

## GUIDELINES FOR REAPPOINTMENT & PROMOTION OF TEACHING-TRACK PROFESSORS

*Approved: June 15, 2026*

### 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.

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.

Note: This document makes no comment on faculty appointments at the rank of Assistant Teaching Professor. Its intent is to be used by those applying for promotion, those evaluating promotion candidates, reappointment/renewal decisions for all non-tenure-track ranks, and for appointment at a rank higher than Assistant Teaching Professor for potential new faculty. We also note the following general criteria below:

### UW Faculty Code & Governance

Associate Teaching Professor ... [is an] instructional title that may be conferred on persons who have special instructional roles and *who have extensive training, competence, and experience in their discipline.*

Teaching Professor is an instructional title that may be conferred on persons whose excellence in instruction is demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field.

### Review Committee Requirements

- 1 *Adopted from School of Engineering & Technology, UW Tacoma*  
S:\Education\General\Policy and Procedure\Reappointment, Promotion, Tenure, Merit Guidelines\SOE\_Teaching-Track Professors Guidelines for Appointment\_06.2024

Each person going up for a formal review is required to have a committee of three (3) UW faculty above rank. The candidate will submit the names of desired committee members to the Office of the Dean (reminders will be provided with ample notice). 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 Office of the Dean will send the candidate a final list before the formal review process starts.

Requirements of review committee composition:

1. The committee chair's home unit must be in the SOE at UW Tacoma.
2. Each member must be above the rank of the faculty candidate under review. For teaching-track faculty candidates, members may be from either the teaching-track or tenure-track/tenured.
3. The faculty candidate may submit to the Office of 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.

**Summary of File Requirements:**

Item	Required for these Ranks	Notes
A full file, including a narrative statement/self-evaluation	All	Teaching-Track faculty course evaluation summary grid and evaluations will be provided to external reviewers
External Reviews	Clinical and Teaching-Track; others as noted by the UW Faculty Code & Governance	Not required for Professors of Practice

**Overview and Timelines by Rank & Title**

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

- Assistant Teaching Professors: the reappointment review usually occurs in Year 2 of the spring quarter, but may be deferred to Year 3 (see also Section V for procedures) with approval from the Dean and EVCAA.

**Guidelines for Narrative Statement & Supporting Evidence**

All candidates going up for a mandatory renewal/reappointment review and/or promotion must submit a narrative statement. The suggested length of the narrative statement is **no more than 10 pages**, which includes references. See below for guidelines by rank sought. Each candidate is asked to reflect on and provide evidence of how scholarship/research, teaching, and service activities contribute to promoting diversity, equity, and inclusion throughout the statement. 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.

*Optional Statements:*

*Optional Statement on Post-2020 Impacts:* The candidate may elect to, if applicable, describe and document unforeseen/unprecedented impacts (e.g., federal and state funding impacts) on their scholarly/research trajectory, as well as teaching and service, in the narrative statement. If the candidate describes such impacts, external reviewers (*if applicable*), *along with other internal decision-*

*makers, are asked to consider, within reason, any potentially relevant impacts to the record in the event there may be any perceived or real gaps.*

*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. The UW definition of "community engagement" can be located on [this page](#).

### **Promotion to Associate Teaching Professor Scholarship**

Demonstration of scholarship should focus on contributions to knowledge through both instruction and research. While publishing scholarly work can be used to demonstrate scholarship, it is not required. For promotion to Associate Teaching Professor, an Assistant Teaching Professor should demonstrate scholarly activities primarily within the scope of the classroom and within the faculty member's program.

Because the teaching faculty workload does not allocate separate time for scholarship, it is normal and expected that their scholarship will often occur completely within the realms of their teaching responsibilities and service commitments. Publication is not a requirement for promotion to any teaching-track rank (Faculty Code Section 24-34B, paragraph 4).

Scholarship may be demonstrated by activities that include, but are not limited to, the following:

- Advancing diversity, equity, and inclusion through grants, scholarships, and fundraising.
- Developing reports and white papers in the field.
- Incorporating new knowledge, methods, technology, software, or research into the classroom.
- Using innovative pedagogical methods in the classroom.
- Participating in the development of new courses or substantial revision of current courses.
- Developing new course materials (projects, case studies, labs, etc.).
- Attending scholarly conferences, presenting scholarly work, or publishing conference papers.
- Publishing peer-reviewed journal articles, book chapters, or patents.
- Supervising student research.
- Participating actively in the development and implementation of grants.
- Scholarly assessment of student performance.
- Participating in professional associations.
- Collaborating with SOE instructors.
- Mentoring or supporting SOE instructors.

