

Please note:

This Handbook remains a work in progress.
Try to ignore formatting, grammar, incorrect or omitted hyperlinks,
and punctuation issues.
They will be fixed once the language has been finalized.
Input welcome on the language itself.

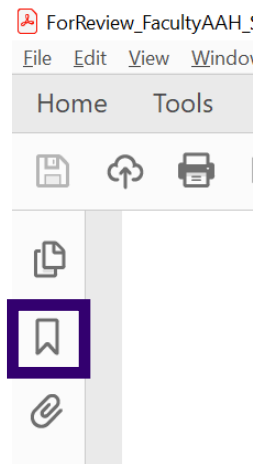
Things to keep in mind during your review:

The goals for this update are to:

- Better define ‘scholarship’ and add exemplars for teaching, research/scholarship, and service
 - Honor equity in academic-community engaged research and practice partnerships
 - Integrate anti-racist principles from our SPH Strategic Plan, Mission, and Values

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School of Public Health

Academic Affairs Handbook

Always use most recently updated version of the handbook, available online at the
SPH website:

sph.washington.edu

Last updated: March 12, 2024

(Working draft for SPH faculty comment prior to voting)

Outline of Parts and Sections

Note: The outline will be replaced with a Table of Contents in the final version. Sections will be renumbered.

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Part 1. Introduction and General Academic Affairs Information

Section 1: Introduction

1.1 Purpose of the Academic Affairs Handbook

The Academic Affairs Handbook (AAH) of the School of Public Health (SPH or the School) at the University of Washington (UW) is a school-specific document describing policy and procedures regulating academic affairs within the SPH. The purpose of the AAH is to aid professorial faculty in understanding processes related to academic recruitments, appointments, and promotions as implemented in SPH.

1.2 Foundation Underlying the Academic Affairs Handbook

All appointment, reappointment, and promotion processes in SPH are guided by the Faculty Code [and Governance](#) (FCG), the policy that specifies the organization and functioning of the University's faculty. The SPH Academic Affairs Handbook is not intended to replace the FCG, but rather to add a layer of specificity to how the FCG applies to faculty in the School.

The following Faculty Code sections within the FCG pertain to expectations for the reappointment, promotion, and tenure of faculty which serve as the foundation for SPH appointment, promotion, and tenure (APT) criteria:

Faculty Code Section	Topic covered
24-31	General Appointment Policy
24-32	Scholarly and Professional Qualifications of Faculty Members
24-34	Qualifications for Appointment at Specific Ranks and Titles
24-40	Faculty Without Tenure by Reason of Funding (WOT)
24-41	Duration of Nontenure Appointments
24-51	Responsibility for Appointments
24-53	Procedure for Renewal of Appointments
24-54	Procedure for Promotions
24-57	Procedural Safeguards for Promotion, Merit-Based Salary, and Tenure Considerations

1.3 Principles Followed in the Academic Affairs Handbook

The current version (to be submitted for approval by the SPH faculty in May 2024) of the AAH is based on a major revision of the last approved version (which had been approved by SPH faculty in spring 2022). The revisions in this latest version have been made to respond to faculty concerns regarding

attention to anti-racist principles, and to provide faculty greater transparency in the often-opaque processes of academic affairs. The AAH now explains the life course of faculty and expectations for faculty with respect to appointments and promotions. Examples are also now provided in the appendices.

The principles followed in and major changes to the spring 2024 revision are to:

- Ensure an inclusive AAH that recognizes the diverse areas and approaches to scholarship being conducted by professorial faculty that reflect the values of the SPH. This includes expanding the range of activities considered for promotion.
- Integrate principles of equity, diversity and inclusion throughout the AAH.
- Incorporate academic public health (APHP) into the scholarship activities in the AAH rather than considering this a separate domain. APHP is now folded within scholarship activities and faculty are reminded to distinguish APHP activities from service activities.
- Expose the “hidden curriculum” and help faculty understand how the promotion process works.
- Strive for transparency and clarity.
 - Tabulate expectations for effectiveness and minimum expectations by track and rank.
 - Articulate recommendations for assessing faculty contributions.
- Adopt language and perspectives used in the FCG, specifically
 - FCG refers to “scholarship and research” as one domain where scholarship includes research. In the AAH, this is often shortened to “scholarship/research”.
 - The AAH now refers to “effectiveness” in faculty role rather than excellence because this is the language used in the FCG (e.g., Section 24-57A, 24-32)
 - Reflect FCG’s recognition that contributions to diversity and equal opportunity are explicitly included and considered among professional and scholarly contributions for appointment and promotion (FCG Section 24-32).
- Limit details for the time-being about non-professorial appointments and tracks. This choice was made because policies for these appointments are currently undergoing review in SPH and because more time is needed to provide the same attention to anti-racist principles now addressed for professorial tracks. Section 3 includes a brief reference to non-professorial appointments with links to other UW guidance.
- Eliminate duplication, redundancy, and possible discrepancy by referencing existing policies rather than including them in the body of the AAH. Broad summaries are provided only as needed.
- Add a glossary of definitions to improve clarity of understanding.

1.4 The Academic Affairs Handbook and the Role of the SPH Faculty Council

The SPH AAH is maintained, updated, and revised by the SPH Faculty Council (FC). The SPH FC is an elected body of the SPH faculty that contributes to the shared governance of the school and its academic affairs. Its membership is comprised of voting faculty across departments and programs in SPH, across faculty titles that are restricted to the associate professor or professor rank. The authority of the FC is provided by the [SPH Faculty Bylaws](#), which detail the responsibilities, membership, elections, officers, procedures and meetings, written records, and vacancies of the FC. Briefly, the FC advises the dean on matters of faculty promotion and tenure, and advises the dean on matters involving academic policy, including priorities, resource and salary allocation, and budgets (UW FCG 23-45.c). The SPH FC has additional responsibility for providing secondary review of new appointments at the rank of associate professor (tenure/tenure track/research/teaching) and above, as well as promotions in the tenure/WOT/research/teaching tracks. (Details about who is eligible to vote on these reviews is spelled out in the Bylaws.) Based on these reviews the FC shall, in a timely fashion, make recommendations to the dean regarding these proposed appointments and promotions.

The SPH FC revises the AAH as needed to reflect changes in the UW Faculty Code and changes to the policy and procedures regulating academic affairs within the SPH. At minimum, the FC will review promotion criteria every 5 years to confirm that these criteria reflect the breadth of scholarly activities of SPH faculty. Any time modifications are made to the AAH by the SPH FC, the FC will assess which constituents are involved and will decide whether the vote of approval of the modification can be at the level of the FC (for house-keeping and minor changes) or at the level of the SPH voting faculty (for substantive changes). At the request of any FC member, the vote will go to SPH voting faculty. According to the SPH Bylaws, the vote will pass if a majority of the individuals voting approves, assuming there is a quorum (i.e., at least 50% of those eligible to vote need to submit a vote).

Section 2: Values and Expectations of the School of Public Health Academic Community

2.1 School of Public Health Values

In 2022, SPH revised its mission, vision [and values](#) for the School. The vision is “a world of healthy people.” The mission is: “Our mission is to solve our greatest public health challenges and co-create health equity with communities in the region and the world. We do this by centering community as we rigorously pursue knowledge, put learning into practice, and train the next generation of visionary public health professionals.”

As a member of the SPH Community, all faculty are expected to conduct themselves and their interactions with UW peers, staff, and students in a manner that demonstrates respect for the individual and SPH community. The values for the School are:

- Collaboration
- Community
- Equity, Justice and Anti-Racism
- Meaningful Positive Impact
- Innovation
- Shared Learning

2.2 SPH Commitment to Equity, Diversity, Inclusion and Anti-racism

As indicated above, through its mission, vision, and values, SPH is committed to equity, diversity, inclusion, and anti-racism. More information can be found on the School’s web page.

The guidelines for appointment and promotion defined and outlined in the SPH AAH reflect and embrace core principles stated in the SPH mission, vision, and values. The AAH embraces these principles not only as ethical principles, but because they are integral to the foundation of rigorous and impactful public health science and development of the public health workforce. These core values provide a roadmap to organizing and leading project teams, designing research projects and interventions, training the next generation of visionary health professionals, disseminating findings, and engaging in advocacy for policy change to maximize impact of scholarly knowledge production. The AAH criteria and expectations for promotion have been developed to support faculty implementation of these principles throughout their professional activities in research and scholarship, teaching and mentoring, and University and community service.

Embracing these principles also requires that faculty actively engage in building and sustaining a diverse, equitable, and inclusive professional workplace committed to anti-racism and social justice. The AAH provides extensive

examples for how faculty can prepare for reappointment and promotion in support of these core values. While it is not a requirement that all faculty incorporate EDI activities into their portfolios, the AAH also helps faculty understand the various ways they can include EDI activities in their promotion packet materials.

2.3 Academic and Personal Conduct Expectations

All members of the academic community, including faculty members, must comply with the rules of the University and its schools, colleges, and departments. The UW provides a [policy directory](#) which should be referred to when there are questions related to appropriate policy or procedure.

UW also provides a "[Guide to Ethics Policies](#)" web page for faculty and staff. Additionally, for faculty, there is a Standard of Conduct included in [FCG 25-71](#). Compliance with all rules, regulations, and policies is mandatory.

Section 3: Qualifications for Appointments and Reappointments for Academic Titles and Ranks, and Changes in Faculty Appointments

3.1 Introduction

Section 3 is intended to briefly summarize information about professorial and non-professorial positions in the School of Public Health. While the section refers to positions in SPH, note that these positions are university-wide rather than specific to the School. At the time of this writing (March 2024), this section mainly covers professorial positions. The next update to the AAH, planned in the forthcoming academic year, will include more information for non-professorial titles and ranks.

Members of the faculty at the UW SPH are scholars in their respective disciplines in public health. The UW SPH uses 4 **professorial titles**:

- tenure/tenure-track and without-tenure-by-reason-of-funding (WOT) track faculty, both of which have teaching and research responsibilities;
- research track faculty, who have primarily research responsibilities; and,
- teaching track faculty, who have primarily teaching responsibilities.

Some of these appointments are clock-managed, and some have defined terms. (Note: Clock-managed tracks are those that have a mandatory timeframe to be reviewed for promotion and/or tenure decision (i.e., assistant professors in the research, WOT and tenure tracks and associate professor and professor tenure track). Teaching and research tracks at all ranks are multi-year and fixed-term appointments. This means they hold a specific end date (determined by track and rank as established by faculty code) and are reappointed based on the appointment term. The reappointment process and criteria is determined by local level department policy.) Details are provided in Section 3.2.

The SPH also has a variety of non-professorial faculty tracks and non-faculty positions, which are discussed briefly in Section 3.3.)

The Office of Academic Personnel (OAP)'s "[Academic Titles and Ranks](#)" web page lists all academic titles, both professorial and non-professorial. Choosing any linked title from that list provides further details in a table, including service period, what can be full- and/or part-time, tenure eligibility, and voting rights eligibility, etc.

Non-professorial titles also have additional [information](#) provided on OAP's web site.

FCG Section 24-32 gives the scholarly and professional qualifications of faculty members. Further details regarding the qualifications for appointments at specific ranks and titles (tracks) for professorial and non-professorial positions can be found in the FCG [section 24-34](#).

3.2 Qualifications for Appointments for Professorial Titles and Ranks

This section gives a general overview of appointments in the professorial tracks and provides links to the key sections in the FCG and OAP. The specific qualifications SPH uses for appointment or promotion into the various tracks and ranks are listed in the *Expectations for Effectiveness* tables in Sections 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3.

Qualifications for Appointment and Promotion in the Tenure/Tenure Track and WOT Track Titles and Ranks

Qualifications for appointment at the level of assistant professor in the tenure/tenure-track and WOT track are noted in FCG section [24-34A.1](#). This is a clock-managed position and the required academic review for this position is detailed on the OAP's [Academic Reviews](#) web page.

Qualifications for appointment or promotion to associate professor in the tenure/tenure track and WOT track are noted in FCG section [24-34A.2](#).

Qualifications for appointment or promotion to professor qualifications in the tenure/tenure track and WOT track are noted in section [24-34A.3](#).

Criteria for tenure related to these appointments are identified in the FCG [section 25-32D](#).

All ranks and tracks in this section are eligible for appointment to the [Graduate Faculty](#), and are eligible to act as principal investigators for grants and contracts.

In this AAH, all WOT appointments are assumed to be “without tenure by reason of funding” (WOTRF). Faculty in the WOT track at all ranks are treated the same as tenure-track and tenured titles in terms of criteria for appointment and promotion, but WOT appointments have additional funding-related expectations noted in section [24-40](#) of the FCG.

Promotion Clock

Assistant professors in the WOT and tenure tracks have a mandatory promotion clock of six years. This means the promotion and tenure (if applicable) decision must be made in the final year of the appointment. Assistant professors in the WOT and tenure-tracks have an initial term of three years and if reappointed to a second three-year term, will be required to go through a mandatory promotion review during their second appointment term. There are several possible outcomes – favorable promotion, favorable promotion with award of tenure, postponement, unfavorable due to denial or unfavorable due to withdrawal. More information is outlined on the [OAP Promotion/Tenure Review Process Possible Outcomes webpage](#).

Clock Waivers/Extensions

Faculty in clock-managed ranks are reviewed for consideration of promotion and/or tenure in a mandatory and specified timeframe or probationary period. This timeframe is otherwise known as a faculty member's "promotion and/or tenure clock". A [clock waiver](#) extends the faculty's mandatory clock and can be requested for reasons such as birth or adoption of a child, a serious health condition, providing care for a family member with a serious health condition, and other extenuating circumstances outside of the faculty member's control. If you think you may be eligible for or want to explore a clock waiver, reach out to your department HR manager for details on the process.

Qualifications for Appointments in the Research Title and Ranks

Research faculty appointments are identified in the FCG under section [24-35](#). Additional information on these appointments can be found on OAP's web page for [Professorial Tracks](#).

Additional information related to the duration of research assistant professor appointments is in section [24-41](#) of the FCG. This is a clock-managed track and rank that requires a reappointment after the initial three-year term but does not require an academic review at that time. See the previous section for additional information about clock-managed positions.

Additional information related to position qualifications and duration for research associate professor and research professor appointments are in the FCG under sections [24-34A](#) and B.5. Appointment lengths are also reviewed on OAP's web page for [Professorial Tracks](#). These are multi-year appointments and there is no limit to the number of reappointments.

Research professors, research associate professors, and research assistant professors are eligible for appointment to the [Graduate Faculty](#), and are eligible to act as principal investigators for grants and contracts. This track is not eligible for tenure.

Qualifications for Appointments in the Teaching Title and Ranks

Information about teaching professor appointments are available in the FCG under section [24-35B.3](#) and on OAP's web page for [Professorial Tracks](#).

Teaching professors, associate teaching professors, and assistant teaching professors are eligible for appointment to the [Graduate Faculty](#), and are eligible to act as principal investigators for grants and contracts. This track is not eligible for tenure. The primary focus of this track is on teaching, and some scholarship activities are required, as discussed in Section 9 of the AAH.

Additional information about the duration of appointments to assistant teaching professor is in section [24-41C.1](#) of the FCG. Section [24-34A.1](#) reviews

qualifications for appointments in this rank.

