

Promotion, Tenure, & Reappointment Guidelines

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I. 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. For tenure-track and tenured faculty members, their entire record in the areas of excellence in research/scholarship, teaching, and service will be reviewed. Those candidates not on the tenure-track will have their entire record evaluated according to their instructional/teaching effectiveness and service contributions.

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 also maintain regular communication with faculty going up for review regarding committee requirements in addition to managing documents, files, and time-lines. However, each faculty member is ultimately responsible for ensuring the dossier is complete with all required documents submitted by the established deadlines.

II. Promotion, Tenure, & Reappointment Committee Requirements

Per UW requirements, each person going up for a formal review is required to form a committee of **three (3) UW faculty above rank**. A quarter before the review is to take place, the candidate will submit the names of desired committee members to the Dean. A final list will be sent to the candidate before the formal review process starts.

Below are when mandatory reviews are to occur:

1. Assistant Professors: for the reappointment review, usually to occur in Year 2 of spring quarter (see also Section V for procedures) and when going up for promotion and tenure.
2. Non-tenured faculty with rank going up for tenure (e.g., Associate Professor without tenure seeking same rank with tenure or rank of Professor with tenure).
3. Any-ranked faculty going up for a promotion (e.g., Lecturer to Senior Lecturer, Associate Professor to Professor).

Requirements of review committee composition:

1. Each member must be *above rank* to the faculty candidate under review.
2. The committee chair's home unit must be in the SOE at UW Tacoma.
3. The faculty candidate may submit to the Dean the names of UW Tacoma colleagues outside of Education or at UW Bothell or UW Seattle whose expertise aligns with their scholarly interests as committee members.

III. Requirements for the Candidate's File

A faculty member going up for a mandatory or non-mandatory promotion or review must prepare a written narrative statement highlighting core accomplishments and contributions with clear connections to SOE's conceptual framework and UW Tacoma's mission as an urban-serving campus. The candidate will also submit an updated CV/bibliography and other documents noted in the UW's Academic HR promotion and tenure checklist. *See also Section IV for more detailed criteria and examples.*

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

1. **Diversity, Equity, and Inclusion Integration:** reflect on and provide evidence of how scholarship/research, teaching, and/or service contributes to promoting diversity, equity, and inclusion. Faculty contributions in all areas that directly benefit underrepresented and underserved communities, families, individuals, and learners, both off campus and on campus/within the UW system, are both encouraged and valued for faculty across all ranks.
2. **Research/Scholarship:** describe and provide evidence of the significance of **research/scholarly** contributions to the field-at-large. In order to present a valid scholarship profile, candidates for tenure and/or promotion to associate or full professor 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 provides 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 and manuscripts in professional journals; and service as external reviewers for other universities.
 - c. Individual accountability in collaborative work is required. Candidate should provide evidence as to the relative weight and significance of individual contribution in co-authored and multi-authored works.

A candidate who wishes to include creative works as part of the dossier should review Section IV for more information. A separate subsection may be included in the narrative statement.

3. **Teaching:** describe **teaching** contributions and effectiveness including reflecting on intentional improvements made to instruction over time based on multiple data points. Candidates should provide direct evidence of and reflect on their instructional effectiveness and professional goals. **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.
4. **Service:** describe **service** to the school, campus/university, and community/profession. Candidates should submit evidence appropriate to the level of appointment along with a discussion of service contributions. Evidence and reflection should include the following:
 - a. **Service to the School:** how the candidate has participated in the growth and development of the school and its various programs/subspecialty areas by advancing the school's mission; e.g., how the candidate has collaboratively and/or individually contributed to curriculum design and policy formation at the program and/or school level where they have expertise and/or teach in.
 - b. **Service to the Campus/University:** how the candidate advances the goals and mission of UW Tacoma and the UW system through service on committees, task forces, working groups, and other collaborative teams.
 - c. **External Service:** service at this level involves community service and/or professional service that is relevant to the SOE's mission. It could involve building external relationships, sharing professional expertise, developing resources, and enhancing the visibility and reputation of the school and UW Tacoma. Tenure-track and tenured faculty should also aid the collective efforts among a community of scholars relevant to their areas of expertise.

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

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

IV. Specific Guidelines for Promotion & Tenure

A. Research/Scholarship

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

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

Appointment to the rank of Associate Professor requires a record of substantial success in scholarship. Appointment to the rank of Professor requires mature and outstanding scholarship that demonstrates depth as well as independent contribution to inquiry that has received national/international recognition in the field.

Candidates for tenure and/or promotion to Associate Professor or Professor 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):

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

Statement on Creative Works- Optional

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

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

B. Teaching

In the SOE, a key component of effective teaching is when all faculty actively support the needs of diverse learners and find ways to create inclusive learning environments that foster and model equity pedagogy and inclusive practices. Teaching effectiveness could be measured by instructional activities occurring both inside and outside of the classroom. Other activities related to instructional effectiveness could include the candidate’s participation in dissertation committees and supervising independent studies; coordinating field experiences or supervising candidates in the field; collaborating with community partners such as school personnel; academic advising and mentoring, whether this takes the form of assisting students to select courses or discussing the students’ long-range goals.

C. Service

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

Candidates seeking rank of Associate Professor should demonstrate participation in and commitment to service activities that benefit the school, campus/university, community, field and/or profession. Candidates seeking rank of Professor should demonstrate participation and leadership in service activities that benefit the school, campus/university, community and/or profession. Examples may include participating in or serving in leadership roles for community and professional organizations.

V. Collegial Review/Peer Evaluation of Teaching

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

All tenure-track Assistant Professors, as well as full-time Lecturers and non-tenure track Associate Professors or Professors, are required to complete an annual collegial evaluation.

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

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

VI. Reappointment Process for Assistant Professors

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

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

The full details of the requirements of the third-year review are located on the UW Academic HR "Second-Year Reviews" page and will be communicated to candidates by the Office of the Dean: <https://ap.washington.edu/ahr/actions/adding-updating/sec>