



**INTERNAL MEMO**

**DATE:** October 14, 2025

**TO:** Deans and Chancellors

*Tricia R. Serio*

**FROM:** Tricia Serio  
Provost and Executive Vice President for Academic Affairs

**SUBJECT:** Charge to Review and Update Promotion and Tenure Guidelines

The University of Washington is committed to fostering an academic environment that reflects the evolving nature of faculty work and the values of our institution. The process of promotion and tenure review is intended to support faculty as they move through a career path and recognize their growing expertise and contributions in multiple areas of responsibility. This promotion and tenure charge is intended to guide schools, colleges and departments in reviewing and updating, as necessary, their existing promotion and tenure guidelines to align with the current articulation of the university's mission, values, and expectations for faculty excellence.

The UW faculty Code emphasizes three key areas for faculty promotion and tenure: scholarship and research, teaching, and service. University-wide descriptions of qualifications for faculty appointments are found in:

- [Faculty Code Section 24-32](#): Scholarly and Professional Qualifications of Faculty Members.
- [Faculty Code Section 24-34](#): Qualifications for Appointment at Specific Ranks and Titles.
- [Executive Order 45](#): Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases.

Over the past several years, Faculty Code 24-32 has been updated to include references to community-engaged research, access, inclusion, and core elements of effective teaching. Also, [new faculty tracks \(Teaching and Clinical Practice\)](#) have been created. Individual units are tasked with ensuring Promotion and Tenure Guidelines for each faculty track reflect the current standards and practices of their specific disciplines within the overarching framework of the faculty Code.

We understand that some units have already revised their promotion and tenure guidelines in recent years. Many of these units have built-in processes of revisiting and revising guidelines regularly. We encourage this approach. At this time, we charge all units to undertake a review and revision, as needed, of their existing promotion and tenure guidelines <https://ap.washington.edu/ahr/actions/promotions-tenure/promotion-criteria/> and submit these updated guidelines to APF by [March 21, 2026](#). All updated criteria will be posted on the APF website.

## **Scope of Review**

All schools, colleges and departments are charged with undertaking a review of their promotion and tenure criteria, ensuring policies are current, equitable, and reflective of the diverse ways our talented faculty contribute to the university's mission. 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.

## **Research, Scholarship, and Creative Works**

How do the Promotion and Tenure Guidelines fully recognize faculty achievements across the spectrum of activities, including traditional research, scholarship, creative works (such as performances, artistic productions, design, and digital media), and other forms of scholarly activity? How do assessments recognize the variety of forms that impact can take, including influence on other researchers, influence on policy, benefits to communities, etc.?

## **Open Science and Open Scholarship**

How do the Promotion and Tenure Guidelines value open science and open scholarship practices, including publishing data and code dispositions in peer reviewed open-access venues, transparent research practices, and contributions to open educational resources and public knowledge platforms? How do criteria address the responsible and ethical sharing of data, with explicit attention to data security, privacy, and compliance with relevant legal and institutional requirements? How should faculty demonstrate awareness of best practices in data management, including protecting sensitive information and ensuring data is shared in ways that advance knowledge while maintaining appropriate safeguards?

## **Teaching**

How do the Promotion and Tenure Guidelines explicitly recognize, and reward effective teaching as defined by the Faculty Code and ensure that the elements of effective teaching are consistent for all faculty tracks at UW? This includes innovative pedagogy; patient care; the use of formative assessment to support effective course and curriculum development; mentoring and advising; and evidence of positive impact on student academic success.

## **Service**

How do the Promotion and Tenure Guidelines acknowledge and reward high-quality and impactful service contributions, including significant service to the department, college, school, campus, university, professional societies, and the broader community—such as committee work, leadership roles, peer review, editorial service, conference service, and other forms of professional service that advance the mission and reputation of the University of Washington? How will evaluations acknowledge significant efforts and output in local, national and international advocacy and policy efforts?

## **Interdisciplinary Research**

How do the Promotion and Tenure Guidelines explicitly value and support interdisciplinary collaboration and research? How will evaluations consider contributions to interdisciplinary teams, leadership or substantial roles in cross-departmental or cross-institutional projects, and recognition from multiple academic or professional communities?

### **Changes in Funding Policies**

How do the Promotion and Tenure Guidelines reflect the realities and challenges faculty face, in the current research funding landscape, in securing and maintaining diverse sources of support? How do the Promotion and Tenure Guidelines reflect and accommodate policy shifts that may directly or indirectly impact some types of research and scholarship in other ways, including work that is not externally funded?

### **Entrepreneurship and Innovation (E&I)**

How do the Promotion and Tenure Guidelines acknowledge and reward faculty entrepreneurial achievements, innovation, and commercialization activities in addition to traditional scholarly accomplishments?

### **Community Engagement**

How do the Promotion and Tenure Guidelines reflect the importance of faculty engagement and leadership within local, regional, and broader communities—including public scholarship, community-engaged teaching, private/public sector outreach, and/or research? How do the criteria recognize that the development of meaningful community, regional, national, and global partnerships often require efforts that extend over multiple years?

