

ALLEN SCHOOL CRITERIA FOR PROMOTION

Paul G. Allen School of Computer Science & Engineering

Version 1.0, updated April 16, 2026

Table of contents

1. General considerations for promotion or tenure
 - 1.1 Scholarship
2. Promotion criteria for tenure track faculty
 - 2.1 Promotion from Assistant Professor to Associate Professor with Tenure
 - 2.2 Promotion from Associate Professor to Full Professor
3. Promotion criteria for teaching faculty
 - 3.1 Promotion from Assistant Teaching Professor to Associate Teaching Professor
 - 3.2 Promotion from Associate Teaching Professor to Teaching Professor
4. Appendix
 - 4.1 Resources
 - 4.2 Example Timeline for Reviews

1. GENERAL CONSIDERATIONS FOR PROMOTION OR TENURE

Promotion or tenure require excellence in teaching, research or other forms of scholarship, and service. The mix of forms of scholarship, as well as the balance among scholarship, teaching, and service, differs across tracks and ranks.

Excellence in teaching is expected of all faculty. Tenure track faculty are also expected to demonstrate excellence in research. In addition to excellence in teaching, faculty on the teaching track are expected to demonstrate scholarship that may be distinct from research. Service expectations rise with seniority: Assistant faculty across all tracks have a light service load. Full professors have the highest service load and are expected to demonstrate leadership in service.

1.1 SCHOLARSHIP

The faculty code provides the following guidance about the role of scholarship and how it should be evaluated:

“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.

The creative function of a university requires faculty devoted to inquiry and research... 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 or community-engaged 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.” (FCG Chapter 24, Appointment and Promotion of Faculty Members, Section 24-32 Scholarly and Professional Qualifications of Faculty Members)

The table below lists broad categories of scholarship with examples (adapted from E.L. Boyer, [Scholarship Reconsidered: Priorities of the Professoriate](#) and M. Nibert 2008, “Boyer’s Model of Scholarship”):

Type of Scholarship	Purpose	Measures of Performance
Discovery	Build new knowledge through traditional research	<ul style="list-style-type: none">● Peer reviewed publications● Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines	<ul style="list-style-type: none">● Preparing a literature review● Writing a textbook● Developing new curriculum
Application	Aid society and professions in addressing problems	<ul style="list-style-type: none">● Serve government or industry as a consultant● Leadership in professional organizations● Mentoring student leaders to foster professional growth

The scholarship of tenure track faculty tends to be weighted toward Discovery, while the scholarship of teaching track faculty will typically be weighted more toward Integration and Application, although each faculty member may have a different mix of the three types of scholarship. The Allen School values

positive public impact of scholarship, which can be achieved through a variety of forms of dissemination, adoption, or commercialization.

2. PROMOTION CRITERIA FOR TENURE TRACK FACULTY

2.1 PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR WITH TENURE

In the research arena, we expect that the candidate and their research contributions will be regarded highly by the very strongest senior researchers in the major branch of the field that includes the candidate's work. We expect these leaders of the field to speak strongly and confidently to the impact of the research and the potential of the person. Additionally, we expect the candidate to have embarked in a new research direction or directions beyond what they did in their PhD thesis. Finally, we also expect candidates to establish themselves as independent thought leaders and researchers. In collaborations, this means that the candidate contributed thought leadership from their areas of expertise and their disciplines. We explicitly support and do not penalize collaborative work.

In the teaching arena, we expect the candidate to have demonstrated strong performance in the undergraduate and graduate classroom (including some form of curricular improvement), and in student mentoring (as assessed in part by the progress of PhD students in the program including publications and their employment after graduation; we note, however, that the average duration of a Ph.D. in the Allen School is similar to the time until promotion, so it is not a requirement that a candidate has already graduated their first Ph.D. student). Student mentoring is also assessed by a faculty member's ability to create a lab environment conducive to productive research, with students expressing that they feel supported and well-advised (e.g., in their annual review surveys). We expect a clear commitment to education.

In the internal service arena, the Allen School typically assigns limited service work to assistant professors. We primarily expect the candidate to exhibit the clear potential for strengthening the Allen School – a willingness to expend energy on matters of importance that extend beyond their personal research and teaching. We expect the candidate to be visible in the School, participate in School activities, and positively interact with colleagues.

In the external service arena, we expect the candidate to have participated actively in their research community, such as through roles of reviewer on program committees, workshop organizer, and related roles.

