

# Guidelines for Appointment, Renewal, Annual Review, and Promotion of Teaching Professorial Faculty

School of Business, UW Bothell

(Last Modified March 17, 2026)

## PURPOSE OF THIS DOCUMENT

This document is an articulation of existing personnel practices and their alignment with the UW faculty code and relevant Presidential documents. We believe that this will be helpful in the appointment, renewal, annual review, and promotion process for the faculty involved.

We aim to provide interpretive guidelines for what constitutes success standards as required by faculty code in teaching, service, and scholarship. We encourage faculty members to review Chapter 24, Executive Order 45 [see Appendices at the end of this document], and the resources maintained by Academic HR.

<https://ap.washington.edu/ahr/actions/>

We acknowledge that nothing written here supersedes the Faculty Code/Presidential Orders/Regent Policy documents. If there are any changes in the Faculty Code/Presidential Orders/Regent Policy that are specifically mentioned in this document, then the most recent version of the university code/order/policy applies automatically and is incorporated by reference herein.

## Section 1: Preamble

Full-time faculty members who are appointed to the teaching professorial track are committed to the full range of academic responsibilities, with primary emphasis upon teaching.

Section 24-34 paragraph B.3 of the Faculty Code states that:

“Appointment to one of the ranks [...] with a teaching title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon teaching.”

In accordance with UW policies and state and federal law, the School of Business affirms its commitment to non-discrimination, diversity, and freedom of thought. EO 81 on “Prohibiting Discrimination, Harassment, and Sexual Misconduct” states:

"The University prohibits discrimination in all programs and activities, including education, employment, and patient care, based on an individual's actual or perceived protected characteristics. Protected characteristics include race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, or veteran status."

Further, the UW Faculty Code Chapter 24-32 states:

“In accord with the University's expressed commitment to excellence and equity, any 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 outlined below.”

The School of Business recognizes that teaching faculty are critical to the accomplishment of our mission and goals. It is with these considerations in mind that the School of Business provides guidelines for appointment, renewal, annual review, and promotion for teaching faculty.

## Section 2: Teaching

Faculty are encouraged to review Executive Order 45, Section 1 (shown in its entirety below) and its guidance on teaching contributions.

“An essential qualification for the granting of tenure or for promotion is the ability to teach effectively. Some elements in assessing effective teaching are: the ability to organize and conduct a course appropriate to the level of instruction and the nature of the subject matter; the consistency with which the faculty member brings to the classroom the latest research findings and professional debates within the discipline; the ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments; the extent to which the faculty member encourages discussion and debate within the course to enable students to articulate the ideas they are exploring; the availability of the faculty member to the students beyond the classroom environment; the regularity with which the faculty member examines or

re-examines the organization and readings for a course and explores new approaches to effective educational methods. A major activity related to teaching is the faculty member's ability to participate in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The faculty member's concern for the progress and wellbeing of the students is an inseparable adjunct to the classroom."

The fundamental components of teaching effectiveness include mastery of the subject matter, the ability to convey it effectively to students, and diligence to ongoing improvement in both subject area expertise and pedagogy.

In addition, we recognize as per Chapter 24-32, Section C:

"The scope of faculty teaching 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 educational outreach. The educational function of a university requires faculty who can teach effectively.

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 critically engage 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 the UW.

Taking into consideration disciplinary and instructional contexts, the assessment of teaching effectiveness must consider all five core elements and must include student and faculty evaluation."

The assessment of teaching effectiveness will be based on a holistic review of the teaching dossier, which includes a self-assessment statement addressing the Five Core Elements of Effective Teaching; Course Evaluations and peer evaluations; sample syllabi; and other relevant materials the faculty member chooses to provide (such as representative assignments, learning activities, pedagogical initiatives, or selected student and peer comments). Faculty are strongly encouraged to include such materials as illustrative examples of teaching practice and explain how they demonstrate teaching effectiveness in their narrative.

Teaching Faculty members should submit complete Course Evaluations (as required by the Faculty Code), including qualitative comments, one teaching peer review (as mandated by Faculty Code, Section 24-57 A) as well as a sample syllabus for each course prepared for the calendar year. Faculty are strongly encouraged to submit Course Evaluations for all courses.

As per Chapter 24-57, Section A:

“The collegial evaluation of teaching effectiveness shall be conducted prior to recommending any renewal of appointment or promotion of a faculty member. In addition, for faculty at the rank of assistant professor, or associate professor or professor “without tenure” under Chapter 25, Section 25-32, Subsection D, the collegial evaluation shall be conducted every year. For other faculty at the rank of associate professor or professor or with the title of 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.”

Over time, peer reviews are strongly encouraged to involve a variety of faculty across ranks and tracks and include at least one reviewer from the candidate’s academic area with the most direct expertise relevant to the courses being observed.

Particular attention is paid by the School of Business to the level of intellectual challenge of the courses, and the level of student engagement. Toward this end, we look at the Challenge and Engagement Index (CEI), as well as the number of (valuable) hours worked. However, we also recognize that Course Evaluation scores are often affected by a number of extraneous factors and biases, and thus they are not always a good indicator of student learning. The school, therefore, takes a holistic approach to evaluating teaching excellence and considers student ratings in concert with other evidence regarding the quality of a faculty member's teaching, as opposed to a sole indicator of teaching quality.

Candidates for promotion to Associate Teaching Professor must demonstrate sustained substantial success in teaching at the Assistant Teaching Professor level and some success in teaching at the Associate Teaching Professor level.

Candidates for promotion to Teaching Professor must demonstrate a record of sustained success in teaching at the Associate Teaching Professor level and some success in teaching at the Teaching Professor level.

Appendix A-4 offers a non-exhaustive list of example accomplishments that faculty may use as evidence of their contributions at each rank.

