

CCPT Reference Manual

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University of Washington Bothell General Faculty Organization Bylaws

Article VI of GFO By-Laws: Campus Council on Promotion & Tenure

Section 1. Responsibilities

A. Promotion & tenure:

The Campus Council on Promotion and Tenure (CCPT), as an elected council of the UW Bothell faculty, shall advise the Vice-Chancellor, as Chief Academic Officer, on cases involving promotion and tenure of the faculty in accordance with [Sections 24-54.C](#) and [25-41.B](#) of the Faculty Code, and on appointments, in accordance with [Sections 24-32](#) and [24-34](#) of the Faculty Code, when consultation is needed. In formulating its advice on promotion and tenure, it is directed to study the whole record of candidates in accordance with the broad criteria established in the Faculty Code. It shall also be the responsibility of the Campus Council on Promotion, Tenure and Faculty Affairs to review and, if necessary, propose changes to policies and procedures related to campus-level implementation of University appointment, promotion, and tenure policy in accordance with [Sections 13-23.A.5](#) and [13-31.A.4](#) and [A.5 of the Faculty Code](#). Proposed changes shall be referred to the GFO Executive Council, which shall determine whether to refer the proposed changes to the GFO for approval.

So that the CCPT can do its work in an efficient and effective manner, it is empowered to propose resolutions or recommendations to the GFO Executive Council, to appoint such ad hoc subcommittees and workgroups as may be necessary to pursue its work, and to request such information and assistance as may be necessary in the pursuit of its work.

Section 2. Membership

The membership of the CCPT shall consist of seven tenured voting faculty members. Each school shall be entitled to at least one representative; the remaining positions are considered at large members. The Chancellor, Vice Chancellors, Deans, and any faculty member with administrative duties that include faculty personnel decisions beyond those granted to regular faculty are not eligible to serve on this council.

Members will be elected for a term of two years and can be re-elected for two additional consecutive terms, at which point a member cannot be re-elected for at least one full year. In the Spring quarter, the CCPT members will elect one of their members to serve as the chair for the following year (September 16 through September 15). The term of all other members shall begin September 16 in the year of their election and end September 15 two years later. During this term in office, members may participate in governance-related activities to represent the interests of faculty during periods outside of their employment contract (e.g., June 16-September 15). However, participation in such governance-related activities during such off-contract periods is not required or expected.

Nominations and election of the CCPT shall be conducted annually in the Spring Quarter to replace members whose term expires with the current academic year. The first election shall be held during Spring Quarter to replace the members of the current Faculty Council on

Promotion and Tenure whose term expires September 15 of that academic year. For those whose term expires in the following academic year, they shall indicate their availability to complete their elected term. If, for some reason, they cannot continue, a replacement shall be elected to complete the remaining year of their term. Elections of four and three members shall be conducted in alternating years to maintain the total membership at seven, ensure representation from each of the Schools, and provide continuity from one year to the next. Special elections may be held to fill seats vacated by faculty.

For purposes of representation on the CCPT, there shall be two rounds of election:

1. First election: [campus-wide primary election]
 - (a) The chair of the GFO shall distribute to all voting faculty members a secret ballot containing the names, rank/title and primary School affiliation of all eligible UW Bothell faculty.
 - (b) Each voting faculty member may cast as many votes as the number of open positions.
 - (c) Each voting faculty member shall only cast a maximum of one vote per candidate.
 - (d) A designated staff representative of the GFO office will collect the ballots and count the first-round tally, which shall not be released.
2. Second election: [campus-wide election using the slate of nominees from the first election]
 - (a) The chair of the GFO shall distribute to all voting faculty members a second secret ballot containing the names of twice the number of eligible faculty as the number of open positions.
 - (b) The names on the ballot will be drawn from those who received the highest number of votes in the first election and who have agreed to have their names placed on the second ballot, allowing for additional names in the event of a tie in the last nominated position considered for this ballot.
 - (c) Each voting faculty member may cast as many votes as the number of open positions.
 - (d) Each voting faculty member shall only cast a maximum of one vote per candidate.
 - (e) The election will be decided by plurality vote, consistent with the requirement that each school have at least one representative. In case of a tie, there will be a runoff election.

Section 3.

Members of the CCPT shall recuse themselves from promotion and tenure cases originating from within their own Schools.

CCPT Policy on Conflict of Interest

Conflict of Interest, with respect to promotion and tenure, is a situation in which a faculty member has a relationship that impairs or might appear to impair an objective review of a case.

Relationships, which can give rise to conflicts of interest or the appearance of conflicts of interest include, among others, professional relationships created by joint publishing, grants, and research activities.

Members of the CCPT who judge themselves to have a conflict of interest are encouraged to recuse themselves and not participate in the consideration of that individual for promotion or tenure.

Recusal means not partaking in discussion or voting on the case.

2/13/12

University of Washington Faculty Code and Governance:

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

Explanation of Materials Published in this Resource

The resource known as the *Faculty Code and Governance* includes the following parts:

- *The University Faculty*—This part establishes the authority of the University's faculty and its allocation of powers and duties.
- *Faculty Code*—This part provides for the organization and functioning of the University's faculty.
- *Senate By-Laws*—This part contains the rules governing procedures of the Faculty Senate.
- *Faculty Councils, Committees, and Representatives*—This part includes a delineation of rules and mandates pertaining to these groups and individual positions.

Faculty Code

Chapter 24

**For updates and the latest, current version, please check:
<http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>**

Section 24–31 General Appointment Policy

The principal functions of a university are to preserve, to increase, and to transmit knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The policy of this University should be to enlist and retain distinguished faculty members with outstanding qualifications.

Section 13–31, April 16, 1956 with Presidential approval.

Section 24–32 Scholarly and Professional Qualifications of Faculty Members

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, of their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution.

- A.** Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.
- B.** The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees.

- 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. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include the ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter; the consistency with which the teacher brings to the students 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 teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring; the availability of the teacher to the student beyond the classroom environment; and the regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods. A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.
- D.** Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function.
- E.** The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty participation in University committee work and

other administrative tasks and clinical duties. Both types of service make an important contribution and should be included in the individual faculty profile.