Finally, faculty members often address diversity, equity, inclusion, and access in their scholarship and research, teaching, and service. In those cases, we consider those contributions among the professional and scholarly qualifications for appointment and promotion.

2.2 PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR

We expect that a successful candidate will have fulfilled the promise demonstrated at the time of promotion to Associate Professor with tenure. In the research arena, we expect the candidate to be widely recognized as one of the leading figures in a major area of computer science and engineering. We expect most senior leaders in the field to speak strongly and confidently to the impact and standing of the candidate.

In the teaching arena, we expect the candidate to be a strong performer in the classroom and a curricular innovator. We also expect the candidate to have a track record of being recognized as a positive mentor for their students and producing well-advised Ph.D. students.

We also expect a faculty member at this stage to be an active mentor for more junior faculty members and work toward creating a supportive and inclusive work environment for everyone in the Allen School. This includes being visible in the School and participating in person and actively in meetings, faculty activities, and School events.

For internal service, we expect the candidate to be a leader – an initiator, not merely someone who discharges routine assignments well. We further expect the candidate to be dedicated to the greater mission of the Allen School, not only to their own research and teaching goals. For external service, we expect to see active participation, including leadership roles, in external research communities.

Finally, faculty members often address diversity, equity, inclusion, and access in their scholarship and research, teaching, and service. In those cases, we consider those contributions among the professional and scholarly qualifications for appointment and promotion.

3. PROMOTION CRITERIA FOR TEACHING FACULTY

On the teaching track, faculty are also expected to demonstrate excellence across teaching, scholarship, and service. Importantly, though, research scholarship and teaching scholarship are distinct activities. Activities that would be considered scholarship for promotion for tenure track faculty, such as receiving grants, publishing papers, or serving on student committees, are applicable for teaching faculty as well. Below are examples of additional scholarship activities that are particularly relevant for teaching faculty. The list should not be considered exhaustive. It is meant to convey the breadth of activities that are considered scholarship.

- Authoring/co-authoring textbooks
- Authoring, maintaining or contributing to open source resources for students and/or faculty to support teaching/learning
- Developing new or revising existing courses
- Demonstrating integration of new pedagogical methods or new evidence into course objectives, content and/or evaluation
- Developing or re-envisioning curriculum in the Allen School or in collaboration with other units
- Publishing/Presenting at national or international meetings of teaching in specialty or the faculty member's area of research
- Participating as principal investigator or co-investigator on grants focused on education in specialty or the faculty member's area of research
- Serving as a peer reviewer for disciplinary or education journals and conferences
- Serving as a conference planning committee member for disciplinary teaching or the faculty member's area of research or practice
- Participation in regional or national task forces on education in area of focus
- Invited presentations (individual and/or panel) on pedagogy or the faculty member's area of research or practice
- Writing a column in professional journal on pedagogical scholarship in discipline
- Performing accreditation visits for professional education organization to other Colleges/Universities
- Giving invited talks or consulting at other educational institutions
- Developing reports, white papers in their field
- Developing and leading study abroad programs for UW students

3.1 PROMOTION FROM ASSISTANT TEACHING PROFESSOR TO ASSOCIATE TEACHING PROFESSOR

In the teaching arena, we expect the candidate to be strong in the classroom and a curricular innovator. A successful candidate has fulfilled a significant role in our educational mission, including excellence in instruction and curriculum development. We also expect to see the potential for significant educational leadership in the Allen School and/or externally.

We further expect the candidate to have a track record of being recognized as a positive mentor for their students, typically their teaching assistants but also research assistants if applicable. We assess mentorship quality primarily by the accomplishments and career trajectories of mentored students, but

also by students expressing that the faculty member has created an environment conducive to productive teaching and scholarship, where teaching and research assistants feel supported and well advised.

We take a broad view of scholarship for teaching professors, recognizing the importance of development of new courses, strengthening and maintaining educational programs, innovation in teaching, and building a culture of excellence. We also recognize that there are many different ways of disseminating this scholarship, both through practice and publication. We evaluate whether contributions in educational innovation are highly significant and recognized by students, colleagues, and peers – including peers external to the Allen School.

In the service arena, the Allen School typically assigns limited service work to assistant professors. We primarily expect the candidate to exhibit the clear potential for strengthening the Allen School – a willingness to expend energy on matters of importance that extend beyond their personal teaching and scholarship.

Finally, faculty members often address diversity, equity, inclusion, and access in their teaching, scholarship, and service. In those cases, we consider those contributions among the professional and scholarly qualifications for appointment and promotion.