### **Teaching**

All SOE faculty members are expected to describe how their teaching directly connects with all of UW's Core Elements of Effective Teaching—see the cross-walk table below that articulates connections with our unit's 10 elements:

<b>Column A</b> <b>UW's Core Elements of Effective Teaching</b>	<b>Column B</b> <b>SOE's 10 Element(s) of Effective Teaching</b>
<b>Element 1 Aligned:</b> Effective teaching is intentionally designed and organized to help learners meet learning objectives.	<b>Element 1 Communication</b> <b>Element 2 Clarity</b> <b>Element 7 Quality</b> <b>Element 9 Organization</b>
<b>Element 2 Inclusive &amp; equitable:</b> Effective teaching considers learners' experiences and creates opportunities for each learner to thrive.	<b>Element 10 Inclusive</b>
<b>Element 3 Active and engaged:</b> Effective teaching creates opportunities for learners to critically engage ideas and each other.	<b>Element 3 Student Interactions</b> <b>Element 6 Challenge</b>
<b>Element 4 Growth-oriented:</b> Effective teaching creates opportunities for learners to learn through practice and provides feedback that helps them grow their knowledge and abilities.	<b>Element 5 Support</b> <b>Element 6 Challenge</b> <b>Element 8 Feedback</b>
<b>Element 5 Relevant:</b> Effective teaching helps learners understand why what they are learning matters and prepares them for future learning and life after the UW.	<b>Element 1 Communication</b> <b>Element 4 Engagement</b>

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 consistent with SOE conceptual framework.

Below are additional guidelines based on rank sought:

**Assistant Teaching Professor candidates seeking the rank of Associate Teaching Professor** must document a sustained record of instructional excellence that is demonstrated by a clear commitment to continuous improvement. Examples could be measured by instructional activities occurring both inside and outside of the classroom. Other activities related to sustained 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.

Note: candidates up for any appointment, promotion, or 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.

Demonstration of teaching excellence should focus on interactions between the faculty member and their students at the School of Education. Excellence in teaching our students means adjusting

teaching methodologies, materials and content to the diverse range of student experience and expectations we encounter at SOE. Maintaining excellence in teaching means engaging in ongoing development related to teaching and to one's field of expertise. Teaching excellence may be demonstrated by activities that include, but are not limited to, the following:

- Advancing diversity, equity, and inclusion through pedagogy and curriculum.
- Operating constructive use of class time.
- Aligning the use of student participation structures.
- Preparing and implementing courses and learning materials.
- Supervising or mentoring students outside the classroom.
- Promoting student performance.
- Cultivating activities or materials intended to increase the value of class study time.
- Developing and leading study abroad programs for UW students.
- Analyzing student feedback trends.
- Using peer observations as evidence.
- Utilizing formative assessments to inform instructional changes and pedagogical moves.

### **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.

- Assistant Teaching Professor candidates seeking the rank of Associate Teaching Professor must demonstrate consistent contributions to the academic unit, campus/system, and external service.

Demonstration of dedicated service should focus on the student, student group, program, and/or unit-level contributions that have been made by the faculty member. For promotion to Associate Teaching Professor, an Assistant Teaching Professor's service to their students, program, or unit may be demonstrated by activities that include, but are not limited to, the following:

- Supporting underrepresented groups through recruitment, retention, and connection with the greater community.
- Membership and active participation in program and School committees.
- Membership on hiring committees or participation in hiring events.
- Membership on program and School sub-committees.
- Faculty advisor of student organization, society chapter, or team.
- Mentoring an individual student.
- Recruiting/marketing successfully of academic programs to potential faculty or students.
- Contributing to the program/accreditation of assessment (campus, state, national).
- Serving as a peer reviewer for publications within the discipline.
- Serving as a conference planning committee member.
- Participating in a regional or national task force.
- Performing accreditation visits to other Colleges/Universities.