Qualifications for appointments and promotions to associate teaching professor are noted in FCG section [24-34A.2](#). Section [24-41C.2](#) has additional information related to the duration of these appointments.

Information about appointments and promotion to teaching professor is provided in FCG section [24-34B.3](#), as well as [24-41C](#).

Unlike tenure/WOT faculty, teaching faculty are multi-year fixed-term appointments and are not clock-managed (meaning there is no mandatory promotion clock). Terms are provided in Chapter 24 section [24-41](#).

Joint and Adjunct Appointments at the University of Washington

Joint and adjunct titles are used with professorial faculty titles. Details about joint and adjunct appointments can be found on OAP's web site. Adjunct appointments are described under the Academic Titles and Ranks page, while joint (secondary) appointments are described under Appointment Actions/Adding and [Updating Appointments](#).

Adjunct appointments are reviewed in FCG section [24-34B.11](#) and joint appointments are reviewed in section [24.34B.12](#).

[3.3 Qualifications for Appointments for Non-Professorial Titles and Ranks](#)

The [Academic Titles and Ranks](#) web page from OAP provides considerable detail about all other relevant non-professorial academic positions used at the SPH, including:

- Acting Titles
- Affiliate Titles
- Clinical Titles (Salaried and Non-Salaried)
- Non-Professorial Instructional and Other Related Titles
- Postdoctoral Scholar Titles
- Residents and Fellows
- Visiting Titles
- Emeritus Appointments and Re-Employed Retirees

Each title on the web page provides a table of information, including service period, length of appointment, full- or part-time, reappointment eligibility and terms, tenure and voting status, and many other key details.

Additional information for these titles is also available within the FCG in the following sections:

- [Section 24-34B](#) reviews Qualifications for Appointments with Specific Titles
- [Section 24-41](#) discusses Duration of Nontenure Appointments
- [Section 24-45](#) reviews Appointment of Part-Time Professors
- [Section 24-53](#) discusses Procedure for Renewal of Appointments

Each department also has the right to determine more specific academic qualifications, both educational and experiential, of non-professorial appointments to their department. Faculty should check with their department chair or AHR representative for this information.

3.4 Other Changes in Faculty Appointments

Joint Appointments

A joint appointment is one that recognizes a tenure/tenure track, WOT, research, or teaching faculty member's long-term commitment to (and participation in) two or more UW departments. Joint appointments are secondary appointments whose title and rank match that of the primary appointment. Only professorial faculty may hold a joint appointment. One department is designated the primary department; the others are secondary. This designation can be changed only with the concurrence of the faculty member and the appointing departments; the same is true of relinquishing a joint appointment. Personnel determinations (salaries, promotions, leave, etc.) originate with the primary department but may be proposed by a secondary department; all actions must have the concurrence of the secondary departments. (For more information on appointments that are considered joint with an affiliated institution, see the link to Guidelines for Appointments and Promotions for UW School of Public Health (SPH) Faculty Based at External Institutions in Appendix 1.) If a faculty member is being proposed for a joint appointment, with the primary appointment in another department, the department faculty must vote specifically to offer voting privileges with the appointment. Once voting privileges are awarded, either by faculty vote or de facto, they cannot be revoked without the faculty member's consent.

Historically, faculty with joint appointments have been expected to be full members of both departments, with the expectation that they will meet the service requirements in both departments, unless negotiated differently between departments. Faculty with joint appointments should discuss their service responsibilities with both department chairs to ensure an appropriate workload.

Adjunct Appointments

An adjunct appointment denotes an appointment extended only to tenure/tenure track, WOT, research, or teaching faculty member who holds a primary appointment in another UW department to recognize their contributions to a secondary department. It does not confer governance or voting privileges or eligibility for tenure. Appointment terms are annual.

Endowed appointments recognize formal endowments made to the University and often carry a monetary component and honorific title awarded to the recipient (e.g., the Acme Distinguished Professor of Chemistry). Endowed appointments are dependent upon the primary appointment. Visit the [Endowments page](#) for more details.

Appointment to the Graduate Faculty: The Graduate Faculty consists of those members of the University faculty who have been designated by the Dean of the Graduate School as actively participating in graduate education. Powers and Duties of the Graduate Faculty are given in [Chapter 23; section 23-42 and 23-44](#) of the FCG. Additional information can also be found on the Graduate School [web site](#). Refer to local level process for obtaining graduate faculty status.

Appointment and FTE reductions: There are several personnel actions through which UW faculty, librarians, or other academic personnel might permanently reduce their appointment or temporarily reduce their FTE. Refer to the [Office of Academic Personnel Appointment and FTE Reduction](#) webpage for more information.

Voluntary FTE Change: A voluntary FTE change is a permanent adjustment in the contracted appointment. If an appointment is reduced, the appointment percent (“roster” in Workday) cannot be increased for the remainder of the appointment term. Some academic personnel titles and ranks are not eligible for a reduction; others have limitations on the extent they may be reduced. Decisions about a reduction in teaching load and other faculty assignments are determined at the local level, and are generally commensurate with the reduction in FTE.

Reduced Responsibility: Many SPH faculty members are responsible for securing a portion of their salary through external sources. When such faculty are temporarily unable to meet this obligation, they are placed in Reduced Responsibility status. UW’s Office of Research oversees this policy and process, as described in [GIM 38 – Faculty Reduced Responsibility Status Involving External Funding](#).

Leave-Related FTE Changes: Academic personnel who have been approved for a partial leave of absence require a [leave-related FTE change in Workday](#). [Review relevant leave pages](#) for documentation.

Changing Professorial Tracks: Lateral moves across faculty tracks include faculty moving from one of the WOT, tenure/tenure-track, research, or teaching tracks to another. Other than granting tenure to WOT faculty, which is described in Section 6.8, such lateral moves are not common and in some cases require a new national search. Faculty considering a track change should discuss the associated obligations and risks with their chair. Refer to the [Changing Professorial Tracks](#) webpage for more information.

Section 4: SPH's Budget Model and Faculty Compensation Plan

UW utilizes a method of budgeting called [Activity Based Budgeting](#) (ABB) which distributes revenues and budget authority directly to the unit (i.e., school on the Seattle campus) responsible for generating that activity. Each unit then follows their own methodology on distributing ABB revenue. Beginning in FY21, SPH developed a funding model to support department operations and faculty activities available as. At the core of this model is the [SPH Faculty Compensation Plan Table](#), which provides specific levels of salary support for tenured/tenure-track, without tenure by reasons of funding (WOT), research, and teaching faculty (the Plan and FAQs can be found on the [Faculty Resources](#) web page). The plan describes specific expectations for teaching, mentoring, service, scholarly leadership, EDI, and grant/contract writing in relation to the level of provided salary support. The plan also details ways in which faculty may—with chair approval—buy out of some teaching expectations, participate in the plan's research incentive, and understand expectations for bridging or over-the-cap salary coverage. Departments may develop additional policies and guidance to further clarify local faculty expectations.

Note that the criteria for faculty compensation are distinct from the criteria for promotion. In particular, a certain amount of teaching may be required for a faculty member's compensation in a specific track, which may exceed the minimum requirement for promotion.

TODO: Elaborate more on how the compensation plan is distinct from promotion expectations. Note that they overlap and all of the activities in the compensation plan directly map onto promotion expectations.

Section 5: Faculty Recruitment and Appointment Process

5.1 Overview/Introduction

The University of Washington has documented policies and procedures for the faculty recruitment and appointment processes. All UW personnel are required to follow these policies and procedures. Schools and colleges at the UW can also create additional documentation as needed, provided it is in alignment with the Faculty Code and the Office of Academic Personnel (OAP). Section 5 provides information for the faculty recruitment and appointment processes that apply to tenure, tenure-track, WOT, research, and teaching faculty. All voting faculty have an important role to play when recruiting and hiring new faculty positions in their primary and joint departments.

This section is intended to be a broad overview, rather than to provide specific details. Where appropriate, links to where specific information can be found are provided, rather than repeating language here. Faculty can also contact their department chair, department administrator, or academic human resources manager if there are further questions

For the School of Public Health, all appointment processes are guided by the UW Faculty Code and Governance (FCG) and the SPH Bylaws. The following table includes links to relevant Faculty Code sections (Section 20, Chapters 21-29 within the FCG) that pertain to the recruitment and appointment process:

Faculty Code Section	Topic Covered
24-31	General Appointment Policy
24-32	Scholarly and Professional Qualifications of Faculty Members
24-34	Qualifications for Appointment at Specific Ranks
24-35	Research Personnel Appointments
24-51	Responsibility for Appointments
24-52	Procedure for New Appointments

5.2 Best Practices for Promoting Diversity, Equity and Inclusion in Faculty Searches

The University of Washington and the School of Public Health recognize the importance of, and are committed to, diversity, equity, and inclusion for all faculty, staff, and students. Resources for conducting faculty searches include:

- The UW Office of Faculty Advancement ([OFA](#)) [Handbook of Best Practices for Faculty Searches](#).
- The Vice Dean for Faculty in the Office of the Dean, provides an OFA-developed search committee workshop that addresses bias and equity in

faculty searches. During the workshop, the Vice Dean reviews best practice examples for search committee members to implement:

-
- Developing the job ad with an equity lens;
- Designing thoughtful rubrics and assessment plans that strive to reduce unintended biases that can enter the review and interview process;
- Asking candidates for personal written statements on diversity, equity, inclusion, and anti-racism;
- Tips for recruitment of faculty with diverse backgrounds, with personal interactions and discussions of our faculty development resources
- Preparing questions for candidates about how they might support URM students, staff, and faculty;
- Developing regular communications to update the department on proceedings of the committee;
- Establishing search committee working norms for committee operations and decisions, including establishment of processes for identifying and mitigating any potential conflicts of interest;
- Working with student members of search committees.

5.3 Opening a Position and Creating the Search Committee

UW has an annual hiring request cycle managed by the Office of the Provost. To plan for the following academic year, each year, SPH department chairs each submit a proposal for positions to include in the overall hiring plan, managed within the Office of the Dean, after obtaining input from all of the department's voting faculty as part of shared governance. The dean also solicits input from the directors of interdepartmental degree programs about their hiring priorities, which should be informed by consultation by the program director with the program faculty. Before submitting the final hiring request to the Office of the Provost, the Office of the Dean leadership consults with department chairs, Faculty Council, and the Dean's Advisory Council of Students (DACs). Joint searches with affiliated institutions are included in planning as well as joint appointments at UW where funding will be committed from the joint unit.

While searches cannot officially be launched until the hiring plan has been approved by the Provost, chairs typically work with the office of the dean to appoint and charge search committees as soon as the hiring plan has been submitted to the Provost. Search committee membership should reflect the expertise required to choose the best qualified applicant for the position. When possible, the committee should reflect a variety of backgrounds, experiences, and expertise with diversity, equity, and inclusion (i.e., race/ethnicity, gender, academic specialization, years of experience), and include at least one

student. Best practices and guidelines can be found in the UW Office of Faculty Advancement's [Handbook of Best Practices for Faculty Searches](#). Some best practices are highlighted in section 5.2.

5.4 Search/Recruitment Process

Search committees work with their departmental Academic Human Resources Manager to follow both UW and SPH faculty search policies and processes, including using the UW Office of Faculty Advancement's [Handbook of Best Practices for Faculty Searches](#). When a member of SPH faculty is appointed to a search committee, Academic Human Resources will provide members with the current policies and procedures for search committees.

Departmental voting faculty and the authority-delegated search committees are responsible for crafting a job ad, assessment plans and rubrics, advertising, assessing, and interviewing applicants. Search committee members and the chair are expected to mitigate conflict of interest, with the AHR Manager and the Vice Dean for Faculty available as needed to consult. Following the SPH Search Process, the search committee identifies top candidates via a committee report presented to the voting faculty and department chair. It is a committee decision whether the search report rank candidates or list all acceptable candidates, their strengths, and their weaknesses. Based on the search committee's recommendations, the department chair makes a recommendation to the dean and requests approval to move forward with an offer to a specific candidate. Depending on the department's practice, the chair may also be required to solicit input (including a vote) from the voting faculty before making a recommendation to the dean. The offer of appointment requires pre-approval from the dean. (According to FCG, if the dean wishes to offer to a different candidate than the one selected by the department, the dean must first consult with the affected faculty.) In cases of an appointment at the level of associate or full professor, the SPH Faculty Council provides a secondary review, as outlined in the . The Director of Human Resources in the Office of the Dean will partner with the department on developing the offer letter, consult on negotiations, and help answer questions.

5.5 Use of Data to Inform Search Committee Process

The University of Washington uses Interfolio's [Faculty Search](#) module to conduct searches to fill faculty positions. Interested candidates apply via Interfolio and committees review and assess candidate materials within the module.

As a state institution, UW and its personnel are required to comply with state records management laws. Details can be found on the UW [Records Management](#) website. Candidate information, other than published writings and

research, should be considered confidential and treated as such.

The UW Office of Equal Opportunity and Affirmative Action ([EOAA](#)) also provides information on UW policy regarding affirmative action in the State of Washington. Data for affirmative action is collected in both Faculty Search and UW's Workday system. Guidance for collection of these data is provided by UW [Human Resources](#).

5.6 Appointment of New Faculty

Departmental Academic Human Resources staff will work with the department chair and search committee chair to gather all necessary materials to complete the hiring process in UW's Workday system.

Part 2: Reappointment, Promotion, and Tenure of Faculty in Professorial Titles

TODO: ADD Brief text describing the organization of this part

Section 6: Guidelines for Reappointment, Promotion, and Tenure of Faculty in Professorial Titles

An important aspect of shared governance at UW is the voting faculty's responsibility to maintain the quality, impact, productivity, and sustainability of scholarship and research, teaching, and service generated within their respective units (i.e., school, college, or department). This section describes the reappointment, promotion, and tenure of faculty in professorial titles which include tenure/tenure track, without tenure (WOT), teaching, and research professors by rank (i.e., assistant professor, associate professor, and professor). Appointment processes for professorial titles are described in Section 5. As noted in Section 1, appointment, reappointment and promotion processes for non-professorial titles are not included in this AAH.

University guidelines for the reappointment, promotion, and tenure of faculty members are found in UW FCG, [Chapter 24](#) and are followed by the SPH. Listed below are further guidelines for SPH faculty developed in consultation with the faculty of all SPH departments. The purpose of this section is to provide an overview of:

1. Overall expectations and assessment for reappointment, promotion, and tenure;
2. Expectations for demonstration of effectiveness in scholarship or research;
3. Expectations for demonstration of effectiveness in teaching;
4. Expectations for demonstration of effectiveness in institutional and professional service;
5. Overall process for reappointment, promotion, and tenure; and
6. Best practices to identify and mitigate the presence of bias in faculty review processes for reappointment, promotion, and tenure.

Section 6B covers guidelines for assessing how effectiveness has been demonstrated, namely recommendations for assessing quality, impact, productivity, and sustainability of faculty contributions. Sections 7 through 9 give the criteria for effectiveness in faculty rank and provide minimum standards for promotion and how SPH operationalizes the Faculty Code qualifications into the ranks of associate and full professor.

In previous versions of the AAH, APHP was treated as a separate domain that a faculty member could incorporate into their scholarly activities. In this version of the AAH, APHP is considered one of multiple valid areas of scholarship. The criteria for documenting APHP articulated in the previous version of the AAH are now broadly applicable to all scholarship areas.