## Section 3: Scholarship

According to the UW Faculty Code (Section 24-34), teaching faculty can

“demonstrate their scholarship in a variety of ways (Section 24-32), including but not limited to: 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.”

Teaching-faculty scholarship involves the adaptation, integration, application, innovation, or creation of knowledge, methods, or practices, with the goal to enhance student learning. Scholarship may expand disciplinary or pedagogical understanding and generate new insights, tools, or approaches that improve teaching and learning outcomes. Teaching faculty may also engage in disciplinary research.

Teaching-based scholarship may be disseminated through presentations, teaching materials, publications, or other documented professional outputs. Dissemination should be understood broadly: presenting at a conference disseminates to peers; sharing in a School or campus workshop disseminates within the institution.

As per the Class C resolution passed by the UW Faculty Senate (No. 615), Community engaged Scholarship is defined as:

“WHEREAS, the UW Community Engagement Steering Committee (2019-2020) has defined community engagement at the UW as, “[reciprocal] collaboration between the UW and our larger communities (local, tribal, regional/state, national, global) for the equitable, mutually beneficial creation and exchange of knowledge and resources...”

In the School of Business, we recognize that community-engaged scholarship may be inspired, initiated, supported, or motivated from diverse sources including internal reflection, collegial discussion, undergraduate research, classroom discussions, and community-engaged activities. Faculty members have complete freedom to pursue their intellectual pursuits.

Consistent with the spirit of Chapter 24 of the Faculty Code, the School of Business recognizes a broad range of activities as potential forms of pedagogical scholarship. Faculty are not restricted to any predefined list of activities; rather, they are expected to articulate how their work constitutes the creation, introduction, or application of new knowledge or methods in support of the School’s teaching mission.

For each practice-based pedagogical scholarship activity, the faculty member should provide a concise justification addressing:

1. Innovation (Why and What is new?) Explain the motivation behind the activity. Identify what changed or what is new to the course, curriculum, or context.
2. Scholarly Process (How was it developed and evaluated?) Explain the rationale for the activity; the sources that informed it (e.g., conferences, relevant literature, peer consultation); and the means by which its effects were examined (e.g., reflection, sample student work, student comments).

3. Impact / Contribution (So what?) Describe why the activity matters for student learning, pedagogical excellence, or the School's mission, and indicate how the work was shared—whether with students, colleagues, the School, the campus, or external audiences.

Faculty are expected to include supporting evidence for their narrative submitted as part of their annual reviews, renewal of appointment, and promotion.

Faculty are expected to include illustrative materials, such as teaching resources, sample assignments, syllabi, activities, presentations, or other pedagogical artifacts, to describe their practice-based pedagogical scholarship, for those activities where such materials naturally exist.

Each activity should be accompanied by a developmental descriptor indicating its stage: Developing, Sustained, or Shared.

Professional development and disciplinary-currency activities (e.g., presenting at academic or professional conferences; presenting at School or campus-level seminars or workshops; or engaging in and/or leading professional associations) need not follow the full documentation expectations for practice-based pedagogical scholarship; a concise rationale that establishes their relevance to the faculty member's disciplinary-currency, teaching or service responsibilities is sufficient.

The School of Business values open practices, including sharing teaching materials as open educational resources and, where appropriate, releasing de-identified datasets or code arising from pedagogical inquiry. Faculty must follow responsible data practices and all applicable privacy, IRB, and FERPA requirements when sharing materials.

The School of Business recognizes scholarship conducted in interdisciplinary teams across units or institutions. Substantial roles, whether as lead or key contributor, will be credited, with evaluation calibrated to the documented role and impact in the team's outputs.

External funding is not required for scholarship.

Candidates for promotion to Associate Teaching Professor must demonstrate sustained commitment to scholarship at the Assistant Teaching Professor level and some commitment to scholarship at the Associate Teaching Professor level.

Candidates for promotion to Teaching Professor must demonstrate a record of sustained commitment to scholarship at the Associate Teaching Professor level and some commitment to scholarship at the Teaching Professor level.

Appendix A-4 offers a non-exhaustive list of example accomplishments that faculty may use as evidence of their contributions at each rank.

Each faculty member should self-define and self-evaluate into one of the following four categories: "Scholarly Academic" (SA), "Scholarly Practitioner" (SP), "Practice Academic" (PA) or "Instructional Practitioner" (IP) (see Appendix A-5). The Personnel Committee forms its own assessment based on the evidence reviewees present in the annual review report.

## Section 4: Service

All candidates are encouraged to review Executive Order 45, Section 3 (shown in its entirety below) and its guidance on service contributions:

“The scope of the University's activities makes it necessary for members of the faculty to engage in many activities outside of the fields of teaching and research. These may include participation in University committee work and other administrative tasks, clinical duties, and special training programs. The University recognizes the value of its faculty in rendering these internal services as well as extramural professional services to schools, to industry, and to local, state, national, and international organizations.”

We value service to the school, campus, the University, profession and to the larger community. How well one performs in service is an important criterion in evaluation.

Teaching faculty will list and briefly discuss their service contributions as part of their personal self-assessment.

Candidates for promotion to Associate Teaching Professor must demonstrate sustained engagement in meaningful service at the Assistant Teaching Professor level and some engagement in service at the Associate Teaching Professor level.

Candidates for promotion to Teaching Professor must demonstrate a record of sustained engagement in meaningful service at the Associate Teaching Professor level and some engagement in service at the Teaching Professor level.

Appendix A-4 offers a non-exhaustive list of example accomplishments that faculty may use as evidence of their contributions at each rank.

## Section 5: Appointment

Appointments to one of the ranks with a teaching title are subject to the general University requirements as specified in the Faculty Code (Section 24-34 B: Qualification for Appointment with Specific Titles):

“Appointment to one of the ranks [...] with a teaching title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon teaching. Such an appointment requires completion of professional training appropriate to the teaching, scholarship, and service requirements of the position. Appropriate degree requirements shall be determined for each position by the college, school, or campus making the appointment. Tenure is not acquired under teaching appointments.