- F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

Section 13–31, April 16, 1956; S–A 58, May 16, 1978; S–A 64, May 29, 1981; S–A 71, February 5, 1985; S–A 75, April 6, 1987; S–A 86, December 8, 1992; S–A 99, July 9, 1999: all with Presidential approval.

Faculty Code Chapter 25

Tenure of the Faculty

**For updates and the latest, current version, please check:
<http://www.washington.edu/admin/rules/policies/FCG/FCCH25.html>**

Presidential Executive Order 45

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

Presidential Orders: Executive Order No. 45

Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases

When submitting to the Provost's Office a recommendation for promotion or the granting of tenure or merit salary increase, the dean of the school or college or chancellor of UW Bothell or UW Tacoma is requested to present a detailed documentation of the recommendation. The primary data would originate from the academic unit. Faculty and chairs or program directors are directed to give careful attention to all phases of the candidate's service to the school, college, or campus, and the University. Characteristic types of contributions to the University are described in the following sections:

1. Teaching

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 well being of the students is an inseparable adjunct to the classroom.

2. Research

All members of the faculties must demonstrate scholarly ability and attainments. Their qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in achieving an appropriate level of independence and/or collaboration, their success as appropriate in securing external support, their success in training graduate and professional students in scholarly methods, their participation and leadership in

professional associations and in the editing of professional journals, and their potential for continued success in scholarly attainments. Attainment may be in the realm of scholarly investigation, in the realm of constructive contributions in professional fields, or in the realm of the creative arts.

3. Service

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.

4. Other Considerations

In arriving at recommendations for promotion or tenure, faculty and chairs or program directors are directed to study the whole record of candidates. To warrant recommendation for the granting of tenure or for promotion in the professorial ranks, a candidate must have shown outstanding ability in teaching or research, an ability of such an order as to command obvious respect from colleagues and from professionals at other universities; and substantial contribution in other phases. The qualifications of teaching and research must remain unequivocally the central functions of the faculty, but administrative and other internal and extramural professional services must also be recognized.

The factors with reference to the granting of tenure or for promotion thus far mentioned have to do with the qualifications of the candidate as an individual and may be regarded as the intrinsic factors. Consideration must also be given to the way in which the candidate will fit into the present and foreseeable future of the academic unit. Does there appear to be a place for a candidate with these special interests? Will a given candidate help to bring the academic unit into balance or throw it out of balance? Does a given candidate demonstrate high standards of professional integrity and conduct, and a commitment to the sharing of academic and administrative duties sufficient to contribute to the achievement of the academic unit's goals? It does happen that individuals whose performance would otherwise warrant the granting of tenure should not, and cannot, become tenured here because the special nature of faculty requirements in the academic unit makes it impractical.

Formerly University Memorandum No. 70, June 15, 1964; Executive Order No. 45 of the President, June 1, 1972; March 21, 1978; April 20, 1979; RC, July 5, 2011; July 3, 2013.

For related information, see:

- Executive Order [No. 29](#), "Partial Suspension of Executive Order No. 64"
- Executive Order [No. 59](#), "Excess Compensation to Faculty"
- Executive Order [No. 64](#), "Faculty Salary Policy"
- *Faculty Code*, [Chapter 24](#), "Appointment and Promotion of Faculty Members"
- *Employment and Administrative Policies*, [Chapter 102](#), "Salary Terms of Employment for Academic Personnel: Salary Payments and Employment Periods"

Promotion and Tenure Process Flowchart & Timelines

There are slightly different processes and timelines for mandatory and non-mandatory promotion processes at UW Bothell.

For the latest details and current dealines, please refer to the Promotion and Tenure Information located on the UWB OE/HR website at:

<https://www.uwb.edu/hr/faculty/promotion-tenure>

CCPT Dossier Review Process

Steps in the Review Process

1. When a dossier is ready for review, the Vice Chancellor's Office will notify the chair of the CCPT of the location of the electronic file and the chair will notify the members of the CCPT. Notification will prompt the following actions:
 - a. The dossier will be scheduled for review.
 - b. Members of the CCPT who have a conflict of interest will notify the chair and recuse themselves as per the GFO Bylaws, Article 6, Section 3:
Section 3. Members of the Campus Council on Promotion, Tenure and Faculty Affairs shall recuse themselves from promotion and tenure cases originating from within their own programs.
 - c. Recusal means not partaking in discussions of or voting on the case.
2. At the first meeting when the file is discussed, members of the CCPT will be assigned specific files in their entirety. The CCPT member responsible for the in-depth review will identify:
 - a. Questions and concerns,
 - b. Areas of laudatory performance,
Please note that, even though specific members will complete an in-depth review of the candidate's dossier, voting members of the CCPT will also be responsible for reviewing the entire file.
 - c. A full day meeting of the CCPT will be scheduled to conduct an in-depth review and discussion of the candidate's dossier, identify questions, and meet with the candidate's Program Director and if appropriate, the P&T chair.
 - d. The meeting with the Program Director and if appropriate with the P&T Chair will provide an opportunity for the CCPT to clarify questions that it has and explore possible concerns.
3. At the end of the meeting with the Program Director and if appropriate with the P&T Chair, if no additional actions are necessary:
 - a. A member of the CCPT will be asked to draft the Council's letter to the Vice Chancellor.
 - b. The CCPT will discuss the case and vote
4. When the letter is drafted, it will be circulated to members of the CCPT and if only minor corrections are necessary, the letter will be finalized. If there are concerns about the letter, the CCPT will meet to discuss and resolve the concerns.
 - a. Once the letter is finalized a meeting will be scheduled with the Vice Chancellor of Academic Affairs.
 - b. Members of the CCPT will sign the letter and forward to the Vice Chancellor of Academic Affairs.
 - c. The CCPT Chair will meet with the VCAA to discuss its recommendations.

Approved by the Campus Council on Promotion, Tenure and Faculty Affairs, February 16, 2012

Policies and Procedures: UWB Campus Council on Promotion & Tenure

Appendices A – F are current Promotion and Tenure Guidelines for University of Washington Bothell Schools and Divisions.

Appendix H is the CCPT template for recommendation to the Vice Chancellor for Academic Affairs.

