i>Demonstrates sustained, original, sophisticated leadership in their defined area(s) of ever growing expertise with local, regional, national/global reach</i>
<b>Expectation: Scholarship that demonstrates participation in research, scholarly inquiry and contributions to teaching area</b>		
<ul style="list-style-type: none"> <li>• Engages in scholarly inquiry, integrating current research of teaching area into teaching and department research discussions</li> <li>• Involves community perspectives into teaching and learning, participating in community-engaged projects and connecting students with community opportunities for research and collaboration.</li> <li>• Connects current policy developments and public discourse in teaching and scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in independent or collaborative research of teaching area</li> <li>• Conducts community-based participatory research, developing community-responsive research questions and disseminate findings to community audiences.</li> <li>• Engages in regional or national policy analysis of teaching area</li> <li>• Presents research at regional and national trainings and/or conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership through developing independent or collaborative research of teaching area</li> <li>• Lead and sustain community-based research partnerships, receiving funding and influencing community practice or policy.</li> <li>• Influence regional or national public policy through scholarship</li> <li>• Sustained record of public scholarship and expertise in area of teaching through engaging in recognized media forums (TED talks) or providing expert testimony</li> </ul>
<b>Expectation: Scholarship that promotes integration of knowledge and theory through teaching and interdisciplinary collaboration</b>		

<ul style="list-style-type: none"> <li>Integrates multiple disciplines in teaching and course content, utilizing interdisciplinary case studies and connecting the discipline's frameworks with varying perspectives and disciplines</li> <li>Connects theory to practical application for students; translating research to practice in teaching</li> <li>Develop and provide opportunities to engage with field professionals and agency partners in the classroom and through course materials.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and lead cross-program collaborations and/or interdisciplinary learning opportunities, courses or programs.</li> <li>Create resources translating research to practice, developing practice guides and toolkits</li> <li>Advance formal university-agency partnerships, leading collaborative projects and identifying new opportunities to integrate research and practice.</li> </ul>	<ul style="list-style-type: none"> <li>Creates sustained interdisciplinary programs, becoming a recognized leader in interdisciplinary collaboration and education</li> <li>Authors widely-used practice guides and major synthesis work (systematic reviews, handbooks)</li> <li>Develops cross-sector collaboration that influences policy and interdisciplinary practice models.</li> <li>Recognized leader in university-community partnerships and initiatives</li> </ul>
<p><b>Expectation: Scholarship that develops pedagogical innovation, expertise and contributions to the teaching and learning community</b></p>		
<ul style="list-style-type: none"> <li>Applies evidence-based teaching practices, utilizing innovative teaching technologies, integrating new knowledge and developing creative learning activities that promote inclusive pedagogies</li> <li>Engages in systematic inquiry about teaching effectiveness, utilizing data to improve teaching practices</li> <li>Documents curricular innovations, creating assessments aligned with learning outcomes to support content development and improvement</li> </ul>	<ul style="list-style-type: none"> <li>Develops signature teaching approaches and innovative pedagogical methods utilized in course or program development.</li> <li>Advances teaching effectiveness through developing new opportunities for data collections and information gathering to improve teaching practices</li> <li>Creates new materials and curriculum, such as open educational resources, case studies, chapters, to support learning outcomes</li> <li>Creates and supports interdisciplinary curricular connection and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Recognized as a pedagogical expert in area of teaching, providing consultation on pedagogy to collaborators, colleagues and/or universities</li> <li>Leads research on teaching effectiveness in area of teaching, disseminating findings to the broader field, applying for and/or receiving grants for curriculum development</li> <li>Publishes research findings (<i>optional but valuable</i>)</li> <li>Authors textbook, book or major curricular resources</li> <li>Leads national curricular initiatives and innovations</li> </ul>
<p><b>Expectation: Promoting the ethics and commitments of SW/CJ research communities</b></p>		
<ul style="list-style-type: none"> <li><i>Contributes to professional projects, publications and/or presentations related to diversity, equity, inclusion, and/or anti-racism or decolonizing principles.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in their respective areas of research</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Professional leadership in and demonstration of ethical, inclusive, and anti-oppressive research practices</i></li> <li><i>Mentors others in translation and application of knowledge to promote and sustain diverse modes of generating</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Develops or sustains pathways for diverse modes of generating knowledge for and with communities (e.g., community-based organizations or groups) and practice partners (e.g., government, criminal legal, healthcare or other institutional entities).</i></li> </ul>	<i>change for and with communities (e.g., community-based organizations or groups) and practice partners (e.g., government, or other institutional entities)</i>
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**Expectation: Scholarship that address and advances practice, policy, community and professional needs**