6.1 Overall Expectations for Reappointment, Promotion, and Tenure

There are three domains of activity that all faculty, regardless of professorial title or rank, are expected to engage in: scholarship (which includes research), teaching, and service. However, the type of activities and the relative time engaged across these domains will vary by faculty

track, rank, and interest. Specific expectations for reappointment, promotion, and tenure for tenure/tenure track, without tenure (WOT), research, and teaching tracks are provided in Sections 7, 8, and 9, respectively. Example faculty activities across the domains of scholarship/research, teaching, and service are provided in Appendix 2.

Within each domain, faculty are assessed based on four criteria: Their overall productivity, and the quality, impact, and sustainability of their contributions. Recommendations for assessing these criteria are provided in Section 6B. However, we recognize that how those recommendations are operationalized may vary slightly across departments given differences in disciplinary paradigms. The role of the department chair and senior faculty mentors is to communicate those departmental norms clearly and consistently to all faculty candidates.

The SPH also prioritizes diversity of professional and lived experience to generate innovation and advance social justice in public health, which calls for cultivating *inclusive excellence*. According to the Association of Schools and Programs of Public Health (ASPPH), inclusive excellence is defined as the “cohesive, coherent, collaborative, and measurable integration of inclusion, diversity, and equity, while centering the naming and dismantling of white supremacy culture, in the pursuit of excellence across the research, teaching, and practice mission of academic public health, including all activities by leadership, faculty, learners, staff, alumni, and the broader community” (REF ASPPH report). Faculty pursuit of inclusive excellence, specifically, is evidenced by approaches to incorporate anti-racism, EDI, and decolonizing principles into scholarship/research, teaching, and service activities. While not all faculty will include these activities in their work, a priority of this current AAH is to broaden the activities considered for promotion so that faculty contributions to inclusive excellence will be valued in promotion and tenure decisions. Example faculty activities that incorporate anti-racism, EDI, and decolonizing principles are also included across scholarship and research, teaching, and service domains in Appendix 2.

6.2 Demonstration of Effectiveness in Scholarship and Research

Scholarship is defined as rigorous and detailed study, and is recognized as essential to effective teaching and research within the UW Faculty Code. Scholarship, therefore, is *inclusive* of research as defined by the [Common Rule definition](#), but not synonymous. To broaden the norm that all scholarship of SPH faculty must be research, we will refer to this domain of the faculty role as ‘scholarship/research’ in keeping with the UW Faculty Code. (See Section 24-32)

We recognize that a breadth of scholarly activities is necessary to further evidence-based practice and practice-based evidence to promote and protect the public’s health. These activities may fall across a spectrum ranging from research; to practice (i.e., to generate new knowledge about the state of public health, the design, implementation, and impact of public health strategies and interventions, as well as methods to examine issues related to public health); to dissemination of methods for education and pedagogy (i.e., to advance knowledge of how best to prepare the public health workforce). Some SPH faculty, therefore, may choose to focus their scholarly activities within traditional research, while others may focus their activities within educational practice/pedagogy or academic public health practice (APHP) areas. Finally, some SPH faculty may engage in activities across multiple areas.

SPH values scholarly activity in all three of these areas (research, practice, pedagogy) and seeks to ensure that faculty feel supported and are recognized for their activities, regardless of area. Effectiveness in scholarship/research is evidenced by tangible results generated by faculty candidates that demonstrate high quality, significant and beneficial impact, and a track record of productive, high-quality scholarship/research which can be used to infer the likelihood of sustainability of related scholarly activities into the future.

Details of specific expectations for scholarship or research for tenure/tenure track, without tenure (WOT), teaching, and research tracks are provided in Sections 7, 8, and 9, respectively. This includes articulation of SPH's minimum standards for promotion and how SPH operationalizes Faculty Code qualifications for promotion. Example faculty activities that qualify as scholarship/research are provided in Appendix 2. Guidelines for assessing the effectiveness of scholarship/research are provided in Section 6B. As articulated in Section 6B, review of a faculty candidate's record is holistic and qualitative. Thus, SPH faculty recognize that the kinds of activities a faculty candidate engages in, as well as their record of scholarship/research, will vary by discipline. The role of the department chair and senior mentors is to communicate those departmental norms clearly and consistently to all faculty candidates.

6.3 Demonstration of Effectiveness in Teaching

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, mentoring of students in research and practice settings and special training or continuing education. 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. We recognize that a teaching record commensurate with a given level of achievement varies from discipline to discipline within the SPH. Teaching activities may be conducted within academic structures of all UW schools and colleges, including continuing education, as well as across virtual and physical environments including campus and community venues and sites for practice-based education.

Because the SPH recognizes that part of our mission is to build human and institutional capacity in our region and beyond through education and other capacity-building activities, teaching activities may also occur outside of UW academic structures including other institutions of higher education, public health, or health care. While the emphasis of teaching as part of the faculty role is on contributions within the UW, external teaching activities may also be considered in assessing a candidate's effectiveness in teaching. Again, it is important to note that while these external activities can be used by the candidate to demonstrate effectiveness in teaching, that *compensation* for instructional activities and workload expectations are based on those activities that generate revenue under the University's Activity Based Budgeting model and are detailed in the SPH Faculty Compensation Plan. See also Section 4.

Faculty members are expected to provide evidence of a commitment to teaching and learning, competence in their field of instruction, and integrity in matters of course conduct and training (i.e., "non-course teaching") to further the development of current and future scientists and practitioners. Teaching by SPH faculty includes activities spanning course teaching (e.g., course (re)design, instruction, and evaluation; curriculum development) and non-course teaching, (e.g., advising, supervising, or mentoring of students (undergraduate or graduate), trainees (postdoctoral fellows), and/or professional learners). Details of specific criteria for teaching for faculty in tenure/tenure track, without tenure (WOT), teaching-, and research tracks are provided in Sections 7, 8, and 9, respectively. This includes

articulation of SPH's minimum standards for promotion and how SPH operationalizes Faculty Code qualifications for promotion into the associate and full professor ranks. Examples of faculty activities in the teaching domain are provided in Appendix 2. Guidelines for assessing teaching effectiveness are provided in Section 6B.

Further description of types of and venues for teaching activities are described below.

UW Course Teaching

- The elements of a teaching experience that qualify it as course teaching for purposes of promotion are:
 - Planning the learning objectives, content and pedagogies that are aligned with CEPH competencies and/or additional accrediting bodies as appropriate;
 - Includes the above in a course syllabus for a course that meets at regularly scheduled times throughout the quarter;
 - Includes a pathway (office hours, facilitated study groups, test prep sections, etc.) for students to connect with the instructor and/or instructional team for students to seek support and guidance to understand course material. This support can also include tutoring and writing support offered at the school and university levels.
 - Evaluating student performance in accordance with accreditation either with credit/no credit or decimal grading or certificate of completion;
 - Being evaluated by registered students ; and
 - Being evaluated by peers according to department procedures and school-wide criteria for peer evaluations appropriate to a candidate's rank.
- Course teaching can be done as a sole instructor or as a co-instructor. Teaching activity at both levels of teaching responsibility are eligible to demonstrate teaching effectiveness. Faculty teaching as a co-instructor must be evaluated separately by both students and peers with the required frequency defined by the candidate's rank.

Other course teaching

- Non-UW-degree courses, including courses taught in the current rank at a prior academic institution, may count toward the course-teaching criteria for promotion provided that they meet all the above criteria and are approved in writing by the faculty candidate's Department chair. This communication should describe the course, the number of quarters or years it was or is expected to be taught, and state that the course is part of the faculty member's regular duties, rather than in addition to his/her faculty duties. It is the faculty member's responsibility to present documentation at the time of consideration for promotion that courses taught other than UW-degree courses have met all the above criteria.
- Guest lectures in UW courses and courses taught in other formal settings, such as continuing education programs, trainings in collaborating institutions (e.g., Ministries of Health, National Health Systems), or grant-funded training of community partners, can also be considered as part of teaching activities for promotion as long as the elements of the teaching experience that qualify it as a course are met. (See the list under UW Course Teaching.)

Non-course Teaching

- Faculty members also participate in various training activities outside of formal course teaching. These activities may involve long-term or short-term commitments to students, trainees, or professional or community-based learners. Examples activities of non-course

teaching include:

- Extended Mentoring: Responsibilities in which the faculty member is the major supervisor and mentor for a graduate student or postdoctoral fellow (e.g., serving as chair of a student's dissertation (PhD), master's thesis (MS, MPH), or capstone (MPH, MS) committee).
- Project Mentoring: Responsibilities in which the faculty member supervises a student or fellow for a project of limited activity or duration (e.g., serving as faculty mentor for student practicum or independent study, supervising a graduate student, medical student or postdoctoral fellow).
- Advising and Committees: Responsibilities in which the faculty member is not the primary supervisor and mentor for a graduate student or postdoctoral fellow (e.g., serving on a graduate degree committee in a capacity other than chair or formal academic advisor to graduate student),
- Coordinating Training: Responsibilities that coordinate training or advising. This includes serving as Undergraduate or Graduate Program Coordinator and serving as PI of a training grant.
- Short Term Instruction: Responsibilities in which the faculty member serves as short-term instructor (e.g., developing UW-sponsored course that does not meet the criteria for course teaching, guest lectures).
- Clinical Teaching: Responsibilities in which the faculty member engages in instruction that is driven by patient/client problems rather than by pre-planned curricula. SPH faculty members whose primary appointment is in another School (including Department of Global Health faculty members whose primary appointment is in the School of Medicine) may substitute the clinical teaching criteria for promotion from their primary School for the SPH course-teaching criteria for promotion.
- Mentoring of Practice or Community Partners: Responsibilities in which the faculty member serves as a project mentor to individuals from practice- or community-based organizations. Mentorship may take the form of training and support for intervention design, program evaluation, and data analysis or grant proposal development and report writing. Faculty may provide short courses for community organization staff on research methods, data analysis, and evaluation designs.

6.4 Demonstration of Effectiveness in Institutional and Professional Service

SPH faculty are a community of scholars. As members of the larger University community and the broader community outside the University, this membership comes with benefits and responsibilities.

Responsibility to the School includes an expectation that all faculty will serve the community at large in a professional capacity that enhances the standing of the School, the University, and that provides benefits to the broader society. In addition, faculty are expected to work to maintain the school's operation and contribute to its reputation through efforts to improve its programs and resources. Responsibilities to the faculty

member's profession include the expectation that faculty will contribute to the maintenance and growth of their profession and public health more broadly.

The expectations to engage in service activities pertain to all professorial tracks (tenure/tenure track, without tenure (WOT), teaching, and research). Specific expectations for service domain are in Sections 7, 8, 9. This includes articulation of SPH's minimum standards for promotion and how SPH operationalizes Faculty Code qualifications for promotion into the associate and full professor ranks. Example faculty activities for service are provided in Appendix 2. Guidelines for assessing service effectiveness are provided in Section 6B. Note that faculty should consider whether some or all of their activities that meet the definition of APHP should be included as part of their scholarship activities or as service. Regardless, any single activity should be considered in only one domain.

6.5 Overall Process for Academic Review and Reappointment

Academic Review (tenure/tenure track, WOT and research-tracks only).

Assistant professors in the tenure/tenure-track, WOT and research tracks are clock-managed. A clock-managed position has mandatory reappointment and promotion dates defined based on the date of hire of the faculty member. According to Faculty Code (), during the second year of a faculty member's initial 3-year appointment at the Assistant Professor rank, they must be reviewed for consideration of a second 3-year appointment at the Assistant Professor rank. The process and criteria for which faculty are reviewed is determined by the department. There are three possible outcomes: renew, postponement, or non-renew. Faculty are notified of outcomes by June 30th of the second year of their initial appointment. For additional detail, please review the UW Office of Academic Personnel Academic Reviews web page.

Upon hire, the candidate should work with their department chair and senior mentors to develop and implement a plan for meeting expectations for reappointment based on this academic review (see Sections 7.1 and 8.1 for tenure/tenure track, WOT and research track, respectively). The department chair and senior faculty mentors of the faculty candidate will provide guidance for assembling materials to demonstrate effectiveness in scholarship/research, teaching, and service that will be reviewed and voted upon by senior faculty within the candidate's primary department.

Reappointment (research track). Assistant professors in the research track are also clock managed, but do not undergo an academic review as defined above. A clock-managed position has mandatory reappointment and promotion dates defined based on the date of hire of the faculty member. Research track faculty are multi-year and fixed term with an established end date. Research Assistant Professors are appointed for an initial term of three years. The second appointment term must include a promotion decision.

Reappointment (teaching track). Teaching track faculty are not clock-managed, meaning there is no mandatory review period for promotion. Teaching track is multi-year and fixed term with

an established end date.

Academic personnel appointed on a quarterly, annual, or multi-year basis have a fixed appointment length with an established end date. Appointments with end dates include all appointments to the teaching and research tracks. The end date is set at the time of the initial appointment or reappointment. To continue in the academic appointment beyond the end date, the individual must be evaluated and approved for reappointment. This evaluation is at the department level using a process and criteria determined by the department. The process is concluded by a vote of eligible voting faculty and the reappointment recommendation is submitted to the Office of the Dean for the final decision. A positive reappointment decision results in an extension of the end date. Reappointment decisions do not result in a change of academic title or rank. For additional information, reference the [Office of Academic Personnel Reappointment](#) webpage.

6.6 Overall Process for Granting of Tenure

The granting of tenure at the University of Washington provides a faculty member with the right to hold her/his/their position, without discriminatory reduction in salary or loss of position, except for serious infractions as defined in the [Faculty Code](#). The American Association of University Professors states, “the purpose of tenure is to safeguard academic freedom. When faculty members can lose their positions because of their speech, publications, or research findings, they cannot properly fulfill their core responsibilities to advance and transmit knowledge. Tenure provides the conditions for faculty to pursue research and innovation and draw evidence-based conclusions free from corporate or political pressure.”

For faculty candidates in the tenure track that are being considered for promotion from assistant professor to associate professor, promotion and tenure decisions must be made concurrently. For faculty candidates in the tenure track whose initial appointment at UW is made at the level of associate professor, the appointment may either be made with tenure or not. Faculty in the WOT track at the rank of associate professor and professor titles are qualified for tenure by virtue of their rank, given that both the tenure track- and WOT- racks share the same expectations for scholarship and research, teaching, and institutional and professional service (see UW Faculty Code).

Whether or not (and when) individual associate professors or professors in the WOT track are awarded tenure is based on resource availability and budgetary decisions made at the department and school level and must follow the processes outlined in FCG [25.41B](#). Additional information can be found on the UW OAP web page, “[Changing Professorial Tracks](#)”. Departments in SPH have begun to adopt local policies, developed through shared governance, for track changes to tenure track for WOT-track faculty. The process for WOT-track faculty candidates to convert to the tenure-track is separate from,

but similar to, the promotion process. The materials required mirror the materials required for a promotion including letters from the department chair, departmental APT committee, faculty votes, external letters, self-assessments, course evaluations, and dean-vice provost-and provost approvals are all required. Information on track changes can be found on OAP's [Changing Professorial Tracks](#) web page. Faculty should consult with their department chair about department-level processes.