### **Promotion to Full Teaching Professor**

#### **Scholarship**

Demonstration of scholarship should, in addition to reiterating scholarship within their classroom

and within their program, include significant contributions and external visibility outside the faculty member's program (SOE, UW Tacoma campus, outside UW Tacoma campus). Scholarship with this greater scope may be demonstrated by activities that include, but are not limited to, the following:

- Advancing diversity, equity, and inclusion through grants, scholarships, and fundraising.
- Planning and facilitating workshops for other faculty incorporating new knowledge, methods, or research in the classroom.
- Creating or disseminating innovative pedagogical methods in the classroom.
- Participating in the development of new courses or programs.
- Disseminating new course materials (projects, case studies, labs, etc.).
- Presenting or publishing at scholarly conferences.
- Publishing peer-reviewed journal articles, book chapters, and patents.
- Publishing books in the field of expertise.
- Supervising student research.
- Receiving grants.
- Interdisciplinary teaching.
- Leadership in professional associations.
- Collaborating with instructors in other UWT schools or with other educational institutions.

## **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 consistent with SOE conceptual framework. 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:

- Associate Teaching Professor candidates seeking the rank of Teaching Professor requires sustained excellence and leadership in instructional excellence that is demonstrated by a clear commitment to continuous improvement. Examples could be measured by instructional activities occurring both inside and outside of the classroom. Other activities related to sustained 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.

Note: candidates up for any appointment, promotion, or 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.

Demonstration of teaching excellence should, in addition to reiterating excellence in their own classrooms, include evidence of activities that reach students and faculty members outside of their

own classes. The faculty member may be able to reach students outside of their classroom through activities including, but not limited to, the following:

- Advancing diversity, equity, and inclusion through pedagogy, curriculum, or mentoring.
- Lecturing as a guest in other classes, units, or universities.
- Developing new curriculum.
- Creating or disseminating innovative pedagogical methods in the classroom.
- participating in the development of new course or programs.
- Mentoring other faculty members in teaching and curriculum development.
- Organizing teaching workshops.
- Receiving an award or honor for teaching excellence from an internal or external agency.
- Carrying out and disseminating the results of research in the discipline and/or in pedagogy.
- Disseminating course material and/or pedagogy beyond the bounds of the academic unit.

### **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:

- Associate Teaching Professor candidates seeking the rank of Teaching Professor must demonstrate contributions and leadership to the academic unit and campus/system. This may also include external service.
- Teaching Professor candidates are expected to provide service, often taking leadership roles in curriculum development, university governance, and professional outreach. Examples include chairing education committees, mentoring junior instructors, accreditation efforts, and engaging in pedagogic innovation or community outreach.

Demonstration of dedicated service could focus on the broader community outside of the unit. The faculty member may perform service through activities including, but not limited to, the following:

- Supporting underrepresented groups through recruitment, retention, and connection with the greater community.
- Organizing membership/chair in a program, school, campus, and/or University committee.
- Guiding as a faculty advisor of a student organization, society chapter, or team outside the unit.
- Lecturing as a guest speaker or trainer at a community organization.
- Reviewing/editing journal manuscripts, conference proceedings, and/or grant proposals.
- Leading as a member/chair of an editorial board, technical committee, or organizing committee of a national or international journal, conference, workshop, or special session.
- Engaging as an active member/chair/officer of a professional society, organization, committee, or board.

### **Statement on Cumulative & Holistic Review**

SOE uses a cumulative and holistic review when considering a candidate for reappointment/renewal, promotion, and/or tenure. Below is a summary of key components. While merit reviews are connected to, but distinct from reappointment/renewal, promotion, and/or tenure reviews, the guidelines below

clarify the role of each portion in the cumulative review. In general, the expectation is that the candidate will directly address and integrate constructive feedback provided by the Dean and/or eligible voting faculty in subsequent reports to demonstrate continuous improvement and critical reflection.

### **Merit-Related Activities**

**Merit Reviews:** Each faculty member in the unit is required to submit a Yearly Activity Report (YAR) to be considered for merit. SOE follows UW's voting matrix to make recommendations to the Dean about merit decisions. Eligible voting faculty may also provide constructive feedback following the review, which will be communicated by the Office of the Dean directly to the candidate in writing (usually in early autumn quarter). In the YAR, the candidate should clearly describe accomplishments and challenges in terms of whether or not the prior year's goals were attained.

### *Collegial Evaluation of Teaching Effectiveness*

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 three 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 for more information about completing and submitting the collegial review.

**Conference with Dean:** All conference reports with the Dean become part of the official file. The candidate should directly integrate the Dean's feedback in each subsequent YAR and in reappointment, promotion, and tenure reviews.