3.2 PROMOTION FROM ASSOCIATE TEACHING PROFESSOR TO TEACHING PROFESSOR

For promotion to Teaching Professor, we continue to expect a record of excellence in instruction, which may be demonstrated by exemplary course delivery, success in curricular design and implementation, and curricular innovation. At this stage, we also expect to see educational leadership through the adoption and dissemination of novel teaching methods, the development of new courses, contribution to assessing and revamping Allen School programs, or other contributions. Different faculty members may have demonstrated educational excellence and leadership in different ways.

We take a broad view of scholarship for teaching professors, recognizing the importance of development of new courses, strengthening and maintaining educational programs, innovation in teaching, and building a culture of excellence. We also recognize that there are many different ways of disseminating this scholarship, both through practice and publication. We evaluate whether contributions in educational innovation are highly significant and recognized by students, colleagues, and peers – including peers external to the Allen School. For promotion to full Teaching Professor, we expect scholarship with greater volume, external visibility, and impact than for an Associate Teaching Professor, including visibility at the national level.

The candidate should also have a sustained record of successfully mentoring students as teaching assistants and, if applicable, as research assistants. We also expect a faculty member at this stage to be an active mentor for more junior faculty members and work toward creating a supportive and inclusive work environment for everyone in the Allen School.

In the service arena, we expect the candidate to be a leader – an initiator, not merely someone who discharges routine assignments well. We further expect the candidate to be dedicated to the greater mission of the Allen School, not only to their own scholarly and teaching goals.

Finally, faculty members often address diversity, equity, inclusion, and access in their scholarship and research, teaching, and service. In those cases, we consider those contributions among the professional and scholarly qualifications for appointment and promotion.

4. APPENDIX

4.1 RESOURCES

[College of Engineering, Promotion & Tenure Toolkit](#)

The UW faculty Code emphasizes three key areas for faculty promotion and tenure: (1) research or scholarship (2) teaching, and (3) service. University-wide descriptions of qualifications for faculty appointments are found in:

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

Below are some excerpts from the documents linked above that may be useful for candidates preparing their materials or for reviewers.

The role of teaching faculty:

Appointment to Assistant Teaching Professor, Associate Teaching Professor, or full Teaching Professor “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.” ***(FCG Chapter 24, Appointment and Promotion of Faculty Members, Section 24-34 Qualifications for Appointment at Specific Ranks and Titles)***

Scholarship for teaching faculty:

Teaching faculty “may demonstrate their scholarship in a variety of ways, 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.” ***(FCG Chapter 24, Appointment and Promotion of Faculty Members, Section 24-34-B-4 Qualifications for Appointment at Specific Ranks and Titles)***

The role of Assistant teaching professor:

“Appointment with the title of assistant teaching professor requires a demonstration of teaching ability that evidences promise of a successful teaching career. Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline. 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.” ***(FCG Chapter 24, Appointment and Promotion of Faculty Members, Section 24-34, A1 Qualifications for Appointment at Specific Ranks and Titles)***

Appointment with the title of assistant teaching professor requires a demonstration of teaching ability that evidences promise of a successful teaching career. ***(FCG Chapter 24, Appointment and Promotion of Faculty Members, Section 24-34, B3a Qualifications for Appointment at Specific Ranks and Titles)***

The role of Associate teaching professor:

“Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline.” ***(FCG Chapter 24, Appointment and Promotion of Faculty Members, Section 24-34, B3b Qualifications for Appointment at Specific Ranks and Titles)***

The role of Full teaching professor:

“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.” ***(FCG Chapter 24, Section 23-24, B3c)***

Guidelines for letters:

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

4.2 EXAMPLE TIMELINE FOR REVIEWS

January Week 4: faculty mentoring/career development committee determines which reviews need to be completed this year (annual for assistant professors, every two years for associate professors) and forms committees for each reviewee. Cases that might be ready for promotion are noted (these will ultimately need three-person committees, but also reviewers should be warned so as to save work later).

February: FMCD committee notifies review committees of their assignments, including cases that might be promotion cases, and of all deadlines and instructs reviewees about what they need to prepare.

March Week 1: reviewee materials due to their committees.

April Week 1: reports due to faculty from committees (for possible promotion cases).

April Weeks 2,3,4: discussions of reviews for possible promotion cases in faculty meetings.

May Week 1: begin contacting potential letter writers for promotion cases. Candidates for promotion prepare self-advocacy statements.

May Week 1,2,3,4: discussions of non-promotion annual reviews in faculty meetings.

June Week 1: full packets go to letter writers.