6.7 Identifying and Mitigating Bias in Reappointment, Promotion, and Tenure Review

TODO: Still need to address Departmental reviewer comments in this section.

We acknowledge that all assessment and judgment is influenced by a person's lived experience, expertise, knowledge, and familiarity of the thing or scenario under consideration. The process of faculty review of faculty candidate effectiveness across scholarship and research, teaching, and institutional and professional service is not exempt from this subjective bias. Structures and systematic processes are put into place to minimize such bias and these structures and processes must be continually interrogated to ensure they are functioning equitably. [ASPPH report REF] Key sources of bias in faculty review, promotion, and tenure decision-making include:

1. Basing assessments on qualities that are more easily measured and ranked;
2. Using impressive or familiar data points as benchmarks;
3. Elevating achievements based on attachment to highly rated or prominent institutions or journals; and
4. Relying on legacy norms and habits in review processes.[TODO: ADD REF]

There are also several levels of checks and balances in the systems of re-appointment, promotion, and tenure review. First, the department chair and senior faculty mentors should clearly communicate expectations for faculty candidates and provide open coaching to work with faculty candidates to prepare for reappointment, promotion, and tenure. Second, all department faculty who are senior in rank review and vote on faculty candidate reappointment, promotion, and tenure packets. (Typically this occurs after the departmental APT committee review and recommendation.) Finally, the SPH Office of the Dean and the UW Office of the Provost provide review levels to help ensure that UW Faculty Code is followed.

The following paragraphs briefly describe common biases across scholarship and research, teaching, and institutional and professional service that faculty reviewers should consider during the review process.

Scholarship/Research. Evaluation of a faculty candidate's breadth of scholarly and research activity requires multiple considerations. First, faculty may or may not conduct scholarly and research activities in partnership with interdisciplinary colleagues or practice- or community-based partners. Conducting partnered or interdisciplinary scholarship takes more time and may not result in first authorship on dissemination products. Second, faculty may or may not engage in scholarship and research prioritized by large funding bodies or prominent journals. It is well established that community-engaged scholarship and research related to health disparities or underserved populations have lower award rates from large federal funders like the National Institutes of Health (NIH)[Hoppe et al 2019 REF], a funder often used as a benchmark for reappointment, promotion, and tenure decisions. Furthermore, women and faculty of color are more likely to pursue these lines of scholarly inquiry.[Hoppe et al 2019

REF] Finally, faculty themselves may be less likely to receive funding or be published due to legacies of *acknowledged* structural racism and discrimination by both funding agencies like the NIH [Collins et al 2021 REF] as well as prominent journals.[Jones et al 2023 REF] These issues have significant implications in terms of the ability to generate and disseminate results for the evaluation of quality, impact, and sustainment of scholarship and research.

Teaching. Evaluation of teaching effectiveness of faculty candidates also requires multiple considerations. First, teaching effectiveness in course instruction is often based on student end-of-course evaluations. Yet, it is well established that student evaluations are influenced by gender [Aragon et al 2023 REF] and racial biases as well as biases against discipline and subject area.[Heffernan et al 2022 REF] Furthermore, women and faculty of color are more likely to teach courses in subject areas that critically challenge student beliefs (e.g., health disparities, social determinants of health), especially among predominantly white institutions (PWIs) [Christine 2006 REF] like the UW. Second, women and faculty of color are more likely to engage in informal mentoring of students [Rose et al 2005 REF], which is associated with student success yet takes time and is not explicitly recognized through current SPH definitions of non-course teaching. Finally, students of traditionally underrepresented or marginalized groups tend to be drawn to mentors who are racially similar.[Rose et al 2005 REF] As the relative diversity of students far exceeds the relative diversity of faculty, this results in a disproportionate demand on faculty of color. These issues significantly impact the ability of women and faculty of color candidates to demonstrate teaching effectiveness and advance in other areas of the faculty role like scholarship and research in comparison with their white male counterparts.

Institutional and Professional Service. Women [O’Meara et al 2018 REF] and faculty of color [Trejo 2020 REF] candidates are also more likely to be asked to perform more institutional service activities relative to their white male counterparts in units where they are underrepresented. Many of these activities are required for unit culture and climate, yet devalued within reappointment, promotion, and tenure processes. This has implications for career progression and success given time taken from other domains of the faculty role, especially scholarship/research.

Section 6B. Recommendations for Assessing Faculty Contributions in the Promotion Review

This section's goal is to provide candidates and those assessing promotion/tenure packages with guidelines for how faculty contributions should be assessed. Specific expectations for promotion into higher ranks are provided by track in Sections 7 through 9. Those sections also provide minimum expectations (when pertinent) to be considered for promotion for each of the domains (teaching, scholarship/research, and service). As stated in Sections 7 through 9, in accordance with the definition of a minimum, the typical promotion candidate's record exceeds these minimum standards in one or more domains.

TODO: We need more input to and refinement of parts of this section. The subsections that address elements to consider in each domain are early drafts. In particular, the goal is to provide more examples for how the criteria should be considered in each domain and to link these with the expectations in Sections 7 through 9. Also, consider adding examples for the various criteria for each domain. Could also refer to the case study scenarios for detailed examples.

Overview

Assessment of a faculty candidate, for appointment, reappointment, promotion, or tenure, is ultimately qualitative. This qualitative assessment relies on the judgment of the reviewers based on the materials provided by the candidate. This section focuses primarily on promotion reviews (and tenure when considered as part of promotion). The tenure-only assessment mirrors the promotion review process.

For promotion and tenure reviews, the primary documents that reviewers will consider are the CV, self-assessment, and the candidate's scholarship and research documentation (products and cover statement). The self-assessment provides the qualitative narrative that accompanies the CV and helps the reviewers understand the quality and impact of the candidate's work, in addition to the productivity that is apparent from the CV. The scholarship documentation includes copies of three to five articles or other scholarship products such as educational materials, technical reports, policy documents, or peer-reviewed practice articles that show evidence of the candidate's scholarly contributions. The scholarship/research documentation cover statement provides the reviewers with deeper understanding of and context regarding the scholarly products.

Reviewers of promotion and tenure packets consider how criteria are met based on the rank- and track-specific appointment criteria listed in the [Faculty Code](#), and the expectations for effectiveness in faculty role summarized in Sections 7 through 9. The complete set of reviewers includes: the external reviewers, departmental APT, departmental faculty more senior in rank, department chair, FC, SPH Vice Dean, SPH Dean, and Provost's office.

Four key criteria are considered in the qualitative review of promotion packets: productivity, quality, impact and sustainability. These need to be evaluated holistically, rather than in

isolation. Attention to all four of these criteria should be woven through the candidate's self-assessment. Candidates should review these with their mentor prior to assembling a promotion package.

- **Productivity:** Has the faculty member been productive in their current rank? The assessment of productivity is based on a diverse array of scholarship/research, teaching and service activities. In other words, it is neither a single activity nor a single threshold metric. Faculty candidates should consider and highlight metrics that reflect their productivity.
- **Quality:** Given the productivity, is the faculty member's work of sufficient quality to justify promotion? Is there evidence of a high degree of scientific rigor? Evidence of innovativeness and/or inclusive excellence in the faculty member's contributions should be considered as part of the evidence of quality.
- **Impact:** Has the faculty member's contributions made an impact in each specific domain (scholarship/research, teaching, service)? How has the influence of the faculty member's contributions been shown? Has the impact of the faculty member's work been enhanced by their leadership? How has the faculty member's scholarship impacted the health of the communities or the practice of public health?
- **Sustainability:** Is there evidence that the faculty member will be able sustain their work in the future? What is the candidate's expected trajectory?

TODO: Consider whether there are additional questions to add to each of the four criteria above.

Approach to evaluating the candidate's effectiveness

The specific overarching expectations for effectiveness in the faculty role for a specific track and rank are given in the *Expectations for Effectiveness in Faculty Role* tables in Sections 7 through 9. These tables are divided into the three domains (scholarship/research, teaching, and service). Within each domain there are one to four distinct expectations. Each expectation is aligned with one or more of the four criteria listed above and one or more SPH minimum expectations. Ultimately reviewers will decide whether a candidate meets expectations for promotion to the next higher rank in each of the three domains.

Given the evaluation of a candidate's record is a holistic qualitative review, there are multiple different kinds of activities and elements that can be used to inform this qualitative assessment of a candidate's ability and attainments. The example activities in Appendix 2 map to specific expectations in the *Expectations for Effectiveness in Faculty Role* tables in Sections 7 through 9. These activities incorporate SPH's values of collaboration, community, equity, justice, anti-racism, meaningful positive impact, innovation, and shared learning. The following subsections address the elements that can be used to assess effectiveness in the three domains of scholarship/research, teaching, and service. The lists of elements are not meant to be exhaustive, and not all elements on the list are required. These should be applied to each rank as appropriate

to that rank. Further, reviewers should consider balance. Specifically, qualitative promotion reviews can be based on a subset of activities and elements within any domain, or a balanced consideration of all activities and elements.

Sections 7 through 9 also address SPH's interpretation of language in the Faculty Code ([section 24-34](#)) for appointment to the associate and full ranks (i.e., new appointments and promotions) that form part of the assessment for each track. They also provide SPH's pertinent minimum standards for promotion into the associate and full professor ranks.

6B.1 Elements to Consider in Evaluating Effectiveness in Scholarship/Research

All four of the criteria (productivity, quality, impact, and sustainability) should be considered in evaluating a candidate's scholarship/research. Candidates and reviewers should consider the questions associated with each criterion in considering whether each has been met.

The activities listed in the example tables in Appendix 2 will produce products or outputs that can be considered in evaluating a candidate's effectiveness in scholarship/research. The following elements can be considered. (The list is not intended to be exhaustive.) Productivity can be assessed, in part, by considering quantitative metrics of products and outputs. However, impact and quality go beyond quantitative metrics and are essential criteria in the holistic, qualitative review.

Scholarship/research products and outputs, including APHP products:

- Publications of research/scholarship in peer-reviewed journals.
- Publications of research/scholarship in books, working papers, government reports, or other formats for original work.
- Dissemination of research/scholarship at conferences, poster sessions, or seminars.
- Participation in or convening of panel discussions and/or workshops related to topical areas of their research/scholarship.
- Submission and/or receipt of grant proposals to fund research/scholarship.
- Size and impact of research projects.
- Awards for scholarship/research contributions to a field.
- Co-creation and co-authorship of publications with students, other trainees, and members of the practice community and/or community-based organizations.
- Other scholarship products (e.g., presentations at conferences) by individuals who the faculty member trained and worked with on projects (including research partners, mentees) on scholarship conducted jointly.

Scholarship of learning and teaching products and outputs:

- Development of new and/or innovative approaches to courses, curricula, or course materials, including new course or program design or experimentation with new modalities.

- Developing or updating courses or curricula.
- Creation or use of innovative pedagogical or teaching methods.
- Contributions to interdisciplinary teaching.
- Obtaining funding for new course development of educational programs.
- Dissemination of teaching and learning related work at conferences, poster sessions, panel discussions, or open classroom formats.
- Invited presentations on pedagogy.
- Publications related to teaching and learning in peer reviewed journals, professional publications, or compendium of syllabi
- Participation in or convening of teaching/learning related panel discussions and/or workshops.
- Developing and leading study-abroad programs.
- Writing or contributing to textbooks.
- Writing a column in a professional journal on pedagogical scholarship.
- Performing accreditation visits for professional education organization or reviews of programs, departments, or schools at another institution.
- Significant outreach to professionals at other educational institutions.
- Other scholarship applicable to the teaching track include activities listed above for the research, tenured, tenure-eligible, and WOT tracks.
- Co-creation and co-authorship of publications and other work products related to pedagogy with students, other trainees, and members of the practice community and/or community-based organizations.

Notes:

1. Many of the scholarship of teaching and learning examples were taken from the June 1, 2022 memo from Provost Richards on teaching track expectations regarding scholarship.
2. Publication in a peer-reviewed journal is not required for teaching faculty.
3. Some of the scholarship of teaching and learning activities listed above could also be considered service activities. Faculty should indicate whether they are considering these activities as service or scholarship.

6B.2 Elements to Consider in Evaluating Effectiveness in Teaching

Considerations for evaluating effectiveness in teaching should be directly related to the teaching activity itself. These teaching considerations may include, but are not limited to:

(1) Evidence of excellent teaching, mentoring or advising. This is assessed with metrics that may include but are not limited to the following:

- Clear and organized course syllabi with appropriate goals, objectives, deliverables and grading metrics.
- Student course evaluations and/or peer evaluations, recognizing that these evaluations may not fully capture teaching quality and may (particularly in the case of student evaluations) be subject to biases.
- Teaching awards or other recognitions.

- Successful mentoring/advising (including supervision of undergraduate and graduate students) as reflected in student feedback, reports, awards or other indicators of student progress or development.

(2) Evidence of innovation and leadership in the School’s educational mission. This can be assessed with degrees of accomplishment at each rank with metrics that may include:

- Evidence of curriculum development such as substantive updates to existing courses or new courses
- Development or implementation of useful new teaching or mentoring approaches
- Breadth and depth of new opportunities provided to students as a teacher or advisor/mentor

6B.3 Elements to Consider in Evaluating Effectiveness in Service

TODO: Consider whether the example activities in this section overlap too much with the Appendix 2 example tables. If so, revise.

Expectations regarding the quantity of service to the School, university and community should reflect rank. Note that teaching faculty and faculty with APHP activities may wish to consider whether some of their community service activities should be counted as scholarship activities instead of service. See further discussion in Section 10.11.

The criteria for service activities are productivity and impact at all ranks, and sustainability at the associate and full professor ranks. As an example of impact for service to the community, the candidate may be able to provide or cite evaluations from collaborating organizations.

Activities to consider may include the following and those listed in Appendix 2.

Service to the School and university, including:

- Serving as a member of (or chairing) department, School, or university committee(s).
- Serving as a mentor for junior faculty.
- Providing peer teaching reviews and feedback for other faculty.
- Serving in an administrative capacity for the department, school, center, or the University.
- Other School or university related activities, either ongoing or ad-hoc.

Service to the community, in activities that leverage the faculty member’s professional expertise, including:

- Activities that could be counted as either scholarship (APHP) or service, depending upon the faculty member’s portfolio of activities:
 - Participating in service, creative, and scholarly activities related to community-based organizations, non-profit organizations, and/or government agencies engaged in the practice of public health.
 - Workforce development activities.
 - Writing for local practice audiences and/or public health communication—blogs, op-eds, technical reports, policy briefs, etc.
- Other community service activities:

- Membership on boards and committees in the community-at-large.
- Service on a K-12 school or college-level committee or board.
- Community council or committee membership.

Service to the profession, including:

- Participating in local, state, national, or international professional organization, committees or advisory panels of various types.
- Assisting with grant reviews, internal as well as external (e.g., serving on a NIH study section).
- Serving on the editorial board of professional journals and/or serving as a peer reviewer of manuscripts.
- Serving on guideline committees for professional associations or national/international public health agencies.
- Chairing or organizing a symposium or session within a scientific meeting.
- Providing faculty promotion reviews for other institutions.
- Authoring or editing of department, School, or University guidelines and protocols.
- Serving as editor or ad hoc reviewer for journals, and other dissemination activities that advance the field of study and/or pedagogy.

Section 7. Expectations for Reappointment and Promotion: Tenured, Tenure-Track, and WOT Tracks

Faculty in tenure-track and without tenure for reasons of funding (WOT) track professorial titles are expected to devote their time to both scholarship/research and teaching activities. Faculty in the tenure and WOT tracks are expected to contribute to the SPH teaching mission via UW course instruction on a regular and ongoing basis.

7.1. Assistant Professor: Reappointment to Assistant Professor

Assistant Professors are appointed for an initial term of three years and are reviewed for reappointment to a second term during the second year of appointment. The final year of the second appointment term (i.e., mandatory review year) requires a promotion decision. See details in Section 3.

Since the first review of scholarship/research and teaching activities occurs in the second year for reappointment to a second three-year term, the reappointment process differs substantially from the promotion process. Unlike promotion reviews, which occur at the level of the school, reappointments are done at the department level. The purpose of the reappointment academic review is to provide early feedback to the candidate about the candidate’s progress towards promotion. The review is holistic with reviewers looking for evidence that the candidate has forward momentum and is not experiencing external obstacles that might impede a promotion in the years ahead. As such, SPH has not defined any minimum expectations to apply at the time of the reappointment review.

The following table lists the overarching expectations a faculty candidate should demonstrate in each of the three domains to be reappointed at the Assistant Professor rank. For an overview of each domain of the faculty role, see Sections 6.2, 6.3, and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. For description of the reappointment (i.e., “Academic Review”) process, see Section 6.5. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Assistant Professor Expectations for Effectiveness for Tenure and WOT Tracks

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates development of area(s) of high-quality research and/or scholarship through research and/or scholarly activity compatible with mission and objectives of the Department, School, and University.	Productivity Quality Impact
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of research and/or scholarship appropriate to rank.	Productivity Impact
	Demonstrates activity to solicit funding or support in area(s) of	Productivity

	research and/or scholarship.	Impact
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with expectations for faculty title and rank.	Productivity Quality Impact
	Demonstrates competence in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact
	Demonstrates competence in student supervision/mentoring/advising as evidenced by Department Chair or Educational Program Director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Quality Impact
Service	Demonstrates evidence of participation in service activities within the UW (e.g., department), the profession or discipline, and/or the community	Productivity Impact

7.2. Appointment or Promotion to Associate Professor

Faculty Code Section 24-34 indicates that substantial records in both teaching and scholarship/research are required for appointment (i.e., new appointments and promotions) into the associate rank for tenure and WOT tracks, and that for this track a substantial record in only one of these domains is allowed in unusual circumstances.

The SPH review will consider whether a candidate has met each of the expectations for effectiveness listed in the *Associate Professor Expectations for Effectiveness* table by domain. To be promoted in the tenure or WOT tracks in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in both the teaching and scholarship/research domains at the associate professor rank. Service is also considered. When an assistant professor candidate is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to be substantial in that domain. In accordance with FCG, SPH’s consideration of candidates who have failed to meet expectations in either scholarship/research or teaching will address whether this is an unusual circumstance.

The *Associate Professor Expectations for Effectiveness* table lists the overarching expectations and the associated criteria that a faculty candidate should demonstrate in each of the three domains to be promoted into the associate professor rank. For an overview of each domain of the faculty role, see Sections 6.2, 6.3, and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. Pertinent minimum standards applied by SPH for this rank and these tracks are given in the final column of the table. In accordance with the definition of a minimum, the typical promotion candidate’s record will exceed these minimum standards. For description of the promotion and tenure processes, see Section 6.6. and 6.7, respectively. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Associate Professor Expectations for Effectiveness for Tenure and WOT Tracks

Domain	Expectations for Effectiveness	Criteria	SPH Promotion Minimum Expectations When Pertinent
Research/ Scholarship	Demonstrates significant contributions to area(s) of high-quality research and/or scholarship through research and/or scholarly activity compatible with mission and objectives of the Department, School, and University.	Productivity Quality Impact Sustainability	<ol style="list-style-type: none"> 1. For faculty relying on traditional research publications, at least 10 high-quality publications in strong scientific journals with at least five of these publications bearing the name of the candidate as the first/senior/ second author. OR 2. Faculty whose subdiscipline (e.g., APHP) may have different norms for communication of scholarship should consult their department chair, mentors, and/or Faculty Council representative to discuss alternative minimum criteria. *Future revisions to the handbook will address examples of minimum expectations in these areas.
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of research and/or scholarship appropriate to rank.	Productivity Impact	Evidence of national reputation.
	Demonstrates sustainment of area(s) of research and/or scholarship, including funding as principal investigator (PI), multiple-PI, or major co-investigator (if PI is not the norm) on one or more competitive government, foundation, or private-sector award(s) or contract(s). Major book contracts will be acceptable in fields where book publishing is the norm.	Productivity Impact Sustainability	Success in competing for one or more major outside grants: <ol style="list-style-type: none"> A. as PI or MPI, OR B. as a substantive scientific contributor (documentation of candidate's role required) OR C. other comparable substantive success in fundraising for scholarship.*(Future revisions to the AAH should address possible examples for C.)
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding	Productivity Quality Impact	<ol style="list-style-type: none"> 1. For faculty relying on UW Course teaching: <ol style="list-style-type: none"> A. Solo teaching: Three or more quarter-long

	minimum expectations.		<p>courses totaling at least eight credits at the assistant rank, OR</p> <p>B. Co-teaching (whether or not combined with solo teaching): Equivalent amount of teaching based on pro-rating of co-instructed courses.</p> <p>OR</p> <p>2. Faculty who are primary in the School of Medicine and who wish to count instruction in clinical settings should consult their department chair, mentors, and/or Faculty Council representative to discuss alternative minimum criteria.</p>
	Demonstrates strength in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact Sustainability	<ol style="list-style-type: none"> Evidence of effectiveness through some combination of peer and student course evaluations AND/OR Evidence of effective incorporation of feedback as evidenced by self-statement and improvement in peer or student course evaluations.
	Demonstrates strength in student supervision/mentoring/advising as evidenced by Department Chair or Educational Program Director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Productivity Quality Impact Sustainability	<ol style="list-style-type: none"> Chaired one completed UW PhD dissertation or two completed UW MS theses, MPH theses, or capstone projects OR Extensive involvement in other training activities (must be documented by faculty member and chair). *Note that future revision of the AAH should include examples.
Service	Demonstrates sustained engagement in service activities within the UW (e.g., department, school, university), the profession or discipline, and/or the community.	Productivity Impact Sustainability	<p>Service on</p> <ol style="list-style-type: none"> at least one or more departmental or SPH committees for at least three years** OR one or more departmental or SPH committee for at least two years AND one or more University-wide committee for at least two

			years
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- + Future revisions of the AAH will address possible examples
- ++ TODO: Does this amount seem right?

7.3. Promotion from Associate Professor to Professor

Faculty Code Section 24-34 indicates that substantial, mature scholarship as evidenced in both teaching and research are required for appointment (i.e., new appointments and promotions) into the full professor rank for the tenure and WOT tracks.

The SPH review will consider whether a candidate has met each of the expectations for effectiveness in the *Professor Expectations for Effectiveness* table by domain. To be promoted in the tenure or WOT tracks in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in both teaching and scholarship/research at the full professor rank. Service is also considered. When an associate professor is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to represent substantial, mature scholarship in that domain.

The *Professor Expectations for Effectiveness* table lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be promoted from Associate Professor to Professor. For an overview of each domain of the faculty role, see Sections 6.2, 6.3, and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. Pertinent minimum standards applied by SPH for this rank and track are given in the last column of the table. In accordance with the definition of a minimum, the typical promotion candidate’s record will exceed these minimum standards. For description of the promotion and tenure processes, see Section 6.6. and 6.7, respectively. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Professor Expectations for Effectiveness for Tenure and WOT Tracks

Domain	Expectations for Effectiveness	Criteria	SPH Promotion Minimum Expectations When Pertinent
Research/ Scholarship	Demonstrates leadership and excellence over time in area(s) of high-quality research and/or scholarship through research and/or scholarly activity compatible with mission and objectives of the Department, School, and University.	Productivity Quality Impact Sustainability	<ol style="list-style-type: none"> 1. For faculty relying on traditional research publications, at least 20 high-quality publications in strong scientific journals with at least ten of these publications bearing the name of the candidate as the first/senior/second author. 2. Faculty whose subdiscipline (e.g., APHP) may have different norms

			for communication of scholarship should consult their department chair, mentors, and/or Faculty Council representative to discuss alternative minimum criteria. *Future revisions to the handbook will address examples of minimum expectations in these areas.
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of research and/or scholarship appropriate to rank.	Productivity Impact	Evidence of international reputation.
	Demonstrates sustainment of area(s) of research and/or scholarship, including funding as principal investigator (PI), multiple-PI, or major co-investigator (if PI is not the norm) on multiple competitive government, foundation, or private-sector awards or contracts. Major book contracts will be acceptable in fields where book publishing is the norm.	Productivity Impact Sustainability	Record as an independent investigator indicated by success in competing for one or more major outside grants A. as PI or MPI OR B. success in competing for grants as a substantive scientific contributor (documentation of candidate's role required) OR C. other comparable substantive success in fundraising for scholarship.*(Future revisions to the AAH should address possible examples for C.)
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations.	Productivity Quality Impact	1. For faculty relying on UW Course teaching: A. Solo teaching: Taught and have been evaluated in at least two or more quarter-long courses totaling at least five credits at the associate rank, OR B. Co-teaching (whether or not combined with solo teaching): Equivalent amount of teaching based on pro-rating of co-instructed courses. OR 2. Faculty who are primary in

			the School of Medicine and who wish to count instruction in clinical settings should consult their department chair, mentors, and/or Faculty Council representative to discuss alternative minimum criteria.
	Demonstrates excellence in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact Sustainability	<ol style="list-style-type: none"> 1. Evidence of effectiveness through some combination of peer and student course evaluations AND/OR 2. Evidence of effective incorporation of feedback as evidenced by self-statement and improvement in peer or student course evaluations.
	Demonstrates excellence in student supervision/mentoring/advising as evidenced by Department Chair or Educational Program Director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Productivity Quality Impact Sustainability	<ol style="list-style-type: none"> 1. Chaired two completed UW PhD dissertation or four completed UW MS theses, MPH theses, or capstone projects** OR 2. Extensive involvement in other training activities (must be documented by faculty member and chair) *Note that future revision of the AAH should include examples.
Service	Demonstrates leadership and excellence in service activities within the UW (e.g., department, school, university), the profession or discipline, and/or the community.	Productivity Impact Sustainability	<p>Service on</p> <ol style="list-style-type: none"> 1. at least one or more departmental or SPH committees for at least three years** AND 2. one or more University-wide committee for at least two years AND 3. Service for two or more years in some capacity to the broader profession or broader community service. **

+ Future revisions of the AAH will address possible examples

++ TODO: Does this amount seem right?

Section 8. Expectations for Reappointment & Promotion: Research-Track

8.1. Reappointment to Research Assistant Professor

Research Assistant Professors are appointed for an initial term of three years and are reviewed for reappointment to a second term during the second year of appointment. The final year of the second appointment term (i.e., mandatory review year) requires a promotion decision. See details in Section 3.

Since the first review of scholarship/research and teaching activities occurs in the second year for reappointment to a second three-year term, the reappointment process differs substantially from the promotion process. Unlike promotion reviews, which occur at the level of the school, reappointments are done at the department level. The purpose of the reappointment academic review is to provide early feedback to the candidate about the candidate’s progress towards promotion. The review is holistic with reviewers looking for evidence that the candidate has forward momentum and is not experiencing external obstacles that might impede a promotion in the years ahead. As such, SPH has not defined any minimum expectations to apply at the time of the reappointment review.

The following table lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be reappointed at the research assistant professor rank. For an overview of each domain of the faculty role, see Sections 6.2, 6.3, and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. For description of the reappointment (i.e., “Academic Review”) process, see Section 6.5. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Research Assistant Professor Expectations for Effectiveness

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates development of area(s) of high-quality research and/or scholarship through research and/or scholarly activity compatible with mission and objectives of the Department, School, and University.	Productivity Quality Impact
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of research and/or scholarship appropriate to rank.	Productivity Impact
	Demonstrates activity to fund or support in area(s) of research receipt of one or more extramural award(s) or contract(s).	Productivity Impact
Teaching	Demonstrates competence in student supervision/mentoring/advising as evidenced by Department	Productivity Quality

	Chair or Educational Program Director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Impact Sustainability
Service	Demonstrates evidence of participation in service activities within the UW (e.g., department), the profession or discipline, and/or the community.	Productivity Impact

8.2. Appointment or Promotion to Research Associate Professor

Faculty Code Section 24-34 indicates that a substantial record in research is required for appointment (i.e., new appointments and promotions) into the associate rank for the research track. Faculty Code Section 24-35 indicates that research track faculty are not required to participate in the regular instructional program, unless required by their funding source. SPH interprets the regular instructional program to mean formal UW course teaching. Research faculty are still expected to engage in mentoring of graduate students. Further, if research professors in SPH elect to participate in formal classroom instruction, they can “count” this as their contributions to teaching (either to bolster their mentoring activities or in lieu of mentoring activities).

The SPH review will consider whether a candidate has met each of the expectations for effectiveness in the *Research Associate Professor Expectations for Effectiveness* table by domain. To be promoted to research associate professor in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in the scholarship/research domain at the associate professor rank. Teaching and service are also considered. When an assistant professor candidate is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to be substantial in that domain.

The *Research Associate Professor Expectations for Effectiveness* table lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be promoted to the research associate professor rank. For an overview of each domain of the faculty role, see Sections 6.2, 6.3, and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. Pertinent minimum standards applied by SPH for this rank and track are given in the final column of the table. In accordance with the definition of a minimum, the typical promotion candidate’s record will exceed these minimum standards. For description of the promotion and tenure processes, see Section 6.6. and 6.7, respectively. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Research Associate Professor Expectations for Effectiveness

Domain	Expectations for Effectiveness	Criteria	SPH Promotion Minimum Expectations When Pertinent

<p>Research/ Scholarship</p>	<p>Demonstrates significant contributions to area(s) of high-quality research through research activity compatible with mission and objectives of the Department, School, and University.</p>	<p>Productivity Quality Impact Sustainability</p>	<p>1. For faculty relying on traditional research publications, at least 10 high-quality publications in strong scientific journals with at least five of these publications bearing the name of the candidate as the first/senior/second author.</p> <p>OR</p> <p>2. Faculty whose subdiscipline (e.g., APHP) may have different norms for communication of scholarship. should consult their department chair, mentors, and/or Faculty Council representative to discuss alternative minimum criteria. *Future revisions to the handbook will address examples of minimum expectations in these areas.</p>
	<p>Demonstrates evidence of research partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of research appropriate to rank.</p>	<p>Productivity Impact</p>	<p>Evidence of national reputation.</p>
	<p>Demonstrates sustained funding in area(s) of research and/or scholarship as principal investigator (PI), multiple-PI, or major co-investigator (if PI is not the norm) on one or more competitive government, foundation, or private-sector award(s) or contract(s). Major book contracts will be acceptable in fields where book publishing is the norm.</p>	<p>Productivity Impact Sustainability</p>	<p>Success in competing for one or more major outside grants:</p> <ul style="list-style-type: none"> A. as PI or MPI, OR B. as a substantive scientific contributor (documentation of candidate's role required) OR C. other comparable substantive success in fundraising for scholarship.*(Future revisions to the AAH should address possible examples for C.)
<p>Teaching</p>	<p>Demonstrates strength in student supervision/mentoring/advising as evidenced by Department Chair or Educational Program Director</p>	<p>Productivity Quality Impact Sustainability</p>	<p>1. Chaired one completed UW PhD dissertation or two completed UW MS theses, MPH theses, or capstone</p>

	reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.		projects OR 2. Extensive involvement in other training activities (must be documented by faculty member and chair). *Note that future revision of the AAH should include examples.
Service	Demonstrates sustained engagement in service activities within the UW (e.g., department, school, university), the profession or discipline, and/or the community.	Productivity Impact Sustainability	Service on 1. at least one or more departmental or SPH committees for at least three years** OR 2. one or more departmental or SPH committee for at least two years AND one or more University-wide committee for at least two years

+ Future revisions of the AAH will address possible examples

++ TODO: Does this amount seem right?