APPENDIX A: P&T Guidelines for the UWB School of Business

Guidelines for Promotion and Tenure for Assistant and Associate Professors School of Business, UW Bothell

(Adopted on January 12, 2018)

HOW THIS DOCUMENT IS TO BE USED

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

*We aim to provide interpretive guidelines for what constitutes success standards as required by faculty code in research, teaching, and service. We encourage the faculty member to review Chapter 24 and 25 [see Appendices at the end of this document], Executive Order 45, and the resources maintained by Academic HR-
<https://ap.washington.edu/ahr/actions/promotions-tenure/>.*

We note 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.

Any Assistant or Associate Professor may elect to have the previous guidelines document (2007 version) apply by writing to the Dean by December 31, 2018 (or earlier for AY 2017-18 tenure or promotion cases). Otherwise, this document will apply to all cases initiated beyond January 1, 2019 and to all tenure-line faculty hired subsequent to the adoption of this.

Section #1- Preamble

The UW Faculty Code and Governance document states the following in Section 25-41 (Granting of Tenure: Policy and Procedure):

Tenure should be granted to faculty members of such scholarly and professional character and qualifications that the University, so far as its resources permit, can justifiably undertake to employ them for the rest of their academic careers.

It goes on to instruct:

Such a policy requires that the granting of tenure be considered carefully. It should be a specific act, even more significant than promotion in academic rank, which is exercised only after careful consideration of the candidate's scholarly and professional character and qualifications.
[For "Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases," see Executive Order No. 45]

Tenure¹ is specifically defined in the Faculty Code and Governance as follows:

Section 25-31 Definition of Tenure

Tenure is the right of a faculty member to hold his or her position without discriminatory reduction of salary, and not to suffer loss of such position, or discriminatory reduction of salary, except for the reasons and in the manner provided in the *Faculty Code*.

Section 25-31, April 16, 1956; S-A 73, May 24, 1985: both with Presidential approval.

¹ Regent Policy No. 2, Tenure of the Faculty Statement of Policy

The University of Washington Regents accept in principle the concept that tenure for members of the faculty is essential for effective teaching and sustained productivity in scholarship. They furthermore accept in principle the concept that the privilege of a faculty member to hold his or her position without discriminatory reduction in salary, and not to be removed therefrom, should not be abrogated except for cause and through orderly administrative processes, maintaining and retaining, however, the responsibilities and obligations of the Board of Regents as defined in the laws of the state of Washington. *BR, October 1954; May 1956; per Executive Order No. 47, Section 2: confirmed January 3, 2017.*

Section #2- Purpose

Chapter 24-34 of the Faculty Code states:

A.2. Appointment to the rank of associate professor requires a record of substantial success in both teaching and research, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.
A.3. Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and in research as evaluated in terms of national or international recognition.

The Preamble to Chapter 24-32 states:

In accord with the University's expressed commitment to excellence and equity, contributions in scholarship and research, teaching, and service that address diversity and equal opportunity may be included among the professional and scholarly qualifications for appointment and promotion outlined below.

EO 45 Section 4 provides the directions for the tenured faculty voting on the candidate's record in this regard. It requires:

In arriving at recommendations for promotion or tenure, faculty and chairs or program directors are directed to study the whole record of candidates.

EO 45 further specifies:

To warrant recommendation for the granting of tenure or for promotion in the professorial ranks, a candidate must have shown outstanding ability in teaching or research, an ability of such an order as to command obvious respect from colleagues and from professionals at other universities; and substantial contribution in other phases. The qualifications of teaching and research must remain unequivocally the central functions of the faculty, but administrative and other internal and extramural professional services must also be recognized.

Additionally, EO 45 Section 4 further requires:

Consideration must also be given to the way in which the candidate will fit into the present and foreseeable future of the academic unit. Does there appear to be a place for a candidate with these special interests? Will a given candidate help to bring the academic unit into balance or throw it out of balance? Does a given candidate demonstrate high standards of professional integrity and conduct, and a commitment to the sharing of academic and administrative duties sufficient to contribute to the achievement of the academic unit's goals? It does happen that individuals whose performance would otherwise warrant the granting of tenure should not, and cannot, become tenured here because the special nature of faculty requirements in the academic unit makes it impractical.

Section #3- Research

All candidates are encouraged to review Executive Order 45, Section 2 (shown in its entirety below) and its guidance on research contributions:

All members of the faculties must demonstrate scholarly ability and attainments. Their qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in achieving an appropriate level of independence and/or collaboration, their success as appropriate in securing external support, their success in training graduate and professional students in scholarly methods, their participation and leadership in professional associations and in the editing of professional journals, and their potential for continued success in scholarly attainments. Attainment may be in the realm of scholarly investigation, in the realm of constructive contributions in professional fields, or in the realm of the creative arts.

In the School of Business, candidates for promotion to Associate Professor must have a base of publications in high-quality refereed journals, and a trajectory indicating evidence of continuing publications. Candidates for Professor must demonstrate intellectual leadership with evidence of continuing productivity in high-quality refereed journals since their appointment as Associate Professor.

We value high-quality publications in fields relevant to business². We assume that articles published in top-tier journals³ have gone through a rigorous review process and, therefore, contribute significantly to the state of knowledge⁴. Articles in other journals could contribute just as much or more, but such articles must be addressed on their merits. Additional evidence – awards, citations, downloads, etc. – that establish extraordinary quality/impact of an article will be considered. Letters from external reviewers are important, as is the reputation of the reviewers. Care must be taken to ensure independence of outside reviewers and to avoid obvious conflict of interest (e.g., co-authors, dissertation adviser) with the choice of reviewers. Research that addresses diversity and equal opportunity will be viewed positively. Intellectual independence is valuable and there are multiple ways to demonstrate it- sole authorship may be one such way.

² Junior faculty members in the School of Business are generally advised to concentrate more on discipline-based rather than on interdisciplinary research at the beginning of their careers. This can help establish a national reputation more quickly and lead to a greater likelihood that his or her interdisciplinary research will be taken seriously. An enhanced benefit is that it has the potential to lead to greater career mobility.

³ Candidates are welcome to consult with senior faculty about the quality of journals.

⁴ We recognize that top-tier research journal papers may be inspired, initiated, supported, or motivated from diverse sources including internal reflection, collegial discussion, undergraduate research, classroom discussions, and, community-engaged activities.

Section # 4- Teaching

All candidates 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 well being of the students is an inseparable adjunct to the classroom.