Teaching professor, associate teaching professor, and assistant teaching professor appointments are term appointments for periods not to exceed the limits specified in Section 24-41. The question of their renewal shall be considered by the voting faculty who are superior in academic

rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a teaching professor. Such consideration shall be conducted in accord with the provisions of Section 24-53.

Teaching professors, associate teaching professors, and assistant teaching professors are eligible for appointment to the graduate faculty, and are eligible to act as principal investigators for grants and contracts.

- a. Appointment with the title of assistant teaching professor requires a demonstration of teaching ability that evidences promise of a successful teaching career.
- b. Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline.
- c. Appointment with the title of teaching professor 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, University, and field.”

Faculty appointed with a teaching title will potentially teach a broad portfolio of courses and are expected to be the standard bearers of teaching excellence in the School and the University.

The School of Business will use these principles for hiring and promoting faculty to the teaching professorial track:

1. Term appointments will be consistent with and not exceed the limits specified in Section 24-41 of the Faculty Code. The length of the appointment shall be determined by the Dean, consistent with the provisions of the UW Faculty Code.
2. To be appointed as teaching faculty, a candidate must have demonstrable competence and interest in teaching and an ability to teach a broad portfolio of courses. It is expected that, at the time of hiring, candidates will fall into one of the AACSB faculty categories (Scholarly Academic, Scholarly Practitioner, Practice Academic or Instructional Practitioner – Appendix A-5). The school will develop definitions for these criteria on a regular basis.
3. New hires are selected using a competitive recruitment process appropriate for the rank.

## Section 6: Annual Reviews

Section 24-55 of the Faculty Code states that:

“Faculty at the University of Washington shall be reviewed annually by their colleagues [...] to evaluate their merit and to arrive at a recommendation for an appropriate merit salary increase. Such reviews shall consider the faculty member's cumulative record, including contributions to research/scholarship, teaching, and service, and their impact on the department, school/college, University, and appropriate regional, national, and international communities.”

To assist in fulfilling these duties, the Dean of the School of Business or designee shall establish personnel committees which will review the performance of teaching faculty on an annual basis. These annual reviews, being part of the cumulative record of the faculty member, will be taken into consideration when considering renewal of appointments or promotions.

Every year, the Dean (or designee) will prepare the Interfolio sites for all teaching faculty to upload their annual review documents. The Dean (or designee) will reach out to the teaching faculty to: provide annual review deadlines, a list of the personnel committee evaluating their dossier and remind both faculty and the personnel committee of the evaluation guidelines as stated in this document.

### **Documentation**

It is the responsibility of the teaching faculty to upload the following documents on Interfolio prior to the deadline:

1. An updated Curriculum Vitae.
2. An Annual Report outlining teaching, scholarship and service accomplishments in accordance with Sections 2, 3, and 4 of this document.
3. Peer Teaching Evaluations, at least one per year of service for Assistant Teaching Professors. For other faculty at the rank of Associate Teaching Professor or Teaching Professor 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.
4. A table of courses evaluated, as required by the Faculty Code (we strongly encourage all courses to be evaluated), during the year under review, including the overall summative rating (OSR), average of top four items in Course Evaluations, Challenge and Engagement Index (CEI), Relevancy (useful hours/hours per credit per week), enrollment, and number of responses.
5. Course Evaluations, as required by the Faculty Code. We strongly encourage faculty to provide Course Evaluations for all courses taught during the year under review.
6. AACSB Classification Statement: The faculty member should self-define and self-evaluate into one of the following four categories: "Scholarly Academic" (SA), "Scholarly Practitioner" (SP), "Practice Academic" (PA) or "Instructional Practitioner" (IP) (see Appendix A-5). The Committee forms its own assessment based on the evidence reviewees present in the annual review report.

Once the documents are submitted, the School of Business will use the following annual review process:

1. The personnel committee will evaluate the documents submitted by faculty and will prepare the letters (Annual Performance Review Reports).
2. Then, the letters are shared with all the voting faculty. They can provide any edits, if necessary.
3. The committee then reconciles all the feedback, signs the letters, and provides them to the Dean.
4. The Dean writes a separate letter either concurring with the recommendation or disagreeing with it.
5. The committee letter and the Dean letter are then sent to each faculty member with cc to the committee, Dean, and the Area Coordinator.

Candidates are advised to attend to the feedback of annual review letters and discuss it with Area Coordinators or the Dean's Designee to identify areas of improvement, taking into account overall progress and trajectory toward reappointment and promotion.

## Section 7: Regular Conference with Faculty

Section 24-55 C of the Faculty Code states that:

“Each year the chair, or where appropriate the dean or designee, shall confer individually with all assistant professors, and associate professors and professors “without tenure” appointed under Chapter 25, Section 25-32. The chair (or dean or designee) shall confer individually with the other associate professors and senior lecturers at least every two years, and with the other professors and professors of practice at least every three years. The purpose of the regular conference is to help individual faculty members plan and document their career goals. While the documentation of those goals will be part of the faculty member's record for subsequent determinations of merit, the regular conference should be distinct from the merit review pursuant to Section 24-55.”

Regular conferences with faculty (Goals Meeting) focus on future goals and objectives while annual reviews focus on past performance. It is the responsibility of the Dean to organize these regular conferences. Each year, the Dean (or designee) shall confer individually with all Assistant Teaching Professors. The Dean (or designee) shall confer individually with the Associate Teaching Professors at least every two years and with the Teaching Professors at least every three years.