<ul style="list-style-type: none"> <li>• Integrates practice experience into teaching; connects classroom learning to field practice through promoting current practice developments and the use of practice examples and case studies</li> <li>• Supports students developing an understanding policy, policy processes and practices</li> <li>• Engages with professional development opportunities to support pedagogical advancement and scholarly collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops practice innovations based on scholarship, creating practice resources (manuals, guides, protocols) for field practice</li> <li>• Conducts community-engaged scholarship projects, policy consultation, analysis and/or evaluation with organizations</li> <li>• Provide consultations and trainings on evidence-based approaches and practice innovations to practitioners, organizations and the broader community</li> <li>• Advances professional practices through invitations to present at regional and national events, award nominations and work cited in publications or presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Practice innovations and trainings consulted on and adopted regionally/nationally by multiple agencies, practitioners</li> <li>• Sustained leadership in community-engaged scholarship and work that demonstrates improved community outcomes</li> <li>• Engaged with and consulted on policy work that influences legislation or regulations</li> <li>• Creates widely-adopted policy resources, technical products and/or tools</li> <li>• Receives grants and award nominations for scholarship or practice area.</li> </ul>
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**SCHOOL OF SOCIAL WORK AND CRIMINAL JUSTICE**  
**TENURE & TEACHING TRACK FACULTY: PROMOTION CRITERIA AND EXAMPLES**

As illustrated below, all tenure track faculty share similar broad duties with regards to service; the key distinction among ranks is the amount of independence, leadership, impact, and originality demonstrated as faculty advance in their rank. Evidence **may** include items listed in each rank and in each category (see Notes for Use below).

**SERVICE**

**Per Faculty Code, service encompasses contributions to the program, campus, university, profession, and community.**

<b>ASSISTANT</b> <i>Contributes as an active participant in program and school service activities.</i>	<b>ASSOCIATE</b> <i>Demonstrates leadership in service at multiple levels with evidence of substantive contributions.</i>	<b>PROFESSOR</b> <i>Provides distinguished service leadership to profession and community with regional or national recognition</i>
<ul style="list-style-type: none"> <li>• Participates in shared governance through standing or ad hoc committee membership in division and SSWCJ levels.</li> <li>• Participates in generating a SSWCJ climate conducive to professional growth</li> <li>• Engages in partnerships with community and professional organizations that advance the SSWCJ mission.</li> <li>• Serves on agency, community, or organization boards, commissions, and committees at the local/ regional level.</li> <li>• Attends professional conferences and workshops to enhance knowledge and visibility of the school, if professional development funds are available to faculty.</li> <li>• Maintains memberships in state, national or international professional organizations, if professional development funds are available to faculty.</li> <li>• Participates in SSWCJ activities related to diversity, equity, and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to advance shared governance through committee leadership at division, SSWCJ levels, and through committee membership at all UW levels</li> <li>• Participates in activities of state, national or international professional organizations, if professional development funds are available to faculty.</li> <li>• Contributes to a climate conducive to professional growth in the division and/or school</li> <li>• Represents the SSWCJ in UWT or UW level committees.</li> <li>• Works collaboratively and/or assumes chair position on special review groups, task forces, and policy making bodies in the division and SSWCJ.</li> <li>• Contributes professional services or consults with local and state organizations.</li> <li>• Leads agency, community, or organization boards, commissions, and committees at the local/regional level.</li> <li>• Leads the development of community research/educational projects.</li> <li>• Participates actively in national professional organizations, if professional development funds are available to faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads in shared governance in committees at all Institutional levels</li> <li>• Assumes chair position on special review groups, task forces, and policy making bodies at the UWT or UW.</li> <li>• Provides leadership that generates a climate conducive to professional growth in SSWCJ.</li> <li>• Contributes to UWT and UW Senate committees and councils, or other UW committees, with participation or leadership roles.</li> <li>• Leads community advocacy efforts at the national and/or international level.</li> <li>• Leads agency, community, or organization boards, commissions, and committees at the state, national, and/or international level.</li> <li>• Contributes professional services to national and international organizations, if professional development funds are available to faculty.</li> <li>• Leads activities of national or international professional organizations, if professional development funds are available to faculty.</li> <li>• Demonstrates leadership in recruitment, mentoring, promotion, and retention of diverse colleagues and students, and works towards fostering a diverse environment.</li> </ul>