[8.3. Appointment or Promotion to Research Professor](#)

Faculty Code Section 24-34 indicates that substantial, mature scholarship as evidenced in research is required for appointment (i.e., new appointments and promotions) into the research professor rank. Faculty Code Section 24-35 indicates that research track faculty are not required to participate in the regular instructional program, unless required by their funding source. SPH interprets the regular instructional program to mean formal UW course teaching. Research faculty are still expected to engage in mentoring graduate students. Further, if research professors in SPH elect to participate in formal classroom instruction, they can “count” this as their contributions to teaching (either to bolster their mentoring activities or in lieu of mentoring activities) To be determined to be **eligible for promotion**, a SPH research associate professor should meet the non-optional *Research Professor Expectations for Effectiveness* in all three domains.

The SPH review will consider whether a candidate has met each of the expectations for effectiveness listed in the *Research Professor Expectations for Effectiveness* table by domain. To be promoted in the research track in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in scholarship/research at the full professor rank. Teaching and service are also considered. When an associate professor is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to represent substantial, mature scholarship in that domain.

The *Research Professor Expectations for Effectiveness* table lists the overarching criteria and expectations a faculty candidate should demonstrate in each of the three domains to be promoted to Research Professor. For an overview of each domain of the faculty role, see Sections 6.2, 6.3,

and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. Pertinent minimum standards applied by SPH for this rank and track are given in the final column of the table. In accordance with the definition of a minimum, the typical promotion candidate’s record will exceed these minimum standards. For description of the promotion and tenure processes, see Section 6.6. and 6.7, respectively. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Research Professor Expectations for Effectiveness

Domain	Expectations for Effectiveness	Criteria	SPH Promotion Minimum Expectations When Pertinent
Research/ Scholarship	Demonstrates leadership and excellence over time in area(s) of high-quality research through research activity compatible with mission and objectives of the Department, School, and University.	Productivity Quality Impact Sustainability	<ol style="list-style-type: none"> 1. For faculty relying on traditional research publications, at least 20 high-quality publications in strong scientific journals with at least ten of these publications bearing the name of the candidate as the first/senior/second author. 2. Faculty whose subdiscipline (e.g., APHP) may have different norms for communication of scholarship should consult their department chair, mentors, and/or Faculty Council representative to discuss alternative minimum criteria. *Future revisions to the handbook will address examples of minimum expectations in these areas.
	Demonstrates evidence of research partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of research appropriate to rank.	Productivity Impact y	Evidence of international reputation.

	Demonstrates sustained funding in area(s) of research and/or scholarship as principal investigator (PI), multiple-PI, or major co-investigator (if PI is not the norm) on one or more competitive government, foundation, or private-sector award(s) or contract(s). Major book contracts will be acceptable in fields where book publishing is the norm.	Productivity Impact Sustainability	Record as an independent investigator indicated by success in competing for one or more major outside grants A. as PI or MPI OR B. success in competing for grants as a substantive scientific contributor (documentation of candidate's role required) OR C. other comparable substantive success in fundraising for scholarship. *(Future revisions to the AAH should address possible examples for C.)
Teaching	Demonstrates excellence in student supervision/mentoring/advising as evidenced by Department Chair or Educational Program Director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Productivity Quality Impact Sustainability	1. Chaired two completed UW PhD dissertation or four completed UW MS theses, MPH theses, or capstone projects** OR 2. Extensive involvement in other training activities (must be documented by faculty member and chair) *Note that future revision of the AAH should include examples.
Service	Demonstrates leadership and excellence in service activities within the UW (e.g., department, school, university), the profession or discipline, and/or the community.	Productivity Impact Sustainability	Service on 1. at least one or more departmental or SPH committees for at least three years** AND 2. one or more University-wide committee for at least two years AND 3. Service for two or more years in some capacity to the broader profession or broader community service.**

+ Future revisions of the AAH will address possible examples
++ TODO: Does this amount seem right?

Section 9. Expectations for Reappointment and Promotion—Teaching-Track Faculty

9.1. Reappointment to Assistant Teaching Professor

The following table lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be reappointed at the Assistant Teaching Professor rank. For an overview of each domain of the faculty role, see Sections 6.2, 6.3, and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. For description of the reappointment (i.e., “Academic Review”) process, see Section 6.5. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Assistant Teaching Professor Expectations for Effectiveness

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates development of area(s) of high-quality scholarship through scholarly activity compatible with mission and objectives of the Department, School, and University. This scholarship may be <i>with primary emphasis on teaching or educational practice</i> .	Productivity Quality Impact
	Optional- Demonstrates evidence of scholarly partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of scholarship appropriate to rank (see Faculty Example Activities).	Productivity Impact
	Optional- Demonstrates activity to solicit funding or support in area(s) of scholarship .	Productivity Impact
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations.	Productivity Quality Impact
	Demonstrates competence in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact
	Demonstrates competence in student supervision/mentoring/advising as evidenced by Department Chair or Educational Program Director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Quality Impact
Service	Demonstrates evidence of participation in service activities within the UW (e.g., department), the profession or discipline, and/or the community.	Productivity Impact

9.2. Appointment or Promotion to Associate Teaching Professor

Faculty Code Section 24-34 indicates that a substantial record in teaching is required for appointment (i.e., new appointments and promotions) into the associate rank for the teaching track.

The SPH review will consider whether a candidate has met each of the expectations for effectiveness listed in the *Teaching Associate Professor Expectations for Effectiveness* table by domain. To be promoted in the teaching track in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in the teaching domain at the associate professor rank. Scholarship and service are also considered. When an assistant professor candidate is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to be substantial in that domain.

The *Teaching Associate Professor Expectations for Effectiveness* table lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be promoted from Assistant Teaching Professor to Associate Teaching Professor rank. For an overview of each domain of the faculty role, see Sections 6.2, 6.3, and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. Pertinent minimum standards applied by SPH for this rank and track are given in the final column of the table. In accordance with the definition of a minimum, the typical promotion candidate’s record will far exceed these minimum standards. For description of the promotion and tenure processes, see Section 6.6. and 6.7, respectively. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Associate Teaching Professor Expectations for Effectiveness

Domain	Expectations for Effectiveness	Criteria	SPH Promotion Minimum Expectations When Pertinent
Research/ Scholarship	Demonstrates significant contribution(s) to area(s) of high-quality scholarship through scholarly activity compatible with mission and objectives of the Department, School, and University. This scholarship may be <i>with primary emphasis on teaching or educational practice</i> .	Productivity Quality Impact Sustainability	Some evidence of scholarship is required as outlined in other sections of the AAH.*
	Optional- Demonstrates evidence of research partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of scholarship appropriate to rank.	Productivity Impact	
	Optional- Demonstrates evidence of	Productivity Impact	

	funding or support in area(s) of scholarship	Sustainability	
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations.	Productivity Quality Impact	Total instructional effort will reflect at least 50% of the candidate's time.
	Demonstrates strength in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact Sustainability	<ol style="list-style-type: none"> 1. Evidence of effectiveness through some combination of peer and student course evaluations AND/OR 2. Evidence of effective incorporation of feedback as evidenced by self-statement and improvement in peer or student course evaluations.
	Demonstrates strength in student supervision/mentoring/advising as evidenced by Department Chair or Educational Program Director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Productivity Quality Impact Sustainability	<ol style="list-style-type: none"> 1. Chaired one completed UW PhD dissertation or two completed UW MS theses, MPH theses, or capstone projects OR 2. Extensive involvement in other training activities (must be documented by faculty member and chair). *Note that future revision of the AAH should include examples.
Service	Demonstrates sustained engagement in service activities within the UW (e.g., department, school, university), the profession or discipline, and/or the community.	Productivity Impact Sustainability	Service on <ol style="list-style-type: none"> 1. at least one or more departmental or SPH committees for at least three years⁺⁺ OR 2. one or more departmental or SPH committee for at least two years AND one or more University-wide committee for at least two years

+ Future revisions of the AAH will address possible examples

++ TODO: Does this amount seem right?

9.3. Appointment or Promotion to Teaching Professor

Faculty Code Section 24-34 indicates that substantial, mature scholarship as evidenced in teaching is required for appointment (i.e., new appointments and promotions) into the full professor rank for the teaching track.

The SPH review will consider whether a candidate has met each of the expectations for effectiveness in the *Teaching Professor Expectations for Effectiveness* table by domain. To be promoted in the teaching track in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in teaching at the full professor rank. Scholarship and service are also considered. When an associate professor is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to represent substantial, mature scholarship in that domain.

The *Teaching Professor Expectations for Effectiveness* table lists the overarching criteria and expectations a faculty candidate should demonstrate in each of the three domains to be promoted from Associate Teaching Professor to Teaching Professor rank. For an overview of each domain of the faculty role, see Sections 6.2, 6.3, and 6.4. Example activities across each domain are provided in Appendix 2. Guidelines for evaluating faculty contributions are provided in Section 6B. Pertinent minimum standards applied by SPH for this rank and track are given in the fourth column. In accordance with the definition of a minimum, the typical promotion candidate’s record will exceed these minimum standards. For description of the promotion and tenure processes, see Section 6.6. and 6.7, respectively. Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Teaching Professor Expectations for Effectiveness

Domain	Expectations for Effectiveness	Criteria	SPH Promotion Minimum Expectations When Pertinent
Research/ Scholarship	Demonstrates leadership and excellence over time in area(s) of high-quality scholarship through scholarly activity compatible with mission and objectives of the Department, School, and University. This scholarship may be <i>with primary emphasis on teaching or educational practice</i> .	Productivity Quality Impact Sustainability	Some evidence of scholarship is required as outlined in other sections of the AAH.*
	Optional- Demonstrates evidence of research partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of scholarship appropriate to rank.	Productivity Impact	
	Optional- Demonstrates evidence of funding or support in area(s) of scholarship .	Productivity Impact Sustainability	
Teaching	Participates in teaching, course and curriculum development, and/or student advising,	Productivity Quality Impact	Total instructional effort will reflect at least 50% of the candidate’s time.

	supervision, or mentoring activities commensurate with or exceeding minimum expectations.		
	Demonstrates excellence in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact Sustainability	<ol style="list-style-type: none"> 1. Evidence of effectiveness through some combination of peer and student course evaluations AND/OR 2. Evidence of effective incorporation of feedback as evidenced by self-statement and improvement in peer or student course evaluations.
	Demonstrates excellence in student supervision/mentoring/advising as evidenced by Department Chair or Educational Program Director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Productivity Quality Impact Sustainability	<ol style="list-style-type: none"> 1. Chaired two completed UW PhD dissertation or four completed UW MS theses, MPH theses, or capstone projects** OR 2. Extensive involvement in other training activities (must be documented by faculty member and chair) *Note that future revision of the AAH should include examples.
Service	Demonstrates leadership and excellence in service activities within the UW (e.g., department, school, university), the profession or discipline, and/or the community.	Productivity Impact Sustainability	<p>Service on</p> <ol style="list-style-type: none"> 1. at least one or more departmental or SPH committees for at least three years** AND 2. one or more University-wide committee for at least two years AND 3. Service for two or more years in some capacity to the broader profession or broader community service. <p>**</p>

+ Future revisions of the AAH will address possible examples

** TODO: Does this amount seem right?

Part 3. Navigating the Promotion Process

The purpose of Part 3 is to provide faculty candidates with an overview of all the various steps and aspects of the promotion process. The first section provides an overall summary of the process. This is followed by a section on activities that promote faculty advancement and success. The next three sections discuss preparing for promotion and tenure review by considering the role and activities of the candidate, the mentors, and the department chair. The final four sections address later aspects of the promotion process, covering the role of the external reviewers, the department-level review, and the review by the Faculty Council, Office of the Dean, and Provost.

10.1 Summary of the Promotion Process

In general, faculty promotion candidates begin by preparing their materials about 1.5 years before the expected start date in their promoted rank. Once the decision to seek promotion and/or tenure has been made, the faculty member obtains from their Academic Human Resources (AHR) manager a checklist of materials and timelines for their due dates. The candidate prepares their materials (e.g., CV, self-assessment, list of potential external reviewers). See Section 10.11 for additional details on faculty candidate preparation. The AHR manager collates these materials and adds peer and student course evaluations. Once the external reviewers have been selected and have agreed to serve, the AHR manager sends requests to external reviewers for their evaluation of the promotion materials. The process of the department requesting external letters, providing external reviewers with materials, and obtaining their official letters can take up to 3 months or more. Once external letters are received, the AHR manager sends the packet to the department APT committee for preparation of the committee letter. This is followed by a department discussion and vote. Once the department vote has been completed, the department chair prepares the chair's letter. The chair and committee letters summarize the external letters and provide an overall recommendation for promotion. The FCG [24-54](#) specifies when and how the candidate should be notified at various stages of this process.

SPH review of faculty promotion packets occurs at the departmental level followed by the school-level review. Each includes a faculty vote, first within the candidate's primary department (followed by a vote within the candidate's secondary department, if applicable) and then a vote by Faculty Council departmental representatives outside the faculty member's primary department. Which faculty are eligible to vote on a specific action depend on their own faculty title and rank, and the faculty candidate's title and rank. (Faculty titles and ranks who have voting eligibility are defined in FCG [21-32](#).) Voting faculty are restricted to faculty from a rank more senior than the current faculty candidate's rank. (See Section 1.4 for more information about the Faculty Council.) Once approved by faculty at these levels, the packet is reviewed by the Office of the Dean and then sent to the Provost's Office with the Dean's recommendation included for final review and approval.

Note, the promotion process for joint faculty follows the same process in both the primary and secondary departments. Both units are responsible for conducting a review in alignment with their individual promotion policies and procedures. The joint unit gives concurrence to the primary unit; this information is included in the record submitted to the dean's offices. Only one

packet is submitted to OAP.

The process for a tenure-only review mirrors the process for a promotion review.