Candidates for the rank of Associate Professor should demonstrate substantial success in teaching. Candidates for the rank of Professor should demonstrate outstanding teaching and intellectual leadership.

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:

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

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.

To this end, we provide these guidelines:

1. As subject matter experts, faculty members are expected to demonstrate domain expertise in the classroom including knowledge of new research and trends.
2. The candidate should demonstrate an ability to use the capabilities discussed in (1) above to aid student learning. This includes organizing and conducting

courses appropriate to the level of instruction and the nature of the subject matter, selecting appropriate pedagogical tools, communicating effectively in person and/or via technology, and maintaining a classroom environment conducive to learning.

3. The candidate should demonstrate continuous efforts and ongoing development as a teacher in both content expertise and pedagogical technique. This includes regularly examining and being reflective regarding the content, design and structure of courses and making changes when appropriate. It also includes considering innovative approaches to effective teaching and to periodically assessing their effectiveness in improving student learning.
4. Faculty are typically required to teach at undergraduate and graduate levels, as appropriate.
5. Teaching-related activities that address diversity and equal opportunity will be viewed positively.
6. The school recognizes that teaching goes beyond classroom instruction and values contributions such as-
 - a. Sponsoring Internships, Independent studies and Undergraduate Research.
 - b. Engagement with community partners.
 - c. "Championing" courses and sharing teaching material with colleagues.

There must be evidence of effective teaching in the various courses the candidate teaches (core, electives, MBA, etc.). This should be substantiated by student evaluations, testimonial letters from students, teaching awards, etc. We require (see the Provost checklist), yearly peer evaluations for Assistant Professors. Associate Professors are required to conduct peer evaluations "at least every three years and in the year prior to reappointment or promotion⁵." 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.

⁵ <https://ap.washington.edu/ahr/actions/promotions-tenure/>

Section #5- 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.

While candidates for the rank of Associate Professor may generally carry a somewhat lighter service load than tenured faculty at the School of Business, they are expected to make identifiable service contributions. Candidates for the rank of Professor should demonstrate significant leadership at the school, campus, and professional levels. Service activities that address diversity and equal opportunity will be viewed positively.

We value service⁶ to the school, campus, the University, profession and to the larger community. How well one performs in service is an important criterion in evaluation.

⁶ It is the responsibility of the faculty member to discuss with school administration the nature of his/her service activities.

Section #6- Dossier

Per Chapter 24-54, Section B, while the final dossier is assembled by the school, the candidate is responsible for providing up-to-date and accurate materials related to the promotion record.

In assembling the materials for submission, the candidates for promotion and tenure, are strongly encouraged to consult the following two sources:

- 1) The UW Provost checklist. It is critical to ensure that the dossier is built and organized to this list. The list can be found at:
http://ap.washington.edu/cms/wp-content/uploads/Promotion_Tenure_Checklist.pdf

As of this writing, the minimum required documents to be provided by the candidate in the Provost Checklist are as follows:

- Candidate's response to committee report (if applicable)
 - Candidate self-assessment
 - CV and bibliography
 - 3-5 external letters of evaluation
 - Teaching evaluations (peer) - Required each year for assistant professors and lecturers, every 3 years for associate professors
 - Course teaching evaluations (student)
- 2) The UWB CCPT Suggestions for Preparation of the Promotion/Tenure Portfolio. This has been developed to provide suggestions for helping a candidate complete this task: <http://www.uwb.edu/getattachment/gfo/documents/ccptfa-reference-manual-final-webpage-original.pdf>
But to be clear, as of this writing, there are no campus level guidelines for assembling of the tenure/promotion portfolio. It must be noted that these are suggestions of the CCPT based on their review of the practices across all units at UWB.

Section #7- Nexus to Third Year Reviews, Annual Merit Reviews and Annual Conferences

Per sections 24-55 and 24-57 of the faculty code, annual conferences, and, annual reviews will be conducted. Annual conferences focus on future goals and objectives while annual reviews focus on past performance. It is more likely that the discussions in the annual conference will be relevant to progress towards promotion as opposed to the annual merit review. 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.

Annual merit reviews and for Assistant Professors, a third-year review are typically included in the candidate's dossier.

P&T reviews are more holistic and have a significant forward-looking component. Consequently, the School of Business makes an effort to conduct their P&T evaluation somewhat independent of other prior assessments.

On the other hand, annual merit reviews are snapshots of effort and/or outcomes in a very specific time frame. The School of Business recognizes that the publication process is often long and drawn out and involves multiple iterations of submissions. Therefore, for instance, a rating of "non-meritorious" may merely signify a lack of success for a current year and have no bearing on the outcome of the P&T evaluation. Similarly, ratings of "meritorious" or "highly meritorious" may indicate success in a given year, but not necessarily indicate a substantial record with a commensurate trajectory that would imply future tenure. However, receiving a rating of non-meritorious in multiple (and, especially, consecutive⁷) years leading up to tenure evaluation may indicate more serious problems that must be addressed and increases the probability of an adverse tenure decision.

A third-year review may be somewhat more indicative of progress towards tenure. A successful outcome at this stage is not a promise of future tenure. The third-year outcome letter will have more diagnostic value. It may provide some guidance and caveats on teaching, research, and service that candidates should consider carefully as they continue to build their record⁸.

For instance, in a successful third-year review, a faculty member may have merely made significant progress towards a publication/s. However, to be supported for tenure, the faculty member must demonstrate substantial success as discussed earlier. Similarly, in a successful third-year review, an Assistant Professor may have demonstrated commitment toward becoming a successful teacher. To achieve tenure, however, a faculty member must meet the higher standard of having become a successful teacher. Finally, in a successful third-year review, an Assistant Professor may have participated in service activities. To be granted tenure, however, the faculty member must establish identifiable service contributions.

⁷ Section 24-55 H of the UW faculty code requires that- "At the option of the faculty member affected, and mandatorily in the event of two consecutive annual ratings of no merit (as a result of reviews under this section), the chair of the faculty member's department (or dean of an undepartmentalized school or college) shall, after consultation with the faculty member, appoint an ad hoc committee of department (or school/college) faculty superior (or, in the case of full professors, equal) in rank or title to the faculty member. This committee shall meet at its earliest convenience with the faculty member and review more fully the record and merit of that faculty member."