Section 24-55 D of the Faculty Code states that:

“The chair, dean, or designee, shall, in a timely manner, document in writing, with a copy to the faculty member, that such conferences occurred, and shall list the subject matter discussed. This conference document shall also articulate in sufficient detail the discussed commitments and responsibilities of the faculty member for the coming year(s) and how these commitments and responsibilities are consistent with institutional standards for promotion and tenure as defined in Chapter 24. ... any agreement between the faculty member and chair, dean, or designee shall be incorporated into a written report that shall be placed in the faculty member's personnel file.”

It is more likely that the discussions in the Goals Meeting will be relevant to progress towards promotion. Candidates are advised to attend to the feedback from the dean (or designee) in these meetings. These discussions are not definitive but can be indicative of trends in the progress of the candidate. The conference documentation (Goals Meetings letters) shall be included for reappointment and promotion reviews.

## Section 8: Renewal of Appointments

Section 24-53 of the Faculty Code specifies that:

“The voting members of the appropriate department (or undepartmentalized college or school) who are superior in academic rank or title to the person under consideration shall decide whether to recommend renewal or termination of the appointment. Research faculty, teaching faculty, and clinical practice faculty shall be considered by voting faculty who are superior in rank to the person under consideration, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a research professor, teaching professor, or professor of clinical practice.”

The qualifications for renewal of appointment are the same as the qualifications for new appointment at specific ranks. When considering the renewal of appointments, the candidate’s record from the previous contract period will be taken into consideration as evidence for satisfying the required qualifications. The candidate should submit the documents listed below for consideration.

The Dean shall decide the matter within the time prescribed in Section 24-41 of the Faculty Code and inform the faculty member concerned of the decision.

Reappointment periods for each rank shall not exceed the limits specified in Faculty Code Section 24 – 41. The length of an appointment will be determined by the Dean, consistent with the provisions of the UW Faculty Code.

### **Documentation**

The following documentation should be provided in a teaching faculty renewal dossier:

1. An updated Curriculum Vitae.
2. A self-assessment of the candidate's qualifications for renewal of appointment. This will address the candidate’s contribution to teaching, service, and scholarship in accordance with Sections 2, 3, and 4 of this document.
3. A table of courses evaluated, as required by the Faculty Code (we strongly encourage all courses to be evaluated), during the current period of appointment, including the overall summative rating (OSR), average of top four items in Course Evaluations, Challenge and Engagement Index (CEI), Relevancy (useful hours/hours per credit per week), enrollment, and number of responses.
4. Sample syllabi.
5. Course Evaluations as required by faculty code. We strongly encourage faculty to provide Course Evaluations for all courses taught for the current period of appointment.
6. Peer Teaching Evaluations, at least one per year of service for Assistant Teaching Professors. For other faculty at the rank of Associate Teaching Professor or Teaching Professor the collegial evaluation shall be conducted at least every three years. As per Section 24 – 57 of the Faculty Code, the collegial evaluation of teaching effectiveness shall be conducted academic year leading up to the review recommending any renewal of appointment or promotion of a faculty member. A written report of this evaluation shall be maintained and shared with the faculty member.

7. Annual Performance Review Report(s) for current period of appointment.
8. Goals Meeting letters during the current period of appointment (as organized by the Dean).
9. Faculty are strongly encouraged to include illustrative materials, such as sample assignments, learning activities, or other pedagogical artifacts, as supporting evidence.

Level of detail of documentation will be based on length of appointment and rank. A faculty member may include other documentation that demonstrates performance on the criteria enumerated above. Additional materials demonstrating teaching effectiveness (e.g., sample assignments, student work) are strongly encouraged.

The documentation will be shared with all eligible voting faculty in the School of Business. A review meeting will be scheduled to discuss the dossier. Following the discussion, the eligible faculty will vote on the renewal of appointments.

The Dean shall decide the matter within the time prescribed in Section 24-41 of the Faculty Code and inform the faculty member concerned of the decision.

## Section 9: Promotions

In accordance with the Faculty Code Section 24-54, all eligible members of the faculty shall be informed of the opportunity to be considered for promotion by the Dean (or the Dean's designee). At the request of the faculty member, a promotion review shall be conducted following the procedure below.

The promotion process for teaching faculty members begins with the faculty member notifying the Dean of the School of the desire to be considered for promotion by the deadline specified in the EVCAA's call for promotion. The process will follow the flow chart and timeline for non-mandatory promotions in a non-divisionalized school, posted and annually updated on the UW Bothell OE/HR webpage.

The Dean of the School of Business or designee shall establish a Promotion Committee. The Committee, if possible, will consist of at least one teaching faculty member who is senior in title to the faculty member who is being considered for promotion.

As specified in Section 24-54 point A of the UW Faculty Code, promotion shall be based upon the attainment of the qualifications of the candidates for the various academic ranks and titles and not upon length of service. In arriving at recommendations for promotion, faculty, chairs, and deans shall consider the whole record of candidates' qualifications described in Section 24-32 of the Faculty Code.

Teaching faculty shall be considered by voting members of the School of Business who are superior in academic rank to the candidate under consideration.

The guidelines for the evaluation of teaching, scholarship and service detailed in the sections 2, 3, and 4 of this document also apply to promotions.

When considering the candidate's request for promotion, the whole record of a candidate's qualifications is considered, with primary emphasis upon teaching.

## Documentation

The candidate is responsible for assembling and submitting a complete promotion record. This record must include all documents currently required by the School of Business and the university as a whole, as outlined below. Because requirements may change over time, it is the candidate's responsibility to consult UWB OE/HR for the most up-to-date school and university guidelines to ensure that all necessary materials are included:

1. An updated Curriculum Vitae.
2. A self-assessment of the candidate's qualifications for renewal of appointment. This will address the candidate's contribution to teaching, service, and scholarship in accordance with Sections 2, 3, and 4 of this document.
3. A table of courses evaluated, as required by the Faculty Code (we strongly encourage all courses to be evaluated), during the current period of appointment, including the overall summative rating (OSR), average of top four items in Course Evaluations, Challenge and Engagement Index (CEI), Relevancy (useful hours/hours per credit per week), enrollment, and number of responses.
4. Sample syllabi.
5. Course Evaluations as required by faculty code. We strongly encourage faculty to provide Course Evaluations for all courses taught for the current period of appointment.
6. Peer Teaching Evaluations, at least one per year of service for Assistant Teaching Professors. For other faculty at the rank of Associate Teaching Professor or teaching professor the collegial evaluation shall be conducted at least every three years. As per Section 24 – 57 of the Faculty Code, the collegial evaluation of teaching effectiveness shall be conducted academic year leading up to the review recommending any renewal of appointment or promotion of a faculty member. A written report of this evaluation shall be maintained and shared with the faculty member.
7. Annual Performance Review Report(s) for current period of appointment.
8. Goals Meeting letters during the current period of appointment (as organized by the Dean).
9. A list of five potential external reviewers. The Dean will consider the names on the list along with other possible external reviewers, choose the final external reviewers and their names and the external letters of review shall be kept confidential from the candidate. When evaluating Assistant Teaching Professors, it may be appropriate to solicit letters from experts who are external to the candidate's academic unit, but who are internal to the UW. However, for considerations of candidates from Associate Teaching Professor to Teaching Professor, reviewers must be external to UW.
10. Candidates are also encouraged to obtain letters of support from faculty colleagues to provide additional evidence of accomplishments.
11. Form 1460 (Outside Work).
12. Faculty are strongly encouraged to include illustrative materials, such as sample assignments, learning activities, or other pedagogical artifacts, as supporting evidence.

According to Executive Order (EO) 57 each candidate is expected to document if they have performed outside work for compensation. Candidates should review and confirm compliance with EO 57. Form 1460 (Outside Work) must be completed, reviewed, signed, and included in the candidate dossier. It is

expected that faculty are requesting approval for outside work prior to the completion of the work. These requests should be prospective rather than retrospective. If the outside work does fall within EO 57, but the candidate did not file Form 1460 regarding the work, then the candidate needs to reach out to their dean or chair to discuss and follow the requested process for completion.

The process will follow the flow chart and timeline for non-mandatory promotions in a non-divisionalized school, posted and annually updated on the UW Bothell OE/HR webpage. Candidates have rights to respond as described in Chapter 24 of the Faculty Code, and initial reports/committee summaries shall be shared per Faculty Code timelines.

After the case is decided, the Dean shall ensure that the candidate is informed in writing in a timely way of the result of the case, and if the result is not favorable, the reasons therefor.

## Appendices

### A-1: Provost Checklist:

[http://ap.washington.edu/cms/wp-content/uploads/Promotion\\_Tenure\\_Checklist.pdf](http://ap.washington.edu/cms/wp-content/uploads/Promotion_Tenure_Checklist.pdf)

### A-2: Chapter 24

<http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>

### A-3: Executive Order 45

<http://www.washington.edu/admin/rules/policies/PO/EO45.html>

**A-4: Non-exhaustive list of example accomplishments that faculty may use as evidence of their contributions at each rank.**

**Teaching**

NOTE: The following examples illustrate activities at each rank when accompanied by the appropriate narrative and documentation described in the guidelines above.

<b>Assistant Teaching Professor</b>	<b>Associate Teaching Professor</b>	<b>Teaching Professor</b>
<ol style="list-style-type: none"> <li>1. Demonstrates teaching effectiveness through self and peer assessment, and student assessment.</li> <li>2. Organizes and conducts courses appropriate to the level of instruction, and nature of content.</li> <li>3. Uses technological developments and innovative pedagogical strategies in teaching.</li> <li>4. Supervises students in independent study, fieldwork, and research projects.</li> <li>5. Guides student teams in regional and national competitions.</li> <li>6. Mentors students in securing internships or jobs and reaching post-college career goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates sustained teaching effectiveness through self and peer assessment, and student assessment.</li> <li>2. Supports others to organize and conduct courses appropriate to the level of instruction, and nature of content.</li> <li>3. Supports colleagues in effectively using technological developments and innovative pedagogical strategies in teaching.</li> <li>4. Winning record in guiding student teams in regional competitions.</li> <li>5. Mentors students in securing internships or jobs and reaching post-college career goals with positive outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintains a record of outstanding teaching.</li> <li>2. Builds a record of leadership in creative and effective use of technological developments and innovative pedagogical strategies in teaching.</li> <li>3. Facilitates others to teach more effectively by providing continued mentoring to colleagues within or beyond the school.</li> <li>4. Provides teaching services and/or consultation beyond the school.</li> <li>5. Builds a strong record of mentoring students in fieldwork, independent study or undergraduate research.</li> <li>6. Winning record in guiding student teams in national competitions.</li> <li>7. Builds a strong record of mentoring students in securing internships or jobs and reaching post-college career goals.</li> </ol>

## Scholarship

NOTE: The following examples illustrate activities at each rank when accompanied by the appropriate narrative and documentation described in the guidelines above.