### **Mentoring of Undergraduate and Graduate Students and Colleagues**

How do the Promotion and Tenure Guidelines formally recognize and reward faculty who demonstrate sustained, high-quality mentoring, sponsorship, coaching, providing effective guidance, support, and professional development of undergraduate and graduate students, postdoctoral scholars, and colleagues.

### **Global Engagement**

How do the Promotion and Tenure Guidelines recognize, support, and reward faculty involvement in international collaborations, global learning and teaching, global research, and engagement with partners and communities outside the United States?

### **Aligning Regular Conference, Merit Reviews and Promotion and Tenure Reviews**

How do the revised Promotion and Tenure Guidelines align with the regular conference for assistant professors (FCG [24-57C](#)), merit reviews, conferences for associate and full professors? How does the alignment of Promotion and tenure guidelines, regular conference, and merit reviews reduce confusion, provide clarity, ensure transparency, and allow faculty to plan and prioritize their efforts in ways that directly support both their professional growth and the university's mission?

### **Process and Expectations**

We expect each unit (school, college, campus and department) to coordinate this review in collaboration with faculty governance bodies such as the elected faculty councils, at the school, college, campus and department levels, and relevant stakeholders to ensure transparency and inclusivity. The process should be inclusive and participatory and should be carried out in accordance with faculty code and the school,

college, or campus bylaws. <https://policy.uw.edu/directory/fcg/chapter-23-colleges-schools-and-departments/>

Recognizing the diversity of disciplines at UW, it is not possible to list all promotion and tenure criteria to reflect our intellectual disciplines. Specific examples of promotion and tenure criteria may include those provided in the appendices. Schools/colleges/campuses and departments will revise their specific promotion and tenure criteria to reflect their specific disciplines.

### **Timeline**

The revision and adoption process, both at the school/college/campus and the departmental levels should be completed by **March 21, 2026**, with the submission of revised criteria to VP for Academic Personnel and Faculty via email [vpap@uw.edu](mailto:vpap@uw.edu)

## **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
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- Invention disclosures resulting from original research
- Leading or participating in interdisciplinary research teams with tangible outputs
- 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
- Mentoring students or junior researchers in research or creative projects with successful outcomes
- 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:

- 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
- 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
- Engagement in teaching and learning scholarships, including presentations or publications on pedagogical innovations

- 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
- 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
- Documented impact or outcomes resulting from service activities (e.g., policy changes, new programs, improved organizational processes)

### **Appendix 4: Entrepreneurship and Innovation (E&I)**

Specific examples of entrepreneurship and innovation activities may include:

- Completing participation in Entrepreneurship and Innovation programming and competitions (e.g., CoMotion Gap Fund and trainings, Buerk Center Innovation Challenges and Business competitions, Engineering Innovation in Health, hackathons, etc.)
- Founding or co-founding startups, spin-off companies, or social enterprises based on research discoveries
- Securing collaborative agreements with industry or demonstrating market traction for university-developed technologies or creative works
- Leading commercialization efforts for research outputs, including successful technology transfer or product development
- Creating and delivering entrepreneurship education programs, workshops, or courses for students or the broader community
- Receiving innovation-related awards, honors, or recognition from professional societies, industry, or government agencies
- Consulting for industry, government, or non-profit organizations on the translation and application of research or creative expertise
- Developing new methods, tools, or processes that are adopted by industry, government, or academic partners

- Obtaining funding or investment for innovation or entrepreneurship initiatives (e.g., translational awards, SBIR/STTR grants, angel or venture capital, or philanthropic support)
- Organizing innovation challenges, hackathons, or business plan competitions
- Building or leading interdisciplinary teams to address real-world problems with creative, scalable solutions
- Providing mentorship or support for student or faculty entrepreneurship ventures

### **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
- 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
- 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
- Receiving recognition or awards for global engagement from international organizations or partners

#### Resources:

- Schools/colleges/campuses/department promotion and tenure guidelines at UW: <https://ap.washington.edu/ahr/actions/promotions-tenure/promotion-criteria/>
- APF guide to the promotion and tenure process at UW: <https://ap.washington.edu/ahr/actions/promotions-tenure/>
- Tri-campus community engaged research at UW - [Building tri-campus capacity for community engagement – Community Engagement](#)
- Senate Class C Resolution: [Class C Resolution to support community engagement – Community Engagement](#)
- Core Elements of Effective Teaching at UW: [Core elements of effective teaching - Teaching@UW](#)
- Faculty code policy: <https://policy.uw.edu/directory/fcg/fcg-chapter-24-appointment-and-promotion-of-faculty-members/>
- [Faculty Code Section 24-32](#): Scholarly and Professional Qualifications of Faculty Members
- [Faculty Code Section 24-34](#): Qualifications for Appointment at Specific Ranks and Titles
- [Faculty Code Section 24-57C](#), Regular Conference
- [Executive Order 45](#): Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases