

**Michael G. Foster School of Business
Promotion and Tenure Guidelines***

(Updated: 02/10/2026)

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.

Faculty code section 24-31

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.

Faculty Code Section 24-32 A.

When a proposed action concerns a faculty employment recommendation, such as appointment, reappointment, tenure, or promotion, it will be effective only if passed by a majority of all eligible voting members of the unit and in accordance with the appropriate procedures...

Faculty Code Section 23-46 C.

The purpose of this document is to provide *guidance* on criteria and processes for promotion and tenure decisions at the Foster School of Business, University of Washington. Except for the maximum time in rank for Assistant professors, “Promotion shall be based upon attainment of the qualifications described... for the various ranks and titles and not upon length of service.” Faculty Code 24-54 A

This document expands on the advice prescribed by the Faculty Code with the following goals in mind:

- Make the School’s promotion and tenure process as clear, fair, and positive as possible for the individual under consideration.
- Focus faculty effort on areas of performance that are important to the School.
- Increase faculty affiliation with the School.

* This draft is intended to be consistent with the University of Washington [Faculty Code](#).

- Retain outstanding colleagues and preempt competitive offers by promoting individuals as soon as warranted by their record.
- Attract new colleagues because of the clarity and fairness of our criteria and processes.

This document is organized as follows:

- Section 1a – Criteria for promotion to the rank of Associate Professor with Tenure
- Section 1b – Criteria for promotion to the rank of Associate Teaching Professor
- Section 2a – Criteria for promotion to the rank of Professor with Tenure
- Section 2b – Criteria for promotion to the rank of Teaching Professor
- Section 3 – Overview of the process for evaluating individuals for promotion and tenure
- Section 4 – Schedules for promotion and tenure
- Section 5 – Role of the Department
- Section 6 – Role of the Promotion & Tenure Committee
- Section 7 – Appendix I: List of top-tier journals

Approved by Faculty Council on Feb. 10, 2026.

1a. Criteria for promotion to the rank of associate professor with tenure

Appointment to the rank of associate professor requires a record of substantial success in both teaching and research shall be required, except that in unusual cases an outstanding record in one of these activities may be considered sufficient. (See also Faculty Code Section 24-34 A.2.)

For tenure track positions, associate professor is a tenured appointment at the University of Washington. To achieve this rank in the Foster School, an individual must be a leading scholar in their field and demonstrate effective teaching and a willingness to serve the Foster School.

The expectations and responsibilities of associate professors are significantly greater than those of assistant professors. Promotion to associate professor is a major hurdle and accomplishment, and it requires a rigorous assessment by both internal and external reviewers.

Below are many of the attributes we look for in colleagues being considered for promotion to the rank of Associate Professor (with tenure). These criteria should be viewed as *guidelines*.

Research expectations:

- High-quality publications in major (top-tier) journals, largely in the individual's field. The individual should be building an international reputation. Evidence of influence could include citations and downloads from online sources.
- A stream of published research and working papers that address practical and theoretically important research questions.
- Record of contributions to the intellectual atmosphere of the department by, for example, attending and participating in departmental workshops.
- Record of contributions to the work of others, such as providing constructive, critical feedback on others' work.

- Substantial involvement with PhD students (especially after the first few years) such as mentoring, providing feedback on papers, co-authoring, or serving on dissertation committees.
- Actions that will enhance the international reputation of the individual, the department, and the School, such as one or more of the following: attending conferences, giving workshops, serving on conference organizing committees, serving as a reviewer or editor, and providing interviews to the media or other outlets.

Teaching expectations:

- Very good to excellent teaching measured over all applicable dimensions of effective teaching defined in the Faculty Code 24-32 C, especially after the first few years. These include:
 - -Aligned: Effective teaching is intentionally designed and organized to help learners meet learning objectives.
 - -Inclusive and equitable: Effective teaching considers learners' experiences and creates opportunities for each learner to thrive.
 - -Active and engaged: Effective teaching creates opportunities for learners to critically engage ideas and each other.
 - -Growth-oriented: Effective teaching creates opportunities for learners to learn through practice and provides feedback that helps them grow their knowledge and abilities.
 - -Relevant: Effective teaching helps learners understand why what they are learning matters and prepares them for future learning and life after the UW.
- Well-organized and innovative course materials, evidence-based teaching methods, and current content that are appropriate to the development needs of Foster students as articulated by programs and departments and that align with the Foster School's purpose.
- Up-to-date course content incorporating the latest developments from research and the profession as appropriate to the course.
- Strong resonance with students, as inferred from inputs such as observations from colleagues and department chairs, evaluations from students, and receipt of significant teaching awards.
- Learning and growth-focused attitude toward and active involvement with students at times appropriate for students enrolled in those programs.
- Active involvement with the programs in which the individual teaches.
- Capability to teach at multiple levels and to multiple student audiences, including Masters programs.
- Demonstrated willingness to help the department address teaching needs in both undergraduate and graduate programs.

Service expectations:

- Record of actions that benefit the Foster School community in pursuit of its purpose over the long term.
- Record of actions that respect and support other members of the Foster community.
- Participation in relevant program, department, and School functions.
- Track record of performance of high-quality service for the department, Foster School, its programs, University, or profession.
- Increasing service over time, after the first few years.

Additional notes on performance criteria:

- Quality dominates quantity in importance.
- Outstanding success in research (teaching) may compensate for a strong but not exceptional record in teaching (research).
- The Foster School and the University value community engagement, but assistant professors seeking promotion should prioritize establishing outstanding peer-reviewed research and teaching records.
- The above criteria are not exhaustive. An individual can make and be recognized for contributions not anticipated by this list.

1b. Criteria for promotion to the rank of associate teaching professor

Appointments to the rank of associate teaching professor require extensive training, competence, and experience in their discipline. (Faculty Code Section 24-34 B.3.b)

Associate teaching professor is a non-tenure track teaching appointment at the University of Washington. To achieve this rank in the Foster School, an individual must have already demonstrated sustained teaching excellence at Foster or a similar institution or possess outstanding, recognized professional experience in their discipline. Those promoted to the role of associate teaching professor should demonstrate a willingness to serve the Foster School. In addition to teaching excellence and/or extraordinary professional experience, they should have a track record of strong contributions to the knowledge creation or knowledge dissemination of the department and School.

The expectations and responsibilities of associate teaching professors are significantly greater than those of assistant teaching professors. Promotion to associate teaching professor is a major accomplishment rather than a routine progression and requires a rigorous assessment by both internal and external reviewers.

Below are many of the attributes we look for in colleagues being considered for promotion to the rank of associate teaching professor. These criteria should be viewed as *guidelines*.

Teaching expectations:

- Very good to excellent teaching, measured over all applicable dimensions of effective teaching defined in the Faculty Code 24-32 C, especially after the first few years. These include:
 - -Aligned: Effective teaching is intentionally designed and organized to help learners meet learning objectives.
 - -Inclusive and equitable: Effective teaching considers learners' experiences and creates opportunities for each learner to thrive.
 - -Active and engaged: Effective teaching creates opportunities for learners to critically engage ideas and each other.

- -Growth-oriented: Effective teaching creates opportunities for learners to learn through practice and provides feedback that helps them grow their knowledge and abilities.
- -Relevant: Effective teaching helps learners understand why what they are learning matters and prepares them for future learning and life after the UW.
- Well-organized and innovative course materials, evidence-based teaching methods, and current content that are appropriate to the development needs of Foster students as articulated by programs and departments and that align with the Foster School's purpose.
- Up-to-date course content incorporating the latest developments from research and the profession as appropriate to the course.
- ~~● Delivery of rigorous, inclusive learning experiences in which students of all backgrounds thrive.~~
- Strong resonance with students, as inferred from inputs such as observations from colleagues and department chairs, evaluations from students, and receipt of significant teaching awards.
- Learning and growth-focused attitude toward and active involvement with students at times appropriate for students enrolled in those programs.
- Active involvement with the programs in which the individual teaches.
- Capability to teach at multiple levels and to multiple student audiences, including Masters programs.
- Demonstrated willingness to help the department address teaching needs in both undergraduate and graduate programs.

Scholarly expectations:

- Maintenance of subject expertise, including current academic research findings and professional debates.
- Enhancement of the teaching effectiveness of colleagues through sharing materials and ideas.
- Demonstrated understanding of, and appreciation for, the research mission of the University to be able to assess research for performance reviews and in hiring and retention decisions. This may be evidenced by a terminal degree or by meaningful engagement with research, such as translating findings into the classroom or providing practice insights to researchers. Expectations of appropriate evidence may vary by discipline.
- In addition, outstanding contribution to the knowledge dissemination or knowledge creation of the department and the School as evidenced by at least one of the following:
 - Contributions to Foster's understanding of effective teaching or the effectiveness of others' teaching. This may include activities such as (a) development of new courses, curricula, or course materials, (b) use and sharing of innovative pedagogical or andragogical methods, (c) publication of cases, textbooks, articles, or other learning assets that have local impact at Foster, or (d) participation in professional conferences.
 - Thought leadership for practitioners in the discipline. This may include publication of books, articles in professional publications, or content (e.g., articles, blogs, interviews) in other prominent media channels.
 - Scholarly publications in peer-reviewed journals that contribute to the body of knowledge of business disciplines.

Service expectations:

- Record of actions that benefit the Foster School community in pursuit of its purpose over the long term.
- Record of actions that respect and support other members of the Foster community.
- Participation in relevant program, department, and School functions.
- Capability to perform impactful service for the department, Foster School, its programs, University, profession, and the broader community, such as the ability and willingness to serve the Foster School in roles such as program director, director of a student association, or leader in building communities of practice.

Additional notes on performance criteria:

- Quality dominates quantity in importance.
- Outstanding success in scholarly activities (teaching) may compensate for a strong but not exceptional record in teaching (scholarly activities).
- The Foster School and the University value community engagement, and a record of, or assessed potential for, community engagement is expected for promotion to Associate Teaching Professor.
- The above criteria are not exhaustive. An individual can make and be recognized for contributions not anticipated by this list.

2a. Criteria for promotion to the rank of full professor with tenure

Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching and research as evaluated in terms of national or international recognition. (See also Faculty code section 24-34 A.3)

Professor is the highest tenure track appointment at the University of Washington. Achieving this position is an extraordinary honor that recognizes an individual's national or international reputation, exceptional talent, achievement, and dedication. To achieve this rank in the Foster School, an individual must be a widely recognized leading scholar in their field and demonstrate effective teaching and service.

The expectations and responsibilities of professors are significantly greater than those of associate professors. Promotion to professor is a major hurdle and accomplishment, and it requires a rigorous assessment by both internal and external reviewers.

Below are many of the attributes we look for in colleagues being considered for promotion to the rank of Professor. Again, these criteria should be viewed as *guidelines*.

Research expectations:

- Maintenance of a strong international reputation as a leading scholar in their field.
- Mentorship of Ph.D. students and service as chair of Ph.D. reading committees.
- Service as referee and membership in editorial boards of top-tier journals.
- High-quality publications in major (top-tier) journals, largely in the individual's field. The individual should be building an international reputation. Evidence of influence could include citations and downloads from online sources.

- A related stream of published research and working papers that address practical and theoretically important research questions.
- Record of contributions to the intellectual atmosphere by, for example, attending and participating in departmental workshops.
- Record of contributions to the work of others, such as providing constructive, critical feedback on others' work.
- Substantial involvement with PhD students such as mentoring, providing feedback on papers, co-authoring, or serving on dissertation committees.
- Actions that will enhance the international reputation of the individual, the department, and the School such as one or more of the following: attending conferences, giving workshops, serving on conference organizing committees, serving as a reviewer or editor, and providing interviews to the media or other outlets.

Teaching expectations:

- Sustained teaching excellence over time, measured over all applicable dimensions of effective teaching defined in the Faculty Code 24-32 C., These include:
 - -Aligned: Effective teaching is intentionally designed and organized to help learners meet learning objectives.
 - -Inclusive and equitable: Effective teaching considers learners' experiences and creates opportunities for each learner to thrive.
 - -Active and engaged: Effective teaching creates opportunities for learners to critically engage ideas and each other.
 - -Growth-oriented: Effective teaching creates opportunities for learners to learn through practice and provides feedback that helps them grow their knowledge and abilities.
 - -Relevant: Effective teaching helps learners understand why what they are learning matters and prepares them for future learning and life after the UW.
- Well-organized and innovative course materials, evidence-based teaching methods, and current content that are appropriate to the development needs of Foster students as articulated by programs and departments and that align with the Foster School's purpose.
- Up-to-date course content incorporating the latest developments from research and the profession as appropriate to the course.
- Strong resonance with students, as inferred from inputs such as observations from colleagues and department chairs, evaluations from students, and receipt of significant teaching awards.
- Learning and growth-focused attitude toward and active involvement with students at times appropriate for students enrolled in those programs.
- Active involvement with the programs in which the individual teaches.
- Capability to teach at multiple levels and to multiple student audiences, including Masters programs.
- Demonstrated willingness to help the department address teaching needs in both undergraduate and graduate programs.

Service expectations:

- High level of service and leadership, including willingness and ability to provide leadership at department, program, and/or school levels.

- Record of actions that benefit the Foster School community in pursuit of its purpose over the long term.
- Record of actions that respect and support other members of the Foster community.
- Participation in relevant program, department, and School functions.
- Track record of performance of high-quality service for the department, Foster School, its programs, University, profession, and/or otherwise well-known and impactful community-related associations.

Additional notes on performance criteria:

- Quality dominates quantity in importance.
- Outstanding success in research (teaching and service) may compensate for a strong but not exceptional record in teaching and service (research).
- The Foster School and the University value community engaged scholarship, but the current standards and practice of our discipline view it as a complement to, rather than a substitute for, rigorous peer-reviewed scholarship. Faculty seeking promotion to the rank of full professor should continue to prioritize extending their strong research record as outlined above.
- The above criteria are not exhaustive. An individual can make and be recognized for contributions not anticipated by this list.

2b. Criteria for promotion to the rank 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.

Faculty Code Section 24-34 B.3.c)

Teaching professor is the highest non-tenure track teaching appointment at the University of Washington. Achieving this position is an extraordinary honor that recognizes an individual's national or international contributions, exceptional talent, achievement, and dedication. To achieve this rank in the Foster School, an individual must be an expert in their field with sustained excellence in teaching, outstanding contributions to scholarship in teaching or research that impact audiences beyond the Foster School, and a track record of extensive, high-quality, and impactful service to the Foster School.

The expectations and responsibilities of teaching professors are significantly greater than those of associate teaching professors. Promotion to teaching professor is a major accomplishment rather than a routine progression and requires a rigorous assessment by both internal and external reviewers.

Below are many of the attributes we look for in colleagues being considered for promotion to the rank of teaching professor. These criteria should be viewed as *guidelines*.

Teaching expectations:

- Sustained teaching excellence over time, measured over all applicable dimensions of effective teaching defined in the Faculty Code 24-32 C,. These include:
 - -Aligned: Effective teaching is intentionally designed and organized to help learners meet learning objectives.
 - -Inclusive and equitable: Effective teaching considers learners' experiences and creates opportunities for each learner to thrive.
 - -Active and engaged: Effective teaching creates opportunities for learners to critically engage ideas and each other.
 - -Growth-oriented: Effective teaching creates opportunities for learners to learn through practice and provides feedback that helps them grow their knowledge and abilities.
 - -Relevant: Effective teaching helps learners understand why what they are learning matters and prepares them for future learning and life after the UW.
- Well-organized and innovative course materials, evidence-based teaching methods, and current content that are appropriate to the development needs of Foster students as articulated by programs and departments and that align with the Foster School's purpose.
- Up-to-date course content incorporating the latest developments from research and the profession as appropriate to the course.
- Strong resonance with students, as inferred from inputs such as observations from colleagues and department chairs, evaluations from students, and receipt of significant teaching awards.
- Learning and growth-focused attitude toward and active involvement with students at times appropriate for students enrolled in those programs.
- Active involvement with the programs in which the individual teaches.
- Capability to teach at multiple levels and to multiple student audiences, including Masters programs.
- Demonstrated willingness to help the department address teaching needs in both undergraduate and graduate programs.

Scholarly expectations:

- Maintenance of subject expertise, including current academic research findings and professional debates.
- Enhancement of the teaching effectiveness of colleagues through sharing materials and ideas.
- Demonstrated deep understanding of, and appreciation for, the research mission of the University to be able to assess research for performance reviews, in hiring and retention decisions, and to provide informed leadership in major service roles. This is typically evidenced by a relevant terminal degree, and by meaningful engagement with research, such as translating findings into the classroom or providing practice insights to researchers. Expectations of appropriate evidence may vary by discipline.
- In addition, outstanding contribution to the knowledge dissemination or knowledge creation to the department and the School as evidenced by at least one of the following areas (pedagogy, practice, or research, respectively):
 - Pedagogy: Contributions to the field's understanding of effective teaching or the effectiveness of the teaching of others outside of the School. This may include activities such as (a) publication of cases, textbooks, articles in professional publications, or other learning assets, (b) receipt of substantial grants and/or major

national/international awards recognizing scholarly contributions to teaching and learning, (c) regular nationally-recognized scholarly publications in the teaching and learning literature as it pertains to the faculty member's field, (d) presentations at higher ed industry conferences and events focused on scholarship in teaching and learning, (e) sustained leadership roles within the higher ed industry organizations focused on scholarship in teaching and learning,

- Practice: Sustained thought leadership for practitioners in the discipline. This may include (a) publication of books, articles in professional publications, or content (e.g., articles, blogs, interviews) in other prominent media channels or (b) public scholarship, science communication, or other means of translating research findings into the community for impact.
- Research: Recurring scholarly publications in peer-reviewed journals that contribute to the body of knowledge of business disciplines.

Service expectations

- High level of service and leadership, including willingness and ability to provide leadership at department, program, and/or school levels.
- Within Foster, director or faculty director of a major program, center, or initiative
- Within the University of Washington, chairing important committees, leading program or department reviews, or chairing university-level advisory groups.
- External to the University of Washington, chairing committees (or boards) of local or national academic, professional, and/or otherwise well-known and impactful community-related associations.
- Record of actions that benefit the Foster School community in pursuit of its purpose over the long term.
- Record of actions that respect and support other members of the Foster community.
- Participation in relevant program, department, and School functions.

Additional notes on performance criteria:

- Quality dominates quantity in importance.
- Outstanding success in teaching and service (scholarly activities) may compensate for a strong but not exceptional record in scholarly activities (teaching and service).
- The above criteria are not exhaustive. An individual can make and be recognized for contributions not anticipated by this list.

3. Overview of the process for Evaluating Individuals for Promotion and/or Tenure

The record of the candidate being considered for promotion shall be assembled following the guidelines of the candidate's college and unit.
(See also Faculty Code, Section 24-54 B.)

The following are procedures that we believe encourage promotion of outstanding individuals to ranks of Associate Professor, Associate Teaching Professor, Professor, or Teaching Professor. The schedule for key steps in the process is discussed in section 4 below.

1. Annually, all eligible members of the faculty shall be informed of the opportunity to be considered for promotion by their department chair (or chair's designee). At the request of the faculty member, or if the promotion decision is mandatory, a promotion review shall be conducted following the procedure described in the following link:
<https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>
2. The department collects information from the individual regarding their performance in relation to the relevant promotion criteria, including:
 - Teaching, research/scholarship, and service statements.
 - For all tenure track faculty and for teaching track faculty with research contributions, evidence of research performance and influence, including published and unpublished papers, books, awards, citations, paper downloads, and Ph.D. mentoring and/or evidence of other scholarly contributions.
 - Evidence of practitioner expertise (if relevant) include engagement with relevant industries and professionals, invitations to speak to professional organizations and associations, and media mentions.
 - Evidence of teaching performance, including student evaluations of teaching, peer teaching observations, new and innovative teaching materials developed, etc.
 - Evidence of service activities.
3. The department seeks the following input:
At least four (4) outside letters from individuals with strong international reputations, who are not thesis advisors or co-authors. Each outsider reviewer should include their vita or resume.¹
4. The voting faculty of the candidate's department who are superior in rank to the candidate meet to discuss and apply the criteria above, discuss the strengths and weaknesses of the case, and vote on a formal recommendation to the Dean and the P&T committee.
5. The department chair (or designee) writes a formal report summarizing the discussion and recommendation and provides it to the candidate; specific attributions shall be omitted, and vote counts may be omitted from this report. The candidate may respond in writing to the department chair within seven calendar days. This response (if any) is included in materials sent to the Dean.
6. If the departmental vote is favorable, if the promotion decision is mandatory, or if the candidate has a written response to the departmental vote, the chair transmits all documents produced in the promotion process to the dean along with the chair's independent analysis and recommendation.
7. *The dean shall be advised by a committee or council of the college or school. (Faculty Code, Section 24-54C)* At the Foster School, this elected group is the Promotion and Tenure (P&T) Committee. Upon receiving materials recommending a candidate, the P&T

¹ In rare cases, former co-authors can be asked to write a letter to provide additional information related to the person's contribution to the co-authored paper(s).

Committee meets and invites the department chair of the person in consideration to present the case and to confirm the written record and assess intangibles related to the candidate's record. The P&T Committee then deliberates on the case and casts a formal vote.

Afterward, this advisory group submits its reasoning and recommendation to the Dean. If the P&T recommendation is not favorable or conflicts with the faculty vote, the P&T committee provides the candidate its recommendation and reasons.