<b>ASSISTANT</b> <i>Contributes as an active participant in program and school service activities.</i>	<b>ASSOCIATE</b> <i>Demonstrates leadership in service at multiple levels with evidence of substantive contributions.</i>	<b>PROFESSOR</b> <i>Provides distinguished service leadership to profession and community with regional or national recognition</i>
	<ul style="list-style-type: none"> <li>• Supports recruitment and retention of diverse students</li> <li>• Participates in SSWCJ activities related to diversity, equity, and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates leadership in diversity, equity, and inclusion activities within and beyond the institution.</li> <li>• Receives recognition (awards, honors) for professional and/or community service within the institution and beyond.</li> <li>• Recruits and mentors colleagues to lead professional and community services</li> </ul>

\* SSWCJ faculty acknowledges that most of these examples have been drawn from UW sources, with or without modification, principally the School of Public Health 2025 T&P documents and the Provost Serio's memo on updating P&T dated 10/14/25.

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**PROGRESSION AND LEADERSHIP:** *The key distinction* between Associate Professor and Professor *is leadership and impact beyond the unit.* Full Professors on the teaching and tenure tracks demonstrate influence at national or international levels and mentor others in their areas of expertise.

## **Auxiliary Examples of Faculty Work for use in SSWCJ FAR and P&T**

Directly from Cited from the Office of the Provost, Internal Memo from Tricia Serio, Oct 14,2025.

Subject header: Charge to Review and Update Promotion and Tenure Guidelines.

~~ **The SSWCJ faculty intend these to expand the imagination about legitimate faculty work and how all faculty efforts should be recognized as contributing to the functions of the UW.** ~~

### **Appendix 1: Research, Scholarship, and Creative Works**

Specific examples of activities for promotion and tenure may include:

- Publication of peer-reviewed journal articles, books, book chapters, and monographs
- Presentations at national and international conferences, symposia, or scholarly meetings
- Securing competitive research grants, contracts, or fellowships from government agencies, foundations, or industry
- Development of new theories, methodologies, or frameworks that advance knowledge in the field
- Creation of artistic works, performances, exhibitions, compositions, or design projects that are publicly presented, performed, or displayed
- Contributions to digital scholarship such as digital archives, software, databases, or interactive media
- Authoring influential policy briefs, white papers, technical reports, or practice guidelines
- Editing or serving on editorial boards of scholarly journals, volumes, or major reference works
- Invention disclosures resulting from original research
- Leading or participating in interdisciplinary research teams with tangible outputs
- Data sets and codes developed by faculty that are impactful to their field and significantly advance discovery or delivery

### **Appendix 2: Teaching**

Examples of quality and effective teaching activities may include:

- Translation or commercialization of research findings into products, services, or practices with demonstrated impact
- Invitations to deliver keynote lectures, plenary talks, or named lectureships
- Receiving awards, honors, or recognition for research, scholarship, or creative work from professional societies, academic institutions, or arts organizations
- Evidence of the impact or uptake of research or creative work, such as citations, media coverage, policy adoption, or public engagement
- Serving as principal investigator, co-investigator, or project leader on major research initiatives

## **Auxiliary Examples of Faculty Work for use in SSWCJ FAR and P&T**

~~ The SSWCJ faculty intend these to expand the imagination about legitimate faculty work and how all faculty efforts should be recognized as contributing to the functions of the UW. ~~

- Mentoring students or junior researchers in research or creative projects with successful outcomes
- Development and/or implementation of innovative or evidence-based teaching methods
- Successful curriculum or course design and refinement that incorporates formative assessment.
- Demonstrated effectiveness in the classroom, as shown through peer reviews, student evaluations, or teaching awards
- Engagement in teaching and learning scholarships, including presentations or publications on pedagogical innovations
- Mentorship and advising of undergraduate and graduate students, including supervision of research, capstone, or creative projects
- Incorporation of best teaching practices that support diverse learners
- Leadership in educational initiatives, such as leading teaching workshops, chairing curriculum committees, or contributing to educational policy
- Development and dissemination of educational resources, such as textbooks, open educational materials, or digital learning tools
- Positive impact on student success, retention, and achievement, with supporting documentation or outcomes
- Incorporation of the UW's elements of effective teaching