⁸ A third-year letter may sometimes provide specific guidance on research, such as on publication choices; and/or on teaching such as on trends on improvements in teaching evaluations, CEI index and "valuable" hours of work, all of which contribute to establishing a record of good progress towards establishing teaching effectiveness.

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: Chapter 25

<http://www.washington.edu/admin/rules/policies/FCG/FCCH25.html>

A-4: Executive Order 45

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

APPENDIX B: P&T Guidelines for School of Educational Studies

Promotion and Tenure for the School of Educational Studies: Guidelines for Implementing the Provisions of the UW Faculty Code and Governance Document

This document outlines guidelines for implementing the Handbook of Policies, University of Washington Bothell Campus, regarding promotion and tenure reviews and decisions. Included are procedures for external review of scholarship, as defined in [Faculty Code and Governance](#) document.

This set of procedures is for a period of five years. At the end of that time, School of Educational Studies faculty may evaluate how well the system is functioning and may revise procedures.

I. Requesting a Review Committee

- A. At any time, professors of junior rank may ask the Dean to form a committee to help guide them in preparing for the review for tenure and/or promotion. At the latest, such a committee must be formed by the end of the fifth contract year.
- B. The Dean will consult with the candidate about members for their review committee for promotion. The Dean of the School of Educational Studies will appoint the committee. The review committee will send its recommendation to the Dean of the School of Educational Studies.
- C. In requesting that a review committee be formed, candidates are encouraged to write a letter summarizing and describing their record in three areas of professional accomplishment: teaching, scholarship and service. The letter should also identify the fields or traditions to which their scholarship relates most closely. The Dean will rely on this information and consult with the candidate in selecting the members of the review committee and appointing a Chair of the committee. The letter itself will become part of the candidate's file. Candidates may write additional letters for inclusion in their files at any time in order to update information in the original letter.

II. Composition and Function of the Review Committee

- A. Each committee will have no fewer than three and no more than five members, all senior in rank to the candidate. The majority of committee members must be School of Educational Studies' faculty.
- B. The Dean, in consultation with the candidate, will appoint members for a review committee for each candidate. The Dean will select members from SES faculty, and may include other UW faculty members from across the three UW campuses, drawing members from discipline areas that are the same as or are closely related to the discipline(s) of the candidate.
- C. When the committee is formed, the Dean will inform the candidate in writing of the committee membership.
- D. The Chair of the review committee will advise the candidate, guide the candidate in applying for promotion and tenure, and assist in the assembling of appropriate documentation. The items to be collected in the candidate's file include the candidate's letter to the Dean, teaching evaluation materials from Bothell campus teaching, letters from outside reviewers evaluating the candidate's

scholarship and/or reviews of the candidate's creative work, copies of demonstrations of scholarship, including all publications, and other dossier items listed in the guidelines for promotion and tenure review (see School of Educational Studies guidelines for a detailed description of scholarship). The review committee does not have the power to prevent a candidate from proceeding with the review process.

- E. After all materials have been assembled and the external evaluation letters have been added, the full contents of the candidate's dossier will be made available to the review committee for review. Prior to the committee's vote, candidates will have access to the dossier, excluding external evaluations, and will have the right to add comments and/or other material.

III. External Evaluation

- A. Some form of evaluation by external experts in the candidate's field(s) must be included in the file. Acceptable forms are letters and/or reviews from outside evaluators who have reviewed the candidate's demonstrations of scholarship (as defined in [Chapter 24](#) of the UW Faculty Code and Governance document).
- B. The chair of the review committee will solicit from the candidate a list of names of scholars qualified to review the candidate's demonstrations of scholarship. The review committee will select up to five names from this list or they may substitute up to two others not named by the candidate. No more than one referee may be from the candidate's Ph.D. committee, and no more than two may be from the candidate's degree-granting institution. The referees will be provided with relevant demonstrations of scholarship and a summary of the candidate's teaching and service record. All letters received from referees will become part of the candidate's file.
- C. The solicitation to outside reviewers should be signed by and request reply to the Dean and the Chair of the Tenure committee. A copy of the text of the solicitation letter shall be provided to the candidate. It should not request support of a Program recommendation for promotion. Instead, it should indicate that the unit is considering the candidate for possible promotion and request the following information: (a) how long and under what circumstances has the referee known the candidate; (b) significance, independence, influence, and promise of candidate's scholarship or creative work; degree of local/national/international recognition; (c) comparison of the quality of the candidate's accomplishments with successful scholars or artists at a similar career stage in the same or related fields, or in similar programs. The evaluator should not be asked to assess whether the candidate should be promoted here or would be elsewhere. The outside evaluation is based on scholarship or artistic creativity; promotion depends on more than these factors.

IV. Voting on Promotion and Tenure

- A. The review committee will vote on the recommendation for promotion and tenure. The chair will write a letter to the Dean reporting the deliberations leading up to the vote, the names of the committee members present to vote and the number of positive and negative votes and abstentions. Those tenured Educational Studies faculty senior in rank to the candidate and who are not participating on the review committee will also review the candidate's file and vote. Both the report of the review committee and the Educational Studies faculty will be forwarded by the Dean to UW Bothell Vice Chancellor for Academic Affairs.
- B. The recommendation of the Dean is forwarded to the UW Bothell Vice Chancellor for Academic Affairs. The Vice Chancellor for Academic Affairs will seek the advice of the Faculty Council to

make sure that correct procedures have been followed and to evaluate [*sic*] that the candidate's teaching and scholarship are similar in quality to that of current tenured faculty at the UW Bothell and Tacoma campuses.

- C. The UW Bothell Vice Chancellor for Academic Affairs will forward his/her recommendation to the UW Provost, who makes the decision on behalf of the President.

V. Disagreements on Procedures

Candidates who believe that procedures relative to their review have not been properly adhered to, have the right to utilize established grievance procedures as set forth in the University of Washington Handbook to appeal for redress.