8. The Dean considers the recommendations and makes a decision.
9. The Dean follows requirements of the UW Faculty Code² leading to a recommendation to the Provost for university-level consideration and approval.

4. Tenure and Promotion Schedule³

A. Tenure and Promotion Schedule – Mandatory cases of promotion to Associate with tenure

June: Academic Human Resources notifies the Dean and Department Chairs about which assistant professors are up for mandatory review.

July-October: Candidates give packets to their Department Chairs. Packet includes all articles, all working papers, teaching evaluations, summary of performance review numbers (from Dean's Office), and research, teaching, and service statements.

Department Chairs request letters from outside reviewers (at least 4 letters from outside faculty members who are not thesis advisors or co-authors).

The record of the candidate being considered for promotion shall be assembled following the guidelines of the candidate's college and unit. The candidate is responsible for assembling the promotion record, which shall include a self-assessment of the candidate's qualifications for promotion. External letters of review shall be kept confidential from the candidate. (Faculty Code, Section 24-54)

Department meets to discuss the candidate's record and to vote on the tenure and promotion decision.

Department chair writes a report for the candidate.

The department chair shall write a formal report of these proceedings for the candidate, summarizing the discussion and recommendation. For purposes of confidentiality, all names shall be omitted and vote counts may be omitted from this report. The candidate may then respond in writing to the department chair within seven calendar days. (See also

² <https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>

³ These dates are guidelines with the exception of the University deadline. Each year, the dates may be adjusted slightly due to, say, the travel schedule of the Dean.

Faculty Code, Section 24-54.B)

October: Recommendations due to Dean (and P&T Committee) from Departments. The department chair will write a letter to the P&T Committee and a letter to the Dean reporting the department meeting discussion and vote results and, if appropriate, their independent analysis and recommendation as outlined in Faculty Code Section 24-54 B. The department chair will also prepare a separate document reporting the teaching observations for the candidate.

If this recommendation is a departmental one, and is favorable, or if the promotion decision is mandatory, or if the candidate has written a response to the departmental vote, the chair shall transmit all documents produced in this promotion process to the appropriate dean, with his or her independent analysis and recommendation. (See also Faculty Code, Section 24-54.B)

November: Recommendations due to the Dean from P&T Committee

December: Recommendations due to Academic Personnel & Faculty. Check [APF website](#) for due date. [**This date is firm.**]

A faculty candidate subject to mandatory review for tenure must go through the entire tenure process, i.e., department, school P&T, and dean to be eligible for a terminal year in the following academic year.

B. Tenure and Promotion Schedule – Non-mandatory cases⁴

Annually, all eligible members of the faculty shall be informed of the opportunity to be considered for promotion by their department chair (or chair's designee). At the request of the faculty member, or if the promotion decision is mandatory, a promotion review shall be conducted following the procedure described in the following link:

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

September-November: Candidates give packets to their Department Chairs. Packet includes all articles, all working papers, teaching evaluations, evidence of teaching and research/scholarship expertise, summary of performance review numbers (from Dean's Office), and research/scholarship, teaching, and service statements.

Department Chairs request letters from outside reviewers (at least 4 letters from outside faculty members or internationally recognized experts in the field who are not thesis advisors or co-authors).

The record of the candidate being considered for promotion shall be assembled following the guidelines of the candidate's college and unit. The candidate is responsible for

⁴ Again, these dates are guidelines with the exception of the University deadline. Each year, the dates may be adjusted slightly due to, say, the travel schedule of the Dean.

assembling the promotion record, which shall include a self-assessment of the candidate's qualifications for promotion. External letters of review shall be kept confidential from the candidate. (Faculty Code, Section 24-54.B)

Department meets to discuss the candidate's record and to vote on the promotion or tenure and promotion decision.

Department chair writes a report for the candidate.

The department chair shall write a formal report of these proceedings for the candidate, summarizing the discussion and recommendation. For purposes of confidentiality, all names shall be omitted and vote counts may be omitted from this report. The candidate may then respond in writing to the department chair within seven calendar days. (See also Faculty Code, Section 24-54)

December: Recommendations due to Dean (and P&T Committee) from Departments. The department chair will write a letter to the P&T Committee and a letter to the Dean reporting the department meeting discussion and vote results and convey their independent analysis and recommendation if required. The department chair will also prepare a separate document reporting the teaching observations for the candidate.