### **Appendix 3: Service Specific examples of impactful service activities may include:**

- Leadership roles within the department, college, or university (e.g., serving as chair, program director, leading strategic planning committees, significant role in faculty councils)
- Active participation or leadership in faculty governance, admission or accreditation processes, or major institutional initiatives
- Service in professional societies, such as holding elected office, organizing conferences, or chairing committees
- Editorial work for academic journals or serving as a peer reviewer or grant reviewer
- Organizing academic symposia, workshops, or public events that enhance the institution's reputation or scholarly community
- Outreach activities that connect the university to external communities, such as K-12 education partnerships, public lectures, or community advisory boards
- Documented impact or outcomes resulting from service activities (e.g., policy changes, new programs, improved organizational processes)

## **Auxiliary Examples of Faculty Work for use in SSWCJ FAR and P&T**

~~ The SSWCJ faculty intend these to expand the imagination about legitimate faculty work and how all faculty efforts should be recognized as contributing to the functions of the UW. ~~

**Appendix 5: Community Engagement** For community-engaged teaching, outreach and/or research, promotion and tenure applications should include evidence such as:

- Documentation of mutually beneficial partnerships with community organizations or stakeholders
- Co-authored publications or presentations with community partners
- Designing and teaching courses with robust community engaged elements
- Mentoring students in public and community engaged scholarship and research
- Direct internships with local, national, or international community partners
- Demonstrated impact on community-identified needs or priorities
- Letters of support or testimonials from community collaborators with no conflict of interest
- Evidence of sustained, reciprocal relationships with community groups
- Outcomes showing positive social, economic, environmental, or health impacts arising from the research
- Grants, contracts, or funding awarded for community-engaged projects
- Recognition or awards from community organizations or professional bodies
- Public dissemination of research findings to community audiences (e.g., reports, workshops, media coverage).
- Tribal engagement activities
- International engagement activities

## **Appendix 6: Mentoring of Undergraduate and Graduate Students and Colleagues**

Examples of mentoring of students may include:

- Documented mentorship outcomes
- Mentee achievements
- Letters from mentees
- Involvement in structured mentoring programs
- Contributions to a positive, inclusive academic environment that fosters growth and success for others.
- Evidence of effective mentoring provided by undergraduate and graduate students' feedback on their mentorship experiences

**Appendix 7: Global Engagement** Examples of global engagement activities may include:

- Leading or participating in international research collaborations, consortia, or multi-country projects

## **Auxiliary Examples of Faculty Work for use in SSWCJ FAR and P&T**

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- Developing or teaching innovative courses with robust global learning elements, including, study abroad courses, courses with international field work, or global classroom experiences/Collaborative Online International Learning (COIL)
- Mentoring students on globally engaged scholarship and research
- Establishing sustained partnerships with universities, research institutes, or organizations outside the United States or serving as a faculty champion for such partnerships
- Hosting visiting scholars from international institutions and engaging in reciprocal exchanges
- Securing grants, fellowships or funding for projects with significant international components or global impact
- Presenting research or creative work at international conferences, workshops, or exhibitions
- Engaging in policy development, advisory roles, or consultancy for international agencies, NGOs, or governments
- Publishing scholarly work with colleagues abroad, and/or in international journals or outlets with global reach
- Receiving recognition or awards for global engagement from international organizations or partners
- Serving in leadership roles for international professional societies, networks, or editorial boards
- Organizing or co-organizing international conferences, symposia, or workshops
- Contributing to capacity-building initiatives or training programs in other countries
- Demonstrating impact on global issues, such as health, sustainability, human rights, or education, through research or outreach

# SSWCJ DIRECTIONS REGARDING PREPARING P&T NARRATIVE AND PORTFOLIO

## **Narrative**

The narrative portion of the faculty's portfolio is the opportunity for faculty to describe their teaching, scholarship, and service values and achievements. The narrative provides context for the faculty's portfolio and is read by internal and external reviewers as part of the review process for determining promotion and/or tenure.