Typical timeline of the Steps in the Promotion and/or Tenure Awarding Process for Target Date of Promotion in July of Year X*

Season and year relative to Year X	Activity
Annually (typically between December-January) prior to year X	Per faculty code, eligible faculty are notified of the opportunity to be considered for promotion. In some departments, faculty more senior in rank make recommendations to individual faculty regarding promotion as part of the merit review.
Winter to summer of year X-1	Candidate compiles materials and submits to the department
Summer, year X-1	External letters solicited by the department
Late summer or early fall, year X-1	Department’s APT committee (standing or ad hoc) reviews materials and makes recommendation Voting faculty and candidate are notified of the committee’s recommendation
Early fall, year X-1	Eligible faculty vote on promotion recommendation Candidate is notified of the outcome
Mid-fall, year X-1	Final promotion record submitted to SPH AHR
Late fall, year X-1 – spring, year X	Packet is reviewed by SPH AHR, Faculty Council, Vice Dean, OAP, Provost Candidate is notified of Dean’s recommendation
~May year X	Notification of outcome from SPH AHR
July 1 year X	Promotion (and/or tenure) effective

*Note: There may be department- and school-specific deviations from this typical timeline

10.10 Faculty Advancement and Success

Faculty success benefits individual faculty members as well as their departments, and SPH as a whole. Advancement of faculty through ranks occurs over multiple years according to a defined path and following procedures outlined in the FCG and discussed in this Handbook. The processes involved with advancement can be stressful and uncertain. The following subsections, and Sections 11 through 16 of this Handbook, are intended to provide faculty with information that will support their success.

Faculty Development Program (FDP)

Beginning in the 2022-2023 academic year, the SPH Office of the Dean began hosting a faculty development program (FDP) to complement the department-level support offered to new faculty. In this subsection, we describe the components of the program. The goal of the SPH FDP program is to provide

a robust and sustainable anti-racist faculty development program where faculty are not only supported within research and teaching activities, but also, they are supported as human beings in an academic system where new faculty can thrive and grow in their careers. The SPH FDP is intended to take a holistic approach to supporting new faculty, operating at individual, interpersonal, and structural levels. It is organized into sessions, where each session serves to uncover the ‘Hidden Curriculum’ for faculty (See Hafler et al., 2011 REF). The SPH FDP is based on the assumption that many policies and procedures within academia are often non-transparent and unclear.

There are several components to the SPH FDP:

New Faculty Orientation (NFO): Annually, during autumn quarter, the SPH Office of the Dean (OD) holds an orientation for new faculty. We structure the orientation such that OD leadership discuss the services they offer to faculty in the School, there is an open dialogue where new faculty express their anticipated needs, we introduce the faculty develop program sessions, and the new faculty take the [indigenous walking tour](#) of campus in small groups.

Monthly Faculty Development Program (FDP) meetings: The Vice Dean for Faculty and FDP steering committee hold monthly sessions for assistant professors, under the themes of uncovering the hidden curriculum for faculty, inclusive classroom teaching, surviving soft money, and community engagement/public health practice. Example topics include handling microaggressions in the classroom and the SPH budget 101 (understanding how money flows from the university to the school to departments). Any faculty member may attend, and sessions are not required.

Annual promotion workshop for assistant and associate professors: These workshops are designed for faculty who are considering promotion and assembling promotion packets in the next 1-2 years. The workshop is facilitated by the Vice Dean for Faculty, SPH Academic Human Resources staff, and the Faculty Council Chair.

Mentoring of Mentors (MTM) program: The theme of the MTM program is to provide a space for discussion and learning around ‘Mentoring Across Difference.’ The workshop covers ‘Whole Person’ mentoring, structure and support necessary for mentoring relationships, and mentoring across intersectional identities. Attendees build skills in cultivating humility, building trust, and honoring non-public health epistemologies. This includes a structured onboarding process and ongoing group peer-coaching circles. Content for these workshops was derived from feedback from focus groups conducted in SPH and SOM, and after examining materials at peer institutions. The workshop primarily uses a multi-directional learning, discussion-based, in-person format.

Regular newsletter: The Vice Dean for Faculty sends out a bi-monthly newsletter that collates research and teaching-specific support offerings for new faculty, whether hosted by the OD or departments.

SPH Faculty of Color affinity group: In addition to these programs, the SPH Office of the Dean support a quarterly faculty of color affinity group led by the School of Public Health Equity Diversity and Inclusion Assistant Dean and the Vice Dean for Faculty. This is a safe space for faculty of color to obtain peer support due to bias incidents that are experienced, networking opportunities for scholarship, and guidance on hidden curriculum for faculty issues.

10.11. Preparing for Promotion and Tenure Review—Role of the Faculty Candidate

While faculty are advised to start keeping a record of their activities and update this information at least quarterly

beginning from the time of their initial appointment, the activities led by the candidate that are directly related to preparing for their promotion and/or tenure review are most intense during the spring and summer 1-1.5 years before the promotion's effective date. However, the preparation process for promotion and tenure is multi-year, and it is very helpful for faculty candidates to have their future promotion review in mind as they navigate their careers. This section provides helpful information to faculty candidates about this preparation process.

Considering promotion

The final decision about when to go up for promotion belongs to the faculty candidate, except for faculty entering a mandatory promotion year. However, it is advisable for the candidates who are seeking a promotion before their mandatory promotion year to ascertain whether they have support for this decision from their colleagues, mentors, and/or department chair. In some departments, readiness for promotion is assessed by colleagues more senior in rank (e.g., the department appointment, promotion, tenure committee members) during the annual faculty review.

Faculty candidates who have decided to go up for promotion should start preparing their promotion packet no later than the spring of the year prior to their promotion would go into effect.

Regardless of where they are in the promotion process, faculty candidates greatly benefit from advice provided by their mentors, department chair, and colleagues. Further, leveraging the guidance in this AAH, faculty candidates benefit from being aware of the criteria and processes involved in promotion and tenure reviews so that they can be intentional about preparing for their promotion well in advance.

Assistant and associate professors are encouraged to take the following steps starting in the first year of their appointment and to continuously maintain and update their materials:

- Review the AAH criteria in the context of their own activities and products as documented on their CV.
- Talk with their mentors and department chair regularly and in annual reviews about intentions, timing, and qualifications for promotion. Seek the input of mentors and chairs about how their progress aligns with the expectations for the next rank in their track. Discuss whether they are on track for mandatory/non-mandatory promotion. Identify areas that may be strengthened prior to going for promotion.
- Attend both UW and SPH Promotions Workshops to understand the processes involved.

A faculty candidate considering promotion in the next 2-3 years should additionally take these steps:

- Share their CV and seek feedback on readiness for promotion with one or more of the following individuals: the department representative on faculty council; a member of the department's appointment, promotion, tenure committee; their mentors; department chair; and/or program/center director.
- Ask for and examine promotion materials (e.g., CV, self-assessments) from recently promoted faculty from the same rank. (Note that other faculty are not compelled to provide these materials but many will share them willingly with more junior faculty.)

Please note that overall procedures for promotion and/or tenure cases are identified within the UW FCG, [section 24](#).

Preparing for promotion

Faculty candidates prepare for promotion by working to achieve the criteria for effectiveness in the rank above their current rank for their professorial track. To be promoted, a faculty candidate must be judged by both the voting faculty in their department and the SPH Faculty Council to have met expectations in

teaching, research/scholarship and service. (Details regarding different tracks provided in Sections 7 through 9.) Faculty who believe that they have met the university's, School's and department's criteria for promotion to the next rank should confirm their interpretation with their mentor(s) and department chair before submitting their materials for promotion.

Writing the self-assessment

The self-assessment is one of the most important documents in the promotion packet. It provides a narrative story line of the faculty member's accomplishments while in rank. The self-assessment is not meant to be a retelling of what is listed on a CV. Instead, this is the document that the faculty candidate writes to contextualize, highlight, and synthesize their significant, high quality, accomplishments in the domains of research/scholarship, teaching, and service, ensuring to note current and potential impact to their field. The candidate's future plans, and career trajectory should also be documented as part of the self-assessment. Guidance from the UW Office of Academic Personnel is provided in their [Part 1: Assembly of the Promotion/Tenure Record](#). Note that some departments in the SPH also require a narrative section related to a candidate's work on issues of equity, diversity, and inclusion. All candidates should confer with the appropriate AHR staff to confirm if the department has specific guidance on this.

The suggested format for a self-assessment includes the following:

- The document should be single-spaced, a minimum of 3 pages, and no longer than necessary. While some self-assessments are considerably longer, if the document is too long (e.g., over 10 pages), reviewers may find it difficult to digest and may not successfully identify the candidate's most significant accomplishments.
- There should be separate sections that cover the three domains of research/scholarship, teaching, and service. In addition, candidates may want to include one or more of these additional sections: introduction/overview, equity, diversity and inclusion, national or international stature, future plans, and summary. Some self-assessments integrate these topics into the three separate domains.
 - In the research/scholarship section, topics covered should include research focus areas, research quality, funding, impact, and future plans.
 - In the teaching section, topics covered should include formal teaching, informal teaching, and mentoring.
- The document is meant to be a self-reflection. It should provide context for the candidate's accomplishments and plans going forward. Thus, it is appropriate for it to include not only successes, but also challenges faced by the candidate, how they were addressed, what was learned, and what might change moving forward.

Here are some tips-and-tricks for consideration in writing your self-assessment:

- Be thoughtful and reflective.
- Be succinct and parsimonious.
- Discuss your accomplishments during your time in rank, even if some of this happened at another institution.
- Include a brief narrative about your most impactful scholarship contributions, e.g., why and what you did, and what added knowledge came from your work.
 - Consider responding to the following prompt: How has your work moved the needle in your area of scholarship?
 - Address how your work has increased the capacity for longer-term impact, e.g., through mentorship, developing new methods, course development.
- Address your productivity. Consider which metrics you will include in your self-assessment.
- Address the quality of your work.
- Explicitly call attention to the promotion criteria for the rank you will be promoted into and how

you exceed or meet these criteria. This will help the external reviewers understand how your packet compares against the expectations in this AAH. This may be particularly important for teaching-track faculty as this track is not commonly understood across institutions.

- Recognize that not all reviewers of your promotion packet will be experts in your area of expertise. Present your case accordingly.
- Help the reviewers of your packet understand how your scholarly work fits into the broader context of your discipline or field, and how components of your scholarship fit into your scholarly agenda.
- See the case study example scenarios (Appendix 3) to help you frame your self-assessment. Consider addressing the relevant activities from the Example Activities for effectiveness in the faculty role (Appendix 2). Choose those most relevant to your work in the domains of research/scholarship, teaching, and service. Document your specific contributions that pertain to those example activities.

Considerations for Refining the CV

The candidate's CV should follow the SPH CV template. (See Appendix 1 for a link.) Candidates preparing for promotion should consider:

- Reviewing their CV to ensure it is completely up to date and consistent with the other materials they plan to include in their packet
- Asking others (e.g., mentors, department chair) to review their CV and suggest changes.
- Candidates who have followed a non-traditional career pathway will want to make sure that their CV appropriately reflects their contributions. Specifically, the candidate should consider how to document activities that could be considered service activities and could alternatively be counted as either APHP or teaching scholarship (depending upon the activity).

Advice for candidates planning to feature APHP activities in their promotion packet

TODO. This is covered somewhat above (e.g., refining the CV) but could benefit from its own section. We need to include advice for candidates about how to differentiate between APHP as scholarship versus service. Any single activity should only be counted in one domain. Volunteer needed to draft this text.

Suggestions for choosing individuals to include on the candidate's external letter writer list

The external reviewers play an important role in the promotion and tenure reviews. External reviewers provide a letter that speaks to the candidate's readiness to be promoted. Typically, these letters compare the candidate's accomplishments to similar candidates at their own institution and use this as a benchmark for their promotion recommendation. See Section 10.15 for external letter requirements and a discussion of what it means for an external reviewer to be "arms length".

External letters are confidential and not shared with the candidate. Candidates are invited to include a list of suggested external letter writers with their promotion packet. The APT committee selects at least one external reviewer from the candidate's list. Other external reviewers will be selected by the APT committee from individuals not on the candidate's list. Thus, it is important for the candidate to think strategically about who to include on their list of external letter writers. Elements the candidate may want to consider in drafting their list include:

- Expertise in the candidate's area of expertise
- Faculty members who have similar job descriptions (e.g., teaching faculty may wish to select teaching faculty at other institutions, or at least faculty with substantial teaching responsibilities)
- Likely familiarity with the candidate's work, yet still "arms length"

- Ability to objectively assess the candidate's record
- Seniority and reputation of the external reviewer
- Length of the list and whether there are other potential letter writers not on the list that the APT committee is likely to be able to identify. (In other words, the candidate's list should not be too long, lest too many potential reviewers may get passed over because they appear on the candidate's list.)

Faculty candidates are encouraged to discuss their thoughts about who to list as external letter writers with a mentor and other senior people in their field. Constructing this list is a challenging task, particularly at the assistant level. Thus, candidates will benefit from the advice of others.

Additional information about external letter requirements can be found on the UW OAP web page for Part 1: Assembly of the Promotion/Tenure [Record](#), under the subheading, "External Letters of Review."

Scholarship Documentation

Articles

Candidates should choose 3-5 products from their work that demonstrate the quality and impact of their scholarship. A brief cover statement should accompany these articles that includes a short description (~1 paragraph – ½ page) on the contribution and impact of each product.

Depending on type of candidate's scholarship, the scholarship products may include:

- Articles (published or in press) in peer-reviewed journals
- Technical reports
- Practice articles
- Newspaper editorials

Other Scholarship Documentation

Additional supplemental documentation may include a list of funded grants or contracts along with a brief description of the candidate's role in each.

Peer teaching reviews

TODO: ADD text that says how much of this is required and who is responsible.

Apparently, it is the candidate, not the department, who is responsible. See also a reviewer comment: In biostat, this has been every 2 years for associate faculty. Is there a concern that every 3 years means an associate professor might not have enough peer review to be considered for full professor? Volunteer needed to draft this text.

Salary Support and Salary Support Documentation

TODO: ADD – say when this happens (initially and when/how often it gets updated), how much the candidate vs. AHR fills out, and any advice (e.g., should grant-funded faculty factor in their funding portfolio in their decision to undergo the promotion review?) Volunteer needed to draft this text.

What to Expect After Initial Submission of Materials

It is not uncommon for promotion candidates to be asked to update their materials

during the review process. When there are questions from reviewers, such as the APT Committee, the Faculty Council, the Office of the Dean, or the Office of the Provost, the candidate may be asked to provide updated information to respond.

As indicated in the table in Section 10.1, there are steps in the promotion process where the reports or discussion summaries are provided to the candidate and the candidate is asked to affirm receipt of this information and offered the opportunity to provide additional perspective.

10.12. Preparing for Promotion and Tenure Review—Role of the Faculty Mentors

The role of senior mentors is to support their mentees and help them navigate their career.