<b>Assistant Teaching Professor</b>	<b>Associate Teaching Professor</b>	<b>Teaching Professor</b>
<ol style="list-style-type: none"> <li>1. Introduces new knowledge into course content and shares related insights/materials with appropriate audiences.</li> <li>2. Develops new course materials for existing courses and disseminates tools or practices to relevant audiences.</li> <li>3. Attends conferences or workshops related to teaching, disciplinary research, or cross-disciplinary integration and shares key takeaways with students, colleagues, or professional communities.</li> <li>4. Shares pedagogical practices or materials with colleagues in formal or informal settings.</li> <li>5. Serves as guest speaker in other UWB courses on topics relevant to their teaching or domain of expertise and makes content or insights available more broadly when appropriate.</li> <li>6. Advises guided internships that actively leverage scholarly expertise to enhance student learning and disseminates outcomes or reflections to relevant audiences.</li> <li>7. Engages in academic or professional public writing and online discussions (blogs, professional websites).</li> </ol>	<ol style="list-style-type: none"> <li>1. Refines existing teaching strategies into new and refreshed courses and shares related insights/materials with appropriate audiences.</li> <li>2. Develops new courses.</li> <li>3. Actively participates in academic or professional conferences as presenter, discussant, or session chair.</li> <li>4. Receives formal nominations or awards for an iterative, reflective teaching practice with evidence of pedagogical experimentation and refinement over time.</li> <li>5. Completes professional development courses or pedagogical workshops and disseminates outcomes or reflections to relevant audiences.</li> <li>6. Disseminates pedagogical practices or disciplinary scholarly work at school, campus, or local forums.</li> <li>7. Participates in professional organizations focused on pedagogical practices or scholarly inquiry.</li> <li>8. Presents to community and professional groups at the local level emphasizing cross-disciplinary collaboration.</li> <li>9. Serves as research advisor, or mentors student research in the area of faculty member's expertise or disseminates the work produced to relevant audiences.</li> <li>10. Writes for academic or professional outlets (blogs, websites, or practice journals).</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporates existing, evidence-based, pedagogical practices into new and refreshed courses and shares related insights/materials with appropriate audiences.</li> <li>2. Contributes to the development or refinement of existing evidence-based, pedagogical practices.</li> <li>3. Leads or contributes substantially to the development of a new curriculum.</li> <li>4. Assesses and improves course materials, curricula and courses over time.</li> <li>5. Presents at regional, national, or international conferences on teaching or disciplinary topics.</li> <li>6. Receives formal nominations, awards, or major recognition for an iterative, reflective teaching practice with evidence of pedagogical experimentation and refinement over time.</li> <li>7. Recipient of fellowships aimed at incorporating evidence-based, pedagogical practices into new and existing courses.</li> <li>8. Disseminates pedagogical practices or scholarly work at campus, regional or national forums and in publications.</li> <li>9. Delivers invited presentation, training session or panel discussion on a topic relevant to the faculty member's discipline, to business, trade groups, government or non-profit groups</li> <li>10. Leadership in professional organizations focused on pedagogical practices or scholarly inquiry.</li> <li>11. Advises students on scholarship presented externally, mentoring them to apply the faculty member's scholarly expertise.</li> <li>12. Contributes expert commentary or thought leadership in public or professional outlets.</li> <li>13. Develops internationally connected, collaborative course experiences and associated pedagogical practices through global partnerships.</li> <li>14. Develops pedagogical innovations that translate into new tools, methods, or programs adopted by external partners (e.g., industry, non-profits, government)</li> <li>15. Reviews or submits a manuscript to a reputable (non-predatory) journal. Includes dated supporting correspondence (e.g., invitation, acknowledgment, submission email).</li> </ol>

## Service

NOTE: The following examples illustrate activities at each rank when accompanied by the appropriate narrative and documentation described in the guidelines above.

<b>Assistant Teaching Professor</b>	<b>Associate Teaching Professor</b>	<b>Teaching Professor</b>
<ol style="list-style-type: none"> <li>1. Participates in shared governance through committee membership at the area or school level.</li> <li>2. Participates in local, regional or national professional and/or community activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates leadership at the area and/or school level in curricular and/or administrative activities.</li> <li>2. Participates in shared governance through committee membership at the school / campus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates leadership in major curricular revision or goal-setting activities within the school/campus.</li> <li>2. Demonstrates leadership at the school/campus/university-level committees or councils.</li> <li>3. Demonstrates leadership in local, regional or national professional and/or community activities.</li> <li>4. Builds a record of engagement in service or cooperative practice with community partners.</li> <li>5. Builds a record of contributing to the positive climate in the division, school, and campus.</li> </ol>

A-5:

## Guidelines for Faculty Management

In Compliance with AACSB 2020 standards (version updated in 2023)

### Preamble

Standard 3 of the AACSB 2020 guidelines identifies four types of faculty within business schools. This is best depicted in the figure below.



In addition, the AACSB standards articulate the role of participating (P) and supporting (S) faculty members. AACSB requires that these ratios be maintained- Faculty Sufficiency Indicators:

1. Overall guideline:  $P/(P+S) > 75\%$
2. Guideline by discipline, location, delivery mode, or program:  $P/(P+S) > 60\%$

Faculty Qualifications Indicators:

3. SA guideline:  $(SA)/(SA + PA + SP + IP + \text{Additional Faculty}(A)) > 40\%$
4. SA + PA + SP guideline:  $(SA + PA + SP)/(SA + PA + SP + IP + A) > 60\%$
5. SA + PA + SP + IP guideline:  $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) > 90\%$

This document is an articulation of these definitions and how they apply to School of Business faculty members. This policy is effective immediately and is forward-looking. These definitions allow the school to articulate its faculty management philosophy to all professors and plan for future faculty growth.

Each year, as part of the annual review process, the relevant personnel committee will identify faculty members as SA/PA/SP/IP and Participating/Supporting. Loss of status is viewed as an important event. The faculty member involved is expected to address it with the school leadership in a timely manner.

We note that nothing written here supersedes the Faculty Code/Presidential Orders/Regent Policy documents. In addition, these guidelines do not affect tenure and promotion standards of the school which are articulated separately. Consistent with the annual review process, the calendar year applies for all measurement throughout this document.

## **AACSB FACULTY QUALIFICATIONS (Standard 3)**

### **SCHOLARLY ACADEMIC (SA)**

Description: Scholarly Academics sustain currency and relevancy through scholarship and activities related to their field of teaching. According to the AACSB guidelines, “SA faculty are normally expected to produce some peer-or editorial- reviewed publications related to their field of teaching as part of their portfolio of scholarship.”