**Teaching:** In terms of teaching, faculty should provide context about the ways they have developed as instructors over time. In addition to speaking to criteria listed in the University Faculty Code, faculty can consider including the following:

- Describe innovative pedagogical ideas, assignments, and technologies used in the classroom
- Describe the creation of new courses
- Describe ways you have supported and fostered diversity, equity and inclusion of under-represented student groups
- Explain the evolution of each course, particularly when quantitative student course evaluation scores have changed significantly over time
- Consider providing rationale for student evaluation scores (if on the lower range). This can be done by offering context of courses, or of circumstances, if helpful, since students do not always recognize/appreciate innovative practices or the importance of some content to the field.

**Scholarship:** In terms of scholarship, faculty should describe their development as a scholar and the impact of their scholarly activities. Faculty should outline the core scholarly questions or issues that ground their work and describe how their scholarly activities and products represent a cohesive body of inquiry. Faculty should describe their overall trajectory, progressive contribution(s), and scholarly and community impact of their body of work; impact can be demonstrated a number of ways and faculty should make their case. Faculty should clarify their role in each scholarly project and product in their candidate portfolio.

The narrative may also include information regarding recognition of the faculty's scholarly contributions such as service on editorial or scholarly boards, special recognition, invitation to talks and conferences, and other scholarly honors or awards.

For Teaching and Field Teaching Faculty, scholarly activities may focus on scholarship of pedagogy. The narrative may include:

- Descriptions of the faculty's introduction of new knowledge or methods into course content
- Creation or use of innovative pedagogical methods
- Development of new courses, curricula, or course materials
- Participation in professional conferences
- Evidence of student performance
  - Positive impact on student success, retention, and achievement, with supporting documentation or outcomes
- Receipt of grants or awards
- Contributions to interdisciplinary teaching
- Participation and leadership in professional associations
- Significant outreach to professionals at other educational institutions

Specific to Field Faculty, they should address their scholarly approach to field education pedagogy and practice. Field Faculty may include activities related to students and agency personnel with whom students are placed. Examples of activities include approaches and methods for challenging placement situations and disrupted placements. Faculty may also include training field agency personnel who supervise students.

**Service:** In the narrative, faculty should address how your service activity is integrated into larger academic pursuits. Describe any common threads in your service that may be related to your scholarship or teaching and how your outside-of-campus service reflects UW Tacoma's urban-serving mission and SSWCJ's vision, mission and values.

## Portfolio

**TEACHING:** Candidates should compile a comprehensive teaching portfolio containing:

**A) Table of all courses taught at UW Tacoma:** *A table\* which summarizes all courses taught at UW Tacoma as follows:*

1. Course number and title
2. Quarter and year offered
3. Required or elective course
4. Number of credits
5. Face-to-face, online, or hybrid course
6. Number of students, and
7. Unadjusted combined median of first four items from course evaluations from University IASystem.

\*An example of a template is available for this table requirement, upon request from SSWCJ office.

**B) List of independent studies overseen, and/or master's and doctoral committees on which you served**

**C) All quantitative student course evaluations since last appointment or promotion** (*whichever is more recent*)

**D) All electronic qualitative comments from student course evaluations since last appointment or promotion** (*whichever is more recent*)

**E) Most recent syllabus for each course taught since last appointment or promotion** (*whichever is most recent*).

- *Face-to-face, hybrid, and online course syllabi are required.*

**F) Peer teaching evaluations since last appointment or promotion** (*whichever is most recent*). See [UW Faculty Code Section 24-57A](#) for frequency requirements.

**G)** In addition to the required items listed above, candidates may submit supplementary materials that best demonstrate teaching expertise. This might include evidence of participation in teaching forums; continuing education in pedagogy; participation in communities of practice; implementation of evidence-based practices; new course development; curriculum assessment and revision; curricular leadership; and teaching awards.

## **SCHOLARSHIP**

### **Tenure Titles**

Incorporate the following information into your CV:

- A complete list of published works. This list should clearly indicate which materials were published since the time of appointment or last promotion (*whichever is more recent*), and which were published before that time. The list should be organized according to type of publication (e.g., books, chapters in books, journal articles, etc.). Authors should be listed in identical order as they appear on the publication; page numbers should be listed as well. Candidates are expected to briefly describe their role and contribution to non-solo or non-first authored work.
  - Copies of all work published since the time of appointment or last promotion (*whichever is more recent*).
- Faculty may consider including a selected list of completed unpublished works including monographs, grant proposals, project reports, papers

delivered at conferences, and similar materials completed since the time of last appointment or promotion. Faculty may consider including copies of published reviews or critiques of your work such as book reviews, letters to the editor, etc.

### **Teaching Titles – Field Duties**

Submit for every year since appointment or last promotion (whichever is most recent):

- The number of students placed each year, broken down by graduate or undergraduate status and the number of agencies utilized for field placements or internships (including multiple sites within a single agency).
- A list of new field or internship sites successfully brought on board by the candidate.

### **SERVICE:**

- List, describe, and/or briefly explain the service activities which you believe have made a significant contribution to those categories mentioned above.
- List and briefly explain special appointments, service-related awards, or other recognition received.

Specific examples of impactful service activities may include (*from Provost's 'Charge to Review and Update Promotion and Tenure Guidelines' document, October 14, 2025*):

- Leadership roles within the department, college, or university (e.g., serving as chair, program director, leading strategic planning committees, significant role in faculty councils)
- Active participation or leadership in faculty governance, admission or accreditation processes, or major institutional initiatives
- Service in professional societies, such as holding elected office, organizing conferences, or chairing committees
- Editorial work for academic journals or serving as a peer reviewer or grant reviewer
- Organizing academic symposia, workshops, or public events that enhance the institution's reputation or scholarly community
- Outreach activities that connect the university to external communities, such as K-12 education partnerships, public lectures, or community advisory boards
- Documented impact or outcomes resulting from service activities (e.g., policy changes, new programs, improved organizational processes)

*Entrepreneurship and Innovation (E&I) Specific examples of entrepreneurship and innovation activities may include:*

- Advancing diversity, access and inclusion through committee work, program development, or advocacy
- Mentoring and supporting colleagues in professional development or onboarding

- Contributions to national or international boards, panels, or advisory groups relevant to one's field
- Receiving awards, honors, or recognition for service from the institution or external organizations
- University representation in attracting philanthropic interest or funding

## **Curriculum Vitae**

- Education
- Ph.D. dissertation or Master's thesis title
- UW committees/duties/service
- Employment history including current position and dates
- Research grants, projects, contracts – include funding agencies, dates, amount of funding, role in project (PI, co-PI, etc.)
- Professional offices and awards with dates
- Talks, papers, presentations, etc.

## **Related Policies and Documents**

In addition to the unit's Policy Guidelines, the candidate and review committee should consult campus and university policies related to promotion and tenure. The campus and university policies include:

- The UW Tacoma Promotion and Tenure Documentation Guidelines
- UW Tacoma Promotion and Tenure File Creation Guidelines
- External Review Spreadsheet Template
- Teaching Effectiveness Summary Spreadsheet Template
- Deadlines for the appropriate year for Mandatory or NON-mandatory Tenure and Promotion Process, whichever is relevant
- Presidential Orders, Executive Order No. 45 – Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases
- UW Faculty Code Chapter 24 – Appointment and Promotion of Faculty Members
- UW Tacoma Handbook, Appendix A
- UW Tacoma Handbook, Appendix C, CH. 2: Appointment, Tenure, and Promotion of Faculty

## **ACADEMIC HUMAN RESOURCES PROMOTION AND TENURE**

To begin the promotion review process, the SSWCJ candidate must build a promotion application packet, per the guidelines set forth by UWT's Academic Human Resources (AHR) department. This power point presentation link provides resources for building a tenure and promotion application packet.

- [Promotion Review UW Tacoma \(May 2024 Presentation\)](#)

This APT document link below proves P&T Documentation Requirements.

- [P&T Documentation Requirements](#)

Below are recordings of Academic Promotion and Tenure Resources and Policies to help with preparing narrative and portfolios for promotion and tenure processes by academic rank:

- 2022-2023 APT Workshop recordings
  - [May 10, 2023: Teaching Faculty](#)
  - [May 17, 2023: Assistant to Associate Professor](#)
  - [May 18, 2023: Associate Professor to Full Professor](#)
  - [May 19, 2023: Narrative Writing Workshop](#)

## **Helpful Promotion and Tenure Links**

- [Academic Human Resources: Promotion And Tenure](#)
- [Promotion & Tenure Navigator](#)
- [Promotion and Tenure Titles and Votes: Promotion Matrix](#)
- [Faculty Assembly: Appointment, Promotion, and Tenure Committee](#)