

## **Guidelines for Reappointment, Promotion, & Tenure**

**Approved: Faculty and VCAA Wood: January 9, 2007**

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### **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.

### **Committee Requirements**

Each person going up for a formal review will 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 assistant professor candidates, members can only be from the tenured ranks. For associate professor candidates, members may only be tenured full professors.

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.

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

The first appointment for an assistant professor is for three (3) years; a reappointment

recommendation is required in spring quarter of the candidate's second year. The Office of the Dean will communicate details and timelines to each eligible candidate but the general requirements parallel promotion and tenure in these areas:

1. A discussion among above-rank voting faculty and a favorable vote ( $x \geq 50\%+1$ ).
2. The Dean makes a final recommendation to the Executive Vice Chancellor for Academic Affairs.

The candidate's review committee and faculty of the school must recommend one of the following advisory recommendations to the Dean and Executive Vice Chancellor for Academic Affairs:

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

The full details of the requirements of reappointment review are located on the UW Academic HR "Second-Year Reviews" page; the Office of the Dean will also communicate information to eligible candidates: <https://ap.washington.edu/ahr/actions/adding-updating/sec>

## 2. Overview and Timelines by Rank and Title

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

- a. Assistant Professors (tenure-track) the reappointment review is usually to occur in Year 2 of spring quarter but may be deferred to Year 3 (see also Section V for procedures) with approval from the Dean and EVCAA. The academic year of the mandatory review is outlined in each candidate's appointment letter, although any Provost-approved clock extensions may adjust this timeline.
- b. Associate Professors (tenured) fall under the non-mandatory guidelines.

### Summary of File Requirements:

Items	Required for these Ranks	Notes
A full file, including a CV following UW's formatting guidelines and a narrative statement/self-evaluation	All	The Office of the Dean will assemble the standard documents, including all of these on file: course evaluations/summary course grid, collegial evaluations, annual YARs, renewal recommendations, and conferences with the Dean. The candidate is responsible for submitting an updated CV and narrative statement/self-evaluation.
External Review Letters	Assistant Professor Associate Professor	External reviewers receive the CV, narrative statement/self-evaluation, and sample scholarly works. The Dean sends standard instructions along with our unit's RPT criteria by rank.

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

#### **Research/Scholarship**

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

The SOE supports a broad range of scholarship that includes the discovery, synthesis, and application of knowledge in the field of education as broadly defined. Community-engaged, globally connected, and/or interdisciplinary forms of scholarship are also supported as relevant to the faculty member's experience. Discovery is the commitment to the generation of new knowledge, synthesis involves making connections within and across disciplines, and application is examining how theoretical principles and research findings are related to practice. This broad range of scholarship involves a wide range of methods and outcomes.

Below are additional guidelines based on rank sought:

- Assistant Professor candidates seeking the rank of Associate Professor- require a record of substantial success in published scholarship and a consistent dissemination record of scholarship work.
- Associate Professor Candidates seeking the rank of Professor- requires mature and outstanding scholarship that demonstrates depth, as well as independent contributions to inquiry that has received national/international recognition in the field.

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

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

#### **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. Teaching effectiveness could be measured by instructional activities occurring both inside and outside of the classroom. Standard evidence required by UW includes course evaluations, collegial evaluations, and self-assessments; the candidate may include other data for review, such as student testimonials. Other activities related to instructional effectiveness include but are not limited to 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.

**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:

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

consistent contributions to service activities that benefit the school, campus/university, community, field and/or profession.

- Associate Professor candidates seeking the rank of Professor- must demonstrate consistent and exceptional contributions *and* leadership in service activities that benefit the school, campus/university, community and/or profession.

#### **4. Requirements for the Narrative Statement & Supporting Evidence**

All candidates going up for a mandatory reappointment consideration, promotion, and/or tenure are required to 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:

<http://www.tacoma.uw.edu/community-engagement/community-engagement-terms-definitions>

The following are guidelines for the narrative statement.

- 1) **Research/Scholarship:** describe and provide evidence of the significance of research/scholarly contributions to the field-at-large. In order to present a valid scholarship profile, candidates for tenure and/or promotion should include the following in their narrative statements:
  - a. Evidence of a cohesive scholarship plan: include clear goals; public impact; well-defined and rigorous methods; significance of outcomes; and ways of disseminating and executing scholarly ideas.
  - b. Recognition in the larger academic community connected to service to the profession: publications and presentations subject to peer-review provide evidence on the academic community's appraisal and recognition of the candidate's contribution to the field. Moreover, additional evidence of recognition may include leadership roles in professional associations; peer-reviewing grant proposals or manuscripts in professional journals; and service as external reviewers for other universities.
  - c. Individual accountability in collaborative work is required. The candidate should provide evidence as to the relative weight and significance of individual contribution in co-authored and multi-authored works.

- 2) **Teaching:** describe teaching contributions and effectiveness, including reflecting on intentional improvements made to instruction over time based on multiple data points. Candidates should provide direct evidence of and reflect on their instructional effectiveness, professional goals and aligned with UW core elements of effective teaching (aligned; inclusive and equitable; active and engaged; growth-oriented and relevant).
- Note: candidates up for any appointment, promotion, or tenure review must include all course/student evaluations, collegial evaluations, and self- evaluations in the file to allow various reviewers a comprehensive review of their professional growth.

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

- a. Curriculum and course development: the SOE recognizes the ongoing demands placed upon faculty members to design and to revise curricula and courses due to the dynamic environment that is constantly changing in response to Washington State policy and community needs.
  - b. Demonstrates continuous efforts to remain abreast of new research and emerging knowledge, to select appropriate instructional strategies, to maintain a classroom environment conducive to learning, and to design valid assessment methods.
  - c. Advisement, mentoring, and collaboration with students to enhance their academic/scholarly achievement and professional development.
  - d. Ability to support, coordinate, and generally provide leadership to field supervisors, school personnel, and other professionals in the field.
  - e. Ability to assess students appropriately and to communicate feedback to them effectively.
  - f. Additional information such as student testimonials.
- 3) **Service:** describe service to the school, campus/university, and external communities including the profession and community-based partnerships. Candidates should submit evidence appropriate to the level of appointment along with a discussion of service contributions. Evidence and reflection should include the following:
- a. **Service to the School:** how the candidate has participated in the growth and development of the school and its various programs/subspecialty areas by advancing the school's mission; e.g., how the candidate has collaboratively and/or individually contributed to curriculum design and policy formation (examples include supporting with the creation or revision of policies related to admissions, student progress, governance, faculty affairs, etc.) at the program and/or school level where they have expertise and/or teach in. Service also includes membership in SOE's standing committees, search or other Dean-advisory committees, subcommittees, and/or task forces. Chairing or co-chairing committees is valued at all levels but is expected for Associate Professors seeking to apply for a non-mandatory promotion to Professor.
  - b. **Service to the Campus/University:** how the candidate advances the goals and mission of UW Tacoma and the UW system through service on committees, task forces, working groups, and other collaborative teams.
  - c. **External Service:** service at this level involves community service and/or professional service that is relevant to the SOE's mission. It could involve building external relationships, sharing professional expertise, developing resources, and enhancing the visibility and reputation of the school and UW Tacoma. Tenure-track and tenured faculty should also aid the collective efforts among a community of scholars relevant to their areas of expertise.

### **Statement on Cumulative and 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 two years based on rank. A written report of this evaluation shall be maintained and shared with the faculty member. (See also Section 24-57 Procedural Safeguards for Promotion, Merit-Based Salary, and Tenure Considerations). The collegial evaluation must be on file for merit consideration.

Please review the SOE's Collegial Evaluation protocol 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.