#### **Initial Qualification:**

1. Faculty who hold a PhD, DBA or equivalent from an accredited university or equivalent degree-granting institution in an area relevant to that in which he/she teaches will be considered SA for a maximum of five years from the date the degree is awarded.
2. Individuals with a graduate degree in law may be considered SA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic activities demonstrating currency and relevance related to the teaching field.
3. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting may be considered SA to teach taxation subject to continued, sustained academic engagement that demonstrates relevance and currency in the field of teaching.

*Sustained Engagement Activities:* For faculty who earned their degrees more than five years ago, SA status is maintained by meeting one or more of the below in the past five years:

1. Publication output and validating experiences
  - 1) Has published a research paper in a top-tier peer-reviewed journal.
  - 2) Has published three papers in peer-reviewed journals and has one validating experience.
  - 3) Has published two papers in peer-reviewed journals and two validating experiences.
  - 4) Has published one paper in peer-reviewed journal and three validating experiences.
2. Has served as editor-in-chief of a top-tier peer-reviewed journal.
3. Has published a textbook supporting a regular course in our curriculum.

*Scholarly Validating Experiences:*

1. Peer-reviewed book chapter.
2. Presented peer-reviewed paper at an academic conference.
3. Served as formal discussant as part of a paper session or symposia at a major academic conference.
4. Served as editor of a peer-reviewed journal issue.
5. Served as an associate editor of a peer-reviewed journal.
6. Served on the editorial board member of a peer-reviewed journal.
7. Served as reviewer for a peer-reviewed journal.
8. Served as program chair for a major national conference.
9. Taught doctoral seminar.
10. Served as a member or chair of a dissertation committee.

11. Developed new teaching content and methods that are internally and externally adopted.\*

\*-may count for only one validating experience in five years

## SA Administration:

It is the expectation of the UW Bothell School of Business that every Assistant, Associate and Full Professor shall maintain SA status.

### Associate/Full Professors

Associate and Full Professors are expected to be research-active to the minimum extent of meeting SA standards.

### Assistant Professors

Assistant Professors fresh out of Ph.D. programs are given SA status for five years, after which they are expected to sustain the SA status with appropriate scholarly engagement activities. Senior Assistant Professors are expected to be research- productive and hence, meet SA criteria.

### Teaching Faculty

Some full-time teaching faculty may be SA. If the SA status is not sustained, s/he is expected to then meet the criteria for PA, IP or SP on a stable basis. This is to be determined collaboratively.

### Loss of Status

The school will proactively inform faculty that might be at risk of losing their SA status. If a tenure-track faculty member loses his/her SA status in the annual merit process, the school commits to a collaborative dialogue and the creation of a plan to regain status. The plan should include specific resources needed to gain scholarly currency and re-establishment of status. The school will waive the paper presentation requirement for two conferences to support this transition. SA faculty that lose status may, in some situations, change to a PA status on a stable basis.

If a tenure-track faculty member loses status in AY 0, teaching load increases in subsequent years in this way-

AY 1 Six courses

AY 3+ Seven courses

Teaching load returns to normal once SA is reestablished per the stated criteria, as determined during the annual review cycle.

### Administrative Exemption

Per AACSB standards, an Associate/Full Professor in a senior administrative position (Associate Dean, Dean, Assistant/Associate Vice Chancellor, Vice Chancellor or Chancellor) who no longer meets the SA criteria may be designated PA throughout the

time in that administrative position. After transitioning out of that administrative position, s/he can be designated PA for an additional three years, thus providing time to reinitiate his/her research efforts.

## **PRACTICE ACADEMIC (PA)**

Description: Practice Academic status applies to faculty members who augment their initial preparation as academic scholars with professional engagement activities. PA faculty sustain currency and relevance through professional engagement, interaction and relevant activities, such as the activities listed below, or a combination of academic and professional engagement.

### **Initial Qualification:**

1. Faculty who hold a PhD, DBA or equivalent from an accredited university or equivalent degree-granting institution in an area relevant to that in which he/she teaches.
2. Individuals with a graduate degree in law may be considered PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive professional engagement activities demonstrating currency and relevance related to the teaching field.
3. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting may be considered PA to teach taxation subject to continued, sustained professional engagement that demonstrates relevance and currency in the field of teaching.

*Professional Contributions and Experiences:* For faculty who earned their degrees more than five years ago, PA status is maintained by meeting three of the following in the past five years:

1. Program design or management of an academic or executive development program including university study abroad programs (for credit).
2. Significant administrative leadership (e.g., Associate Dean, Director) including collaborating with the Dean to formulate or execute specific initiatives.
3. Curriculum design for professional organizations, professional continuing education or executive development.
4. Consulting activities that are material in terms of time and substance.
5. Documented professional certifications in the area of teaching.
6. Organized or presenting at a professional conference.
7. Active professional certification.
8. Significant participation in business professional associations, societies, professional standard-setting bodies or policy-making bodies.
9. Significant participation (directorship or executive management role) in a registered (501c3) non-profit organization.
10. Senior leadership of an organization or a business-related function.
11. Involvement at a regional or national level for an academic honor society for business students (such as Beta Alpha Psi, Beta Gamma Sigma) or the Fulbright Scholarship Program.
12. Relevant, active service on boards of directors or on relevant advisory boards.
13. Served as an expert witness.

14. Publication of a trade or practitioner journal article.
15. Publication of a textbook or textbook supplement.
16. Publication of a popular press book or monograph relevant to management practices.
17. Publication of a teaching case or teaching note.
18. Faculty internships.
19. Documented continuing professional education experiences.
20. Professional Development: attending sessions at professional conference(s) or at seminar sessions providing discipline-related professional development.
21. The delivery of an invited presentation, training session or panel discussion on a topic relevant to the faculty member's discipline, to business, trade groups, government or non-profit groups.