If this recommendation is a departmental one, and is favorable, or if the promotion decision is mandatory, or if the candidate has written a response to the departmental vote, the chair shall transmit all documents produced in this promotion process to the appropriate dean, with his or her independent analysis and recommendation. (See also Faculty Code, Section 24-54)

December/January: Recommendations due to the Dean from P&T Committee

January/February: Recommendations due to Academic Personnel & Faculty. Check [APF website](#) for due date. [**This date is firm.**]

5. Role of the Candidate and their Department

Although the candidate is primarily responsible for assembling their record, we expect the candidate to work with the department to document the candidate's expertise in research/scholarship, teaching, and service. The candidate should include written statements that put their expertise in research/scholarship, teaching, and service into a broader context. For example, the candidate should discuss why their research constitutes meaningful and important scholarly work or how their teaching impacts the Foster community and beyond.

It is important that the faculty colleagues read and assess the candidate's work as it pertains to research/scholarship, teaching and service. Because there are no perfect metrics, multiple (albeit imperfect) indicators should be considered including those outlined in sections 1 and 2 of this document. The department should evaluate all aspects of an individual's record.

The department chair is encouraged to consult with other members of the Department as well as members of the Advisory Committee very early in the process about the likelihood of promotion and/or tenure, and to receive their suggestions regarding the timing of putting in their packet. The spirit of these suggestions is to maximize the likelihood of promotion and tenure.

6. Role of the Promotion and Tenure (P&T) Committee

As independent advisors to the Dean, the Promotion and Tenure Committee plays a crucial role in the process. In addition to evaluating the aspects of an individual's record, the committee weighs the strategic importance of the candidate's contributions to programs, their department, and the School. For example, someone with an outstanding research/scholarship record but who does not have a record of actions that benefit the Foster School community in pursuit of its purpose over the long term may not be appropriate for promotion or tenure.

7. Appendix I: List of "top-tier" journals

Appendix I presents what each department considers the key publication outlets in its subfields. We assume that articles published in department lists of top-tier journals have gone through a rigorous review process and therefore contribute significantly to the state of knowledge. This does not mean that articles in other journals could not contribute just as much or more, but such articles must be addressed on their merits without a presumption that the review process guarantees a contribution to knowledge. Further, all articles in top-tier journals are not equivalent—they have simply met a minimum quality level to suggest a significant contribution to knowledge. Finally, in rare cases, even an article in a top-tier journal might merit little or no weight in promotion, e.g., if it is assessed to be of low quality or importance. Additional evidence—awards, citations, downloads, etc.—that establish extraordinary quality of an article should be given weight in the promotion process.

Appendix I **List of Major (top-tier) Journals**

Departmental lists of A journals

Accounting

- *Accounting Review*
- *Journal of Accounting Research*
- *Contemporary Accounting Research*
- *Journal of Accounting & Economics*
- *Review of Accounting Studies*

FBE

- *Journal of Finance*
- *Journal of Financial Economics*
- *Review of Finance*
- *Review of Financial Studies*
- *Journal of Financial and Quantitative Analysis*

ISOM

- *Management Science*
- *Information Systems Research*
- *Management Information Systems Quarterly (MIS Quarterly)*
- *Manufacturing and Service Operations Management*
- *Operations Research*
- *Production and Operations Management*

M&O

- *Academy of Management Journal*
- *Academy of Management Review*
- *Administrative Science Quarterly*
- *Strategic Management Journal*
- *Organization Science*
- *Organizational Behavior and Human Decision Processes*

MIB

- *Journal of Marketing Research*
- *Journal of Marketing*
- *Journal of Consumer Research*
- *Marketing Science*

Examples of “other A journals or outlets.” This list is **NOT** comprehensive.

American Journal of Sociology
Econometrica
Journal of Applied Psychology
Journal of Economic Theory
Journal of Personality and Social Psychology
Journal of Political Economy
Mathematics of Operations Research (MOR)
Quarterly Journal of Economics
Review of Economic Studies

Conference Proceedings:

Recognizing that conference proceedings are also top-tier outlets in some fields, we also consider publications in the following conference proceedings.

- Proceedings in top Computer Science Conferences (e.g., Neurips, ICML, ICLR, AISTATS; not an exhaustive list)

Three to five publications in these proceedings will be considered equivalent to one publication in an A journal. The specific ratio will be based on several factors, including (but not limited to) the number of authors and order of authorship, citation count, and status of the conference.