[1/12/2016 Approved by electronic vote after review at 1/8/16 SES Faculty Meeting]

[1/4/2016 Revised to reflect change from Education Program to School of Educational Studies]

[4/5/99 Original procedures approved by the Education Program faculty of the UW, Bothell, the Dean of the University of Washington, Bothell, the Provost of the University and the Bothell and Tacoma Campus Faculty Council]

APPENDIX C: P&T Guidelines for School of Interdisciplinary Arts & Sciences

School of Interdisciplinary Arts & Sciences (IAS)

Interdisciplinary Arts & Sciences provides a rigorous liberal arts education that draws connections across academic disciplines and links classroom learning to practical experience across diverse fields. As a faculty and staff, we inspire our students to engage creatively and ethically with the concerns of the region and the world. We dedicate ourselves to integrative research, innovative and effective pedagogy, and dynamic curricula that prepare students for careers and lives in complex and changing environments. As part of a public university, we provide access to this unique educational experience for an inclusive community of students, staff, and faculty.

-IAS Mission Statement

Interdisciplinary Arts & Sciences and UW Bothell were founded in 1990 with an interdisciplinary mission and a commitment to working closely with traditional and non-traditional students. This mission and commitment underwrite our emphasis on scholarly activities that draw connections across academic disciplines and engage with the concerns of our region and world. As a faculty, we dedicate ourselves to integrative and engaged research, innovative and experiential pedagogy, and creative and responsive forms of curriculum and institution building. We expect members of our tenure-track faculty at all ranks to demonstrate substantial accomplishments in each of these areas and excellence in research or teaching.

IAS faculty members are hired, promoted, and tenured by the school as a whole. All faculty members normally contribute to two curricular areas within IAS, while taking collective responsibility for the governance and well-being of the whole. Faculty members also may work closely with other units on campus through joint appointments or substantial commitments to our lower-division First Year and Pre-Major Program. This organizational structure stresses and rewards the ability to forge and sustain generative linkages across varied fields, methods, and sites of inquiry. The creative and careful work of building the school and campus inflects much of our research, teaching, and service.

As a faculty, we are committed to diverse forms of scholarship and we believe that scholarship should be made public in meaningful and significant ways. Faculty members may demonstrate excellence and develop a national or international reputation through a combination of activities typical of achievement within the university, such as scholarly books or articles, presentations at professional conferences, and the exhibition or performance of creative works. Excellence and reputation may also be achieved through forms of scholarship which extend beyond the university and its professional organizations, including public or community projects related to the faculty members' scholarly agendas

and intellectual engagements.

All faculty members' dossiers should evince a rigorous and coherent body of work aimed at extending knowledge, engaging and informing others, and creating significant impact in the world. For some faculty members, the lines of demarcation between research, teaching, and service may not be sharp. Scholarly accomplishments may show evidence of integration across teaching and research, research and service, or teaching and service. We value these forms of integrative work, as well as excellence in individual components of our faculty roles. We also recognize that different types of scholarly projects require different gestation periods. Attempts to build linkages to new academic fields may mean reduced research output in the short term; efforts to forge collaborations with non-university partners may take several years to develop. We value and support these types of integrative and engaged scholarship.

The focus and strategy for IAS associate professors preparing for promotion to full professor will be different than for assistant professors preparing for promotion and tenure to the associate rank. Assistant professors typically have a greater focus on the establishment of a research and teaching program through which they establish a national reputation for the quality of their scholarship in their chosen field or fields. The routine institutional service expectations for an assistant professor should be more modest than for an associate or full professor. Associate professors typically pursue new or additional research directions, as well as new areas of teaching and service.

The process for granting tenure and promotion in IAS is conducted in accordance with policies and guidelines outlined in [Chapter 24 of the Faculty Code](#) for the University of Washington. Achievement as it is defined in this public statement is also in alignment with the University of Washington Bothell [Campus Mission Statement](#).

Approved May 2010

APPENDIX D: P&T Guidelines for the School of Nursing & Health Studies



APPENDIX E: P&T Guidelines for School of STEM

P&T Guidelines for the School of Science, Technology, Engineering, and Mathematics: A Statement of Culture

School of STEM University of Washington Bothell

The School of Science, Technology, Engineering and Mathematics was approved by the University of Washington Board of Regents in 2013 in response to the need for a greater number of STEM graduates to meet the demands of industry in Washington state. UW Bothell combines multiple STEM fields in one academic area, allowing for cross-disciplinary training and project work. All faculty are mentored to align their research, teaching and service in light of the School of STEM Vision, Mission and Core values listed below:

Vision: The School of Science, Technology, Engineering, and Mathematics (STEM) will be a leader in providing accessible, innovative, and effective education and research that promotes responsible engagement with our world and society. **Mission:** Our mission is to support and promote excellence in STEM research, scholarship, and education through commitment to our core values. **Core Values:** COLLABORATION across disciplines and among students, faculty, staff, and community partners, OPPORTUNITIES for all students to succeed and become effective critical thinkers, RIGOR in the development of research that is globally recognized and serves our students and society, and ENGAGEMENT through challenging and active learning experiences and enriching student-faculty interactions.

Lecturer-track Faculty: The qualifications for Lecturer-track faculty at various ranks are specified in the Faculty Code. See Section 24-34B for details. In the School of STEM, the candidate for promotion to the rank of Senior Lecturer and Principal Lecturer is advised to demonstrate these qualifications using the criteria outlined in the attached Promotion and Merit Criteria for Lecturer Track Faculty - Boyer Model (Approved 4/20/16). Section 24-54A of the Faculty Code specifies that “promotion shall be based upon the attainment of these qualifications and not upon length of service.” **Tenure-track Faculty:** The qualifications for Tenure-track faculty at various ranks are specified in Section 24-34A of the Faculty Code. The candidate for promotion to the rank of Professor must have a national or

international reputation in his or her field. The candidate for tenure and promotion to the rank of Associate Professor must show promise of attaining a national reputation. It is important for candidates to establish and demonstrate a record of growth in research/scholarship that extends beyond their doctoral work. The School of STEM highly values mentoring of undergraduate students in research and other scholarly activities. For purposes of review for promotion and/or tenure, letters from external reviewers are extremely important, as is the reputation of the reviewers (as evidenced by their curriculum vitae). External reviewers should be chosen to represent a balance of 1) respected members of the discipline and profession, 2) individuals from “Research Universities” as recognized in the Carnegie classification, and 3) individuals from NSF designated Primarily Undergraduate Institutions (PUIs). Conflicts of interest in the selection of both external reviewers and internal review committee members should be avoided.