## PA Administration:

Faculty members are informed of their loss of PA status in a particular academic year as a result of the annual review process. A loss of PA status will result in an increase in teaching load by a ½ class in the next academic year for a full-time faculty member. The concerned faculty member must consult the Associate Dean (Faculty Affairs) to identify a plan to implement this in action. PA faculty may enhance their contributions to the school in multiple ways.

## SCHOLARLY PRACTITIONER (SP)

Description: Scholarly Practitioners are “faculty who have professional experience substantial in duration and responsibility at the time of hire.” SP faculty sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience.

## Initial Qualification:

Faculty who hold a minimum of a master's degree in a field related to teaching responsibilities.

Sustained Engagement Activities: A SP faculty member, during the last 5-year period, must demonstrate his/her currency by meeting two of the validating experiences for SA faculty and one from the professional contribution and experiences list for IP faculty.

## SP Administration:

Faculty members are informed of their loss of SP status in a particular academic year as a result of the annual review process. A loss of SP status will result in an increase in teaching load by a ½ class in the next academic year for a full-time faculty member. The concerned faculty member must consult the Associate Dean (Faculty Affairs) to identify a plan to implement this in action. SP faculty may enhance their contributions to the school in multiple ways.

## INSTRUCTIONAL PRACTITIONER (IP)

Description: Instructional Practitioners sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.

### Initial Qualification:

1. Faculty who hold a master's degree or doctorate in a field related to teaching responsibilities and has either a) been employed full-time or part-time within the past five years in a professional capacity (including consulting) that relates to teaching responsibilities, OR b) engaged in significant professional development efforts such as attainment of professional certifications and attendance at conferences, workshops, or training sessions on an ongoing basis.
2. A faculty member who does not hold an advanced degree can, in exceptional circumstances, be considered IP if he or she has extensive professional experience at an executive level.

### Professional Contributions and Experiences (identical to requirements for PA):

For faculty who earned their degrees more than five years ago, IP status is maintained by meeting three of the following in the past five years:

1. Program design or management of an academic or executive development program including university study abroad programs (for credit).
2. Significant administrative leadership (e.g., Associate Dean, Director) including collaborating with the Dean to formulate or execute specific initiatives.
3. Curriculum design for professional organizations, professional continuing education or executive development.
4. Consulting activities that are material in terms of time and substance.
5. Documented professional certifications in the area of teaching.
6. Organized or presenting at a professional conference.
7. Active professional certification.
8. Significant participation in business professional associations, societies, professional standard-setting bodies or policy-making bodies.
9. Significant participation (directorship or executive management role) in a registered (501c3) non-profit organization.
10. Senior leadership of an organization or a business-related function.
11. Involvement at a regional or national level for an academic honor society for business students (such as Beta Alpha Psi, Beta Gamma Sigma) or the Fulbright Scholarship Program.
12. Relevant, active service on boards of directors or on relevant advisory boards.
13. Served as an expert witness.
14. Publication of a trade or practitioner journal article.
15. Publication of a textbook or textbook supplement.
16. Publication of a popular press book or monograph relevant to management practices.
17. Publication of a teaching case or teaching note.

18. Faculty internships.
19. Documented continuing professional education experiences.
20. Professional Development: attending sessions at professional conference(s) or at seminar sessions providing discipline-related professional development.
21. The delivery of an invited presentation, training session or panel discussion on a topic relevant to the faculty member's discipline, to business, trade groups, government or non-profit groups.

## **IP Administration:**

Faculty members are informed of their loss of IP status in a particular academic year as a result of the annual review process. A loss of IP status will result in an increase in teaching load by a ½ class in the next academic year for a full-time faculty member. The concerned faculty member must consult the Associate Dean (Faculty Affairs) to identify a plan to implement this in action. IP faculty may enhance their contributions to the school in multiple ways.

## **OTHER QUALIFICATIONS (OQ):**

Faculty members who do not meet the criteria for Scholarly Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner are categorized as holding Other Qualifications. To further the college mission, OQ faculty members are encouraged to acquire additional academic preparation and/or conduct additional professional engagement activity in order to be reclassified.

## **PARTICIPATING AND SUPPORTING FACULTY**

Standard 3 states that-

1. "A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities."
2. "A supporting faculty member does not normally participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. "

## **Process**

The designation of "participating" or "supporting" is determined in the annual review process by the suitable personnel committees.

## **Participating Faculty:**

Participating faculty members engage in activities for the School of Business beyond their direct classroom instruction responsibilities. Since full-time faculty are required to conduct service per faculty code, they are automatically judged as participating. PT faculty, visitors and others can be judged as participating if they engage in activities such as the following:

1. Advising and guiding undergraduate or graduate students on research, internships for academic credit, and, independent studies,

2. Guiding our undergraduate students into the best graduate schools by helping them with essays, and strengthening various application materials,
3. Mentoring students to effectively manage their careers,
4. Participating in curriculum development,
5. Engaging in cross-unit collaboration,
6. Participating in analysis and improvements related to assessment of learning,
7. Engaging with external business community on class projects,
8. Serving as a faculty advisor to a Business student organization/club,
9. Providing ongoing and substantial career advising and/or mentoring to students,
10. Serving on School, campus or university committees,
11. Participating in outreach and development activities for the School,
12. Helping create or engage with business community boards formed by the School or campus,
13. Other significant contributions, as provided by the faculty member and concurred by the related personnel committee.

### Supporting Faculty:

Any faculty member (tenure track, teaching faculty track, part-time or visiting) who maintains involvement within School of Business by teaching his/her assigned courses but does not qualify for the “participating” designation will be considered “supporting.” Supporting faculty members play a valuable role in the School of Business by fulfilling their teaching responsibilities, but they do not actively participate in school governance and operations, significantly shape curriculum, or substantially contribute to students outside of the classroom.