As a best practice for support of new faculty, department chairs can provide flexible mentorship assignments to assistant professors, or professors at any rank. Mentorship assignments work best when they are flexible (e.g., can be switched if interests do not align), and when a mentoring team is assigned. Mentors are often at a more senior rank, but, at times, faculty of the same rank may be more appropriate as peer mentors. A faculty member may also choose to develop any number of informal mentoring relationships, but one to two formal mentors will serve as the faculty member's primary advocate in the department (one of whom may be asked to document progress toward promotion for said candidate). The role of the mentor is to provide guidance to the mentee regarding career development in domains such as research/scholarship, teaching, and service, but also advise and assist on topics such as (but not limited to): obtaining grant funding, grantsmanship, work-life balance, how to weigh the pros and cons of different professional opportunities, and networking. Mentoring relationships work better when mentors are chosen, and not imposed. As such, many mentor the mentor (MTM) programs suggest flexibility to switch mentors, as needed, over time. Mentors are expected to provide a mentee with advice on whether targets and objectives for advancement are being met. The relationship between mentor and mentee should be as open as possible, and any subject that may impact the career of the mentee may be open for discussion. Mentors are encouraged to build trust in these relationships and take a multi-directional learning stance, approaching the mentee with a recognition of intersectionality and a position of humility. For example, mentors would acknowledge that they cannot fully know the experience of their mentees, and they learn as much from their students and mentees as they may learn from the mentors, particularly in terms of their lived experiences.

Departmental policies regarding formal mentoring typically recommend meeting frequency. While often it is considered the mentor's responsibility to arrange these meetings, it is in the mentee's best interest to ensure that these regular meetings occur.

Faculty mentors who are approached by their mentees about readiness for promotion should:

- Take the mentee's intentions seriously, and discuss readiness realistically with them, early and often.
- Help them map out a course for promotion, with detailed steps on actions they can take to be ready.
- Help to make the complex process more achievable by providing detail, demystifying the

process, and sharing their own experiences with and observations about promotion.

- Advocate for them in the department and School, to smooth their experience with promotion.
- Help to identify additional resources as may be needed and work to obtain these resources for the candidate, as needed.
- Review the recommendations for assessment (Section 6B) with mentees prior to assembling the promotion packet, and in reviewing drafts of the packet, to ensure that the packet will be favorably reviewed.

Should a mentee feel that they are not receiving the level of support they need from their departmental mentor, they are encouraged to have an open dialogue with the mentor to address their concerns and find areas of development for them both. However, if the mentee remains concerned after addressing this opportunity for improvement, they should discuss the matter with their department chair or chair's designee, who may choose to work to identify a new mentor. The same can be said of the mentor: if a mentor feels the mentee is not a good match, they can discuss with the department chair or chair's designee their perspectives on the mentee's needs and recommend a change in mentorship.

10.13. Preparing for Promotion and Tenure Review—Role of the Department Chair

The role of the candidate's department chair is to communicate departmental norms clearly and consistently to all faculty candidates. The department chair should also

- Serve as an advocate for the faculty candidate.
- Help support faculty as they navigate through their career.
- Ensure requirements for promotion that are not completely within the control of the candidate (e.g., peer teaching evaluations) are completed as necessary.
- Conduct regular conferences with faculty.
- Ensure merit reviews are completed annually.

The chair is responsible for ensuring that peer teaching evaluations are conducted. (FCG 24-57A) These are required once each academic year for assistant professors, and at least every three years for faculty above the assistant professor rank. The faculty member receives a copy of this collegial evaluation of teaching.

The department chair is also responsible for holding regular conferences with faculty, as identified in section 24-57C of the FCG. This meeting is required annually with each assistant professor, at least once every two years for associate professors, and at least once every three years for full professors. Faculty at any rank may choose to meet annually with the chair, even if not required. This meeting is a chance for both parties to discuss the candidate's career progress and actions they may take to improve their record before requesting promotion. The chair is required to provide a written summary of the discussion to the candidate in a timely manner (Section 24-57D of the FCG).

Merit review meetings occur toward the end of each academic year. All voting faculty in each department attend the meeting and vote on merit for the ranks below their own. Associate professors vote on assistant professors, full professors vote on assistant and associate

professors, and a smaller subset of the full professors vote on those in the full professor rank. During these meetings, the trajectory of a candidate's readiness for promotion is often also discussed. It is good practice for chairs to hold a regular conference with junior faculty ahead of the merit review meeting to check in on their progress that year.

Once a candidate has decided to submit their packet for promotion consideration, the department chair takes the following steps, in collaboration with their AHR Manager as appropriate:

- Informs the candidate of the materials needed and schedule to be followed.
- Appoints and orients an APT Committee for this candidate. In some departments, this is an ad hoc group of three faculty members more senior in rank. In other departments this is a standing committee.
- Requests external letters from the list of external letter writers provided by the candidate and the APT Committee. Follow up with external letter writers that are late or don't follow through.
- Schedules a department faculty meeting with eligible faculty to discuss the promotion/tenure recommendation. Ensure materials are available to eligible faculty for the departmental review.
- Provides a redacted version of the APT report to the candidate for their review and comment at least seven days prior to the scheduled faculty meeting discussion.
- Facilitates the department faculty meeting discussion or delegates this facilitation to the chair of the APT committee.
- Manages the ballot process for the promotion/tenure decision.
- Provides a summary of the faculty meeting discussion to the candidate for their comment.
- Ensures the promotion packet is submitted to the Office of the Dean by their deadline.
- Responds to requests from the Office of the Dean and others regarding this candidate and their packet.

Please note that overall procedures for promotion and/or tenure cases are described within the UW FCG, [section 24](#).

10.14. Promotion and Tenure Review Process —Role of the External Letter Writers

External Letter Writer Process

All recommendations for promotion and/or tenure forwarded to the provost must include confidential evaluations by external reviewers, as prescribed in the [UW Faculty Code Section 24-54 B](#). (External letters are shared with APT committees and other faculty reviewers, but not with the candidate.) Additional information on this step in the process can be found on the OAP web page, "[Part 1: Assembly of the Promotion/Tenure Record](#)," under the "External Letters of Review" section. SPH's criteria that define qualified external reviewers are listed on the SPH Promotion Checklist and the SPH External Reviewer form. (Documents are linked from Appendix 1.)

Faculty candidates for promotion should provide a list of potential arm's length

reviewers as part of their promotion packet. Arm's length reviewers are broadly defined as someone with no relationship to the candidate that could bias their assessment of the candidate's accomplishments. Examples of classes of potential external reviewers who are not arm's length includes former mentors, current collaborators, and co-authors on recently published papers. The current SPH policy that defines arm's length reviewers is documented in the SPH External Reviewer form. (Document is linked from Appendix 1.)

The departmental APT committee reviews the candidate's list of external reviewers and must select at least one individual from it in their compilation of the final list of recommended external reviewers. Further, there must be at least one external reviewer from the candidate's list who provides a letter. Once the final list is provided by the APT committee, the AHR manager or department chairs will approach reviewers. If reviewers are unavailable, the APT committee and department chair should select new arms' length external reviewers from similar disciplines at peer institutions.

External reviewers examine the candidate's CV, self-assessment, submitted scholarly materials, and course evaluations. Based on their assessment of these materials, along with the guidance provided by the chair in their solicitation letter, the reviewers provide a letter speaking to the candidate's qualifications for promotion and/or tenure. More details about the procedures for promotion and/or tenure cases are identified within the UW FCG, [section 24](#). Refer to the "SPH External Reviewer Form" included in Appendix 1 to this handbook for the specific criteria implemented in SPH.

Advice on SPH Communications with External Letter Writers

TODO: Based on feedback from several departmental faculty meetings, this subsection should include advice on what to send to external letter writers and how to communicate with them so that we are most likely to be successful in getting a letter from our selected individuals. Suggested advice and documents to link are:

- Sample external letter writer request letters, at least specific to track. Possibly specific to rank also
 - Strategies for success in communicating with and getting a commitment from candidate external letter writers
 - Handout of distilled AAH promotion criteria for external letter writers, by track and rank. (Could be linked from Appendix 1 or the Supplemental materials.)
- Suggested materials based on this draft of the AAH could be pulled from:
- Section 6, including section 6.9 on identifying and mitigating bias
 - Section 6B
 - Rank-specific subsections of Section 7, 9, or 9, as appropriate

10.15. Promotion and Tenure Review Process —Role of the Department-Level Review

There are two components of the department-level review: the APT committee's review and the full faculty review conducted by faculty more senior in rank than the candidate. The faculty candidate is given a chance to review and comment on the APT committee's report and the summary of the letter written by the department chair based on the review conducted by the eligible voting faculty in the

department. All materials shared with the candidate must have confidential information redacted, such as names of external reviewers.

APT Committee Role

Depending upon departmental practice, either an ad hoc APT committee is formed for consideration of the candidate or this role is filled by a standing APT committee. The APT committee carries out the following tasks:

- Develops the list of external reviewers to be contacted for letters.
- Conducts an in-depth review the candidate’s packet, including careful reading of the scholarship and teaching documentation.
- Develops assessment regarding whether the candidate meets expectations in each of the three domains, and proposes an overall assessment of the candidate.
- Writes the APT committee report.
- Presents the APT committee report and recommendations to the department voting faculty more senior in rank/eligible to review the candidate for promotion.

Full Faculty Review

Voting faculty in the department who are more senior in rank than the candidate participate in the discussion of the candidate’s promotion packet. Typically, the chair of the APT committee leads this discussion. At the conclusion of the discussion, one of the faculty present makes a motion, which is seconded, regarding whether the candidate should be recommended for promotion. This motion is then voted on by the voting faculty more senior in rank than the candidate. A motion to recommend a candidate’s promotion passes if it is supported by the majority of all eligible voting faculty.

Department Chair Review

After the departmental review, the department chair writes a letter conveying their support for the promotion. The department chair is required to include in this letter the final vote tally (including documentation of all missing votes, abstentions, and votes opposed to the promotion). This chair’s letter summarizing the departmental review is incorporated into the promotion packet that is sent to the Office of the Dean.

TODO: ADD text about what happens if the chair has a dissenting opinion from the voting faculty and that they are able to submit a separate confidential letter.

10.16. Promotion and Tenure Review Process —Role of the Office of the Dean, SPH Faculty Council, and the Office of the Provost

Once faculty have voted on the candidate’s packet, the chair and department AHR Manager send all necessary information to AHR in the Office of the Dean. The completed packets are then thoroughly reviewed by the AHR staff in the OD to ensure completeness. The OD team will then share the packet with the SPH Faculty Council for their review during an executive session. (See the SPH Bylaws for the makeup and role of the Faculty Council as part of these proceedings.) During the executive session, only the 5 departmental representatives or alternates are present. The departmental representative presents each candidate from their department, and then recuses themselves from the discussion and vote of those candidates. For the discussion and vote for each candidate, no faculty appointed to the primary department of the candidate should present (i.e., all joint and primary faculty in that department must

recuse themselves from this discussion and vote). In the case of joint faculty, an alternate council representative from the department should be present to cast the vote for the department such that each candidate has 4 votes to move forward their promotion materials.

Once Faculty Council votes are complete, the packets are sent to the Vice Dean for Faculty. The Office of the Dean review is the last step in the SPH process before the packets are sent to UW AHR. The Vice Dean provides a second level of review to ensure that all promotion criteria outlined in this handbook and the UW Faculty Code are met. Any concerns regarding candidate promotions flagged by Faculty Council are discussed by the Dean, Vice Dean, Department Chair, AHR Manager, and the faculty candidates. The information on advancement of the packets is also provided to the faculty candidates.

Finally, candidate packets are expanded by including the [Promotion and/or Tenure Recommendation Checklist](#), completed by the SPH AHR staff. The packets are submitted to the Office of Academic Personnel, in central administration for the Vice Provost and then Provost review. In SPH, The Vice Dean for Faculty and the Director of Human Resources answer any questions that come from OAP about the file.

Please note that overall procedures for promotion and/or tenure cases are identified within the UW FCG, [section 24](#).

Promotion and Demonstration of Salary Support

The Office of the Provost expects to be reassured that there is secure funding/salary support for each faculty promotion candidate for several years post-promotion. To address this topic, the faculty candidate completes a *Funding Projection Worksheet* with their grant manager and/or department administrator that outlines funding over the previous years in rank and funding for the following four years, including, grants and contracts, instruction, and pending and upcoming submissions. The worksheet is reviewed by the department-level APT committee, the department Chair, Faculty Council, and the Dean, but is not submitted with the final promotion record submitted to OAP. Instead, the Dean addresses the likelihood of secure funding in the Dean's promotion letter, using adjectives from a rubric. These adjectives are incorporated into the Dean's letter, which is submitted with the final packet.

TODO: SPH to check with the new Provost regarding whether these requirements have changed.

Appendices

Outline of Appendix documents:

1. **Appendix 1:** Supplemental materials – This appendix covers most of the material in the Appendices of the currently approved AAH (4/21/2022 version available [online](#)). This appendix is projected to be structured as one document that contains links to that previously included material (and likely additional material), possibly also providing a brief summary about each link.
2. **Appendix 2:** Example Activities for Effectiveness
 - a. Scholarship and Research
 - b. Teaching
 - c. Service
3. **Appendix 3:** Case scenarios to demonstrate assessment of criteria

[Appendix 1, Additional UW/SPH Academic Affairs Information](#)

This list indicates various text or links to documents that will be included (e.g. SPH Bylaws), possibly each will be accompanied by an overview paragraph about that item)

AAH Appendices	Included as...	AA Supplemental Materials	Included as...
UW Faculty Code and Governance	Link	UW Faculty Code and Governance	Link
SPH Faculty Bylaws	Link	SPH Faculty Bylaws	Link
AA Supplemental Materials	Link	AA Handbook	Link
AAH Revision Tracking	Text	Retention Salary Adjustment	Text
Contents of Promotion Packets	TBD	Yearly Activity Reports	Text
Administrative Appointments	Link	Academic Personnel Academic Responsibilities	Link
UW Clock-Managed Ranks	Link	SPH Policy on Annual Faculty Reviews	Text
SPH Number of Peer-Reviewed Publications, 2019-2022	Text	SPH Policy on Degree Requirements for Primary Instructors	Text
General Minimal Research Expectations for Promotion	Text	Sick Leave/FMLA, Leave Without Pay, and Paid Professional Leave Policy	Text or Link
General Minimal Teaching Expectations for Promotion	Text	Open Meetings	Text
Documentation Guidelines for Academic Public Health Practice	Text	Guidelines for Appointments and Promotions for UW SPH Faculty Based at External Institutions	Text
Example Activities Tables	Text	SPH Guidelines for Interim Departmental Funding	Text
Case Scenarios in Guidance for Assessment	Text	Academic Titles Eligible to Serve as PI on Grants and Contracts	Text or Link
		SPH Policy on Managing Non-Grant and Contract Effort by Grant-Funded Faculty	Text
		Submission of Grants Through Other Than the PI's Primary Department	Text
		SPH Faculty Compensation Plan	Links for FAQs and table
		Outline for the SPH Faculty CV	Link
		Faculty Council Informal Review for Faculty Offers	Text
		SPH Faculty Council Membership	Link
		University of Washington	Link

		Instructional Responsibility Policy	
		School of Public Health Instructional Responsibilities Policy	Text
		SPH Policy on Excess Compensation for Not-for-Credit Teaching	Text
		SPH External Reviewer form	Link
		Search policy – justifying a new position, opening a search, search committee creation, search process practices	
		Hiring policy and procedures	
		External reviewer form	
		Sample chair letter for external reviewers	

[Appendix 2, Example Activities for Effectiveness](#)

Table 1. Example Activities for Research and Scholarship Effectiveness.

NOTE: All faculty are NOT required to engage in all activities listed. They are described to promote inclusion of