All faculty must provide evidence of effective teaching. Teaching effectiveness is critical to the core values of the institution and the School of STEM. Evidence of teaching effectiveness can be demonstrated in a multitude of ways, including, but not limited to, student evaluations, peer evaluations, curriculum development, personal reflections, engagement in activities focused on teaching effectiveness, mentoring of students, and teaching awards.

The School of STEM values service to our evolving institution, engagement with the community and contributions to the profession. Documentation of impactful service is important. The balance of service to these areas may change throughout one’s career. For example, Assistant Professors may carry a reduced service load to the institution and are encouraged to participate in professional service while developing a national reputation in their field.

Finding an appropriate balance of research, teaching, and service is critical for a successful promotion and for building a stronger sense of community within the School of STEM. Each individual is encouraged to consult their mentors and/or their review committees for guidance.

Note: Divisions/disciplines may have culture statements that contain specific information relevant for evaluating faculty in the School of STEM.

Attachment: School of STEM Promotion and Merit Criteria for Lecturer Track
Faculty - Boyer Model (Approved 4/20/16)

Approvals

Version v.1 was approved by the School of STEM Faculty Council on April 28, 2016.

Version v.2 was approved by the School of STEM Faculty Council on May 19, 2016.

Version v.3 (final) was approved by the School of STEM Faculty Council on June 7, 2016.

Ratified by the faculty of the Division of Biological Sciences on October 20, 2016.

Ratified by the faculty of the Division of Computing and Software Systems on October 20, 2016.

Ratified by the faculty of the Division of Engineering and Mathematics on October 20, 2016.

Ratified by the faculty of the Division of Physical Sciences on October 20, 2016.



Boyer_LecturerTrack_
Criteria_STEM FINAL 0

APPENDIX F: P&T Guidelines for Computing and Software Systems

BOTHELL CAMPUS PROMOTION AND TENURE: GUIDELINES FOR IMPLEMENTING THE PROVISIONS OF THE HANDBOOK OF POLICIES FOR UW BOTHELL CAMPUS

This document outlines CSS guidelines for implementing Sections 24-32, 24-34, 24-54 and 24-57 of Volume 2, Chapter 24, of the *University of Washington Handbook* and the *UWB Calendar for Promotion Review* and *UWB Promotion/Tenure Documentation* documents attached to the UWB Chancellors Office yearly memorandum notifying faculty of their opportunity to stand for promotion. The focus of this document is detailing procedural information. It does not contain specific criteria for P&T. These are detailed in Sections 24-32 and 24-34 of the Handbook.

Chapter 24 of the Handbook outlines scholarly and professional qualifications of faculty members, specifically detailing the role of scholarship, teaching, and service to the institution. The CSS faculty recognize that all three roles are important and high-quality performance should be reflected in each candidate's portfolio. While the program seeks a balance of contributions, individual faculty may choose to emphasize certain roles more heavily than others.

An essential qualification for granting tenure or promotion is the ability to teach effectively. The candidate's Dossier must include documentation of teaching effectiveness, as described in Chapter 24.

All members of the faculty must demonstrate scholarly ability and attainments. Results of these should be available for public scrutiny and be reviewed by academic peers or practitioners, and may include a mix of (a) basic scholarship — creation of new knowledge, (b) applied scholarship — application, transfer, and interpretation of knowledge to improve practice, and (c) instructional scholarship — enhancement of the educational value of instructional efforts of the institution or discipline.

In making promotion and tenure decisions, the CSS Program recognizes internal and extramural service.

In tenure decisions, the relative weight given to scholarship, teaching and service is specifically addressed in Section 24-34, "Qualifications for Appointment at Specific Ranks and Titles." This section states that "appointment to the rank of associate professor requires a record of substantial success in both teaching and research, except that in unusual cases an outstanding record in one of these activities may be considered sufficient."

Candidates should keep in mind that the Footnote to Section 24-57 states that in the granting of tenure or promotion, consideration will be given to the way in which the candidate fits into the present and foreseeable future of the Program.

I. Requesting a Review Committee

- A. At any time, professors of junior rank may ask that the Program Director form a committee to help guide them in preparing for the review for tenure and/or promotion. At the latest, such a committee must be formed by the end of the fifth contract year.
- B. In requesting that a review committee be formed, candidates are encouraged to write a letter summarizing and describing their record in all areas of professional accomplishment (including service) and identifying the fields or traditions to which their scholarship relates most closely. The Program Director will rely on this information in selecting the members of the review committee,

and the letter itself will become part of the candidate's file. As indicated in the Handbook, Chapter 1, Section XIII, candidates may write additional letters for inclusion in their files at any time in order to update information in the original letter.

II. Composition and Function of the Review Committee

- A. The Program Director, in consultation with the candidate, will appoint members for a review committee for each candidate. At least two of the members of the committee must be members of the candidate's own campus faculty (that is, Bothell or Tacoma). Each committee will have no fewer than three and no more than five members, all senior in rank to the candidate. The Program Director will select members from the Bothell campus faculties and/or from the Seattle faculty, drawing members from disciplines closely related to the discipline(s) of the candidate. A majority of members on the committee will be from the Bothell campus faculties. At the time this committee is formed, the Program Director will inform the candidate in writing of the committee membership. The Program Director does not have the power to prevent a candidate from proceeding with the review process.
- B. The review committee will advise the candidate, guide the candidate in applying for promotion and tenure, and assist in the assembling of appropriate documentation. The items to be collected in the candidate's file include curriculum vita, personal statement, documentation of teaching effectiveness, letters from referees evaluating the candidate's scholarship and/or reviews of the candidate's creative work, copies of publications and other demonstrations of scholarship. The review committee does not have the power to prevent a candidate from proceeding with the review process.
- C. After all materials have been assembled and the external evaluation letters have been added to the candidate's file, the committee will write a letter to the CSS Program Director for distribution to the CSS faculty, summarizing the candidate's qualifications for promotion and/or tenure. The full contents of the candidate's dossier will be made available to all faculty eligible to vote at the candidate's home campus. Prior to the faculty's vote, candidates will have access to the dossier, excluding external evaluations, and will have the right to add comments or other material.

III. External Evaluation

- A. Some form of evaluation by external experts in the candidate's field(s) must be included in the file. Acceptable forms are letters and/or reviews from outside evaluators who have reviewed the candidate's demonstrations of scholarship (as defined in the Bothell Campus Faculty Handbook, Chapter 1, Sections II.A., II.B., and II.C.).
- B. The Chair of the review committee will solicit from the candidate a list of names of scholars qualified to review the candidate's demonstrations of scholarship. The review committee will solicit five letters. At least three of them will be from this list. No more than one referee may be from the candidate's PhD Committee or degree-granting institution. The referees will be provided with relevant demonstrations of scholarship and a summary of the candidate's teaching and service record. All letters received from referees will become part of the candidate's file.
- C. The solicitation should be signed by and request reply to the Program Director. A copy of the text of the solicitation letter shall be provided to the candidate. It should not request support of a Program recommendation for promotion. Instead, it should indicate that the unit is considering the candidate for possible promotion and request the following information: (a) how and for how long the referee has known the candidate; (b) significance, independence, influence, and promise of candidate's scholarship or creative work; degree of national/international recognition; (c) comparison of the quality of the candidate's accomplishments with successful scholars or artists at a similar career

stage in the same or related fields, or in similar programs. The evaluator should not be asked to assess whether the candidate should be promoted here or would be elsewhere. The outside evaluation is based on scholarship or artistic creativity; promotion depends on more than these factors.

IV. Voting on Promotion and Tenure

- A. The review committee will vote on the recommendation for promotion and tenure. The chair will write a letter to the Program Director reporting the deliberations leading up to the vote, the names of the committee members present to vote and the number of positive and negative votes and abstentions. Those tenured CSS faculty senior in rank to the candidate will then review the candidate's file and vote. Both the report of the review committee and the CSS faculty will be forwarded by the Program Director to the Dean of the Bothell Campus.
- B. The recommendation of the Program Director is forwarded to the Vice Chancellor. The Vice Chancellor will seek the advice of the Faculty Council to ensure that correct procedures have been followed and to confirm that the candidate's teaching and scholarship are similar in quality to that of current tenured faculty at the Bothell campus.
- C. The Chancellor will forward his/her recommendation to the Provost, who makes the decision on behalf of the President.

V. Disagreements on Procedures

- A. Candidates who believe that procedures relative to their review have not been properly adhered to, have the right to utilize established grievance procedures as set forth in the University of Washington Handbook to appeal for redress.

Approved by the CSS faculty on February 10, 2004.

APPENDIX H: CCPT Recommendation Template

DATE

Vice Chancellor for Academic Affairs
University of Washington, Bothell

Dear Vice Chancellor:

Introduction

The Campus Council on Promotion and Tenure (CCPT) met on **(Insert Date)** to review the application of Assistant Professor **(Insert Name of Faculty Member and the Program Name)** for promotion to Associate Professor with tenure. All members of the CCPT were present.

Dr. **(Insert Name of P&T Committee Chair)** chairperson of **(Insert Faculty Member's Name)** tenure and promotion committee, introduced the case and was available to answer questions. Dr. **(Insert Name of Program Director)** summarized the case and The CCPT thoroughly examined both the tenure review process and the merits of the application for tenure.

CCPT Recommendation

The CCPT voted **(Insert ___ Yes, ___ No, ___ Abstaining)** to recommend that **(Insert Faculty Member's Name)** be promoted to Associate Professor with tenure. **(If appropriate name faculty members who did not vote, because she/he had already participated in the vote of the Program's senior faculty. This language can be used: "Following her/his interpretation of Chapter 24 of the University Handbook, she/he chose to register only one vote on this matter.)** Chapter 24 of the University Handbook establishes "substantial success" in both teaching and research as a requirement for promotion to associate professor. In the view of the CCPT, Dr. **(insert Faculty Member's Name)** teaching and research are both **(Insert descriptive words)** very strong and **(meet/surpass)** this standard. In addition, the quality of his/her service to his/her program, the University and the larger academic community **(Insert descriptive words such as meet/ surpass/ expectations - is exemplary).**

Describe the Tenure Review Process

The review process was thorough, fair and in full accordance with the procedures prescribed in Chapter 24 of the University Handbook. The process included the following five steps. First, in **(Insert Date)** the tenure and promotion committee created a list of potential outside reviewers, including nominees provided by Dr **(Insert Faculty Member's Name)**. Second, Dr. **(Insert Faculty Member's Name)** research was evaluated by **(Insert names of outside reviewers)** **outside reviewers**, all accomplished scholars from respected institutions, none of whom had any significant personal or professional connection to Dr. **(Insert Faculty Member's Name)** Their letters noted that Dr. **(Insert Faculty Member's Name)** research was **(Insert appropriate descriptors)**. Third, the tenure and promotion committee reviewed the complete dossier,

evaluating the candidate's contributions in the areas of research, teaching and service. The committee voted (**Insert vote – Yes, No, Abstaining**) to recommend promotion and tenure to the Interdisciplinary Arts and Science faculty. Fourth, the tenured faculty of the (**Insert Name of the Program**) Program reviewed the dossier and the tenure and promotion committee's recommendation. . The faculty voted to (**If appropriate insert adjective such as “strongly”**) recommend promotion and tenure (**Insert ____yes, ____no, ____ abstaining**). Fifth, the Program Director, Dr (**Insert Program Director's Name**) independently reviewed the dossier and (**If appropriate insert adjective such as “strongly”**) recommended promotion and tenure.

The Merits of the Application

Chapter 24 establishes “substantial success” in both teaching and research as a requirement for promotion to Associate Professor. The CCPT carefully evaluated Dr. _____'s record with respect to this standard.

Research.

Teaching.

Service.

The Challenges of the Application (Include this section as appropriate

Summary Statement

In summary, we confirm that the review process was thorough and fair. We strongly recommend that Dr. (**Insert Faculty Member's Name**) be promoted to Associate Professor with tenure.

Submitted by Campus Council on Promotion and Tenure and Faculty Affairs

Cherry A. McGee Banks, Chair (Education Program)

Sundar P.V. Balakrishnan, (Business)

Kate Noble, (Science & Technology)

Nancy Place, (Education)

Suzanne Sikma, (Nursing)

Kelvin Sung, (Computer Software Systems)

Elizabeth Thomas, (Interdisciplinary Arts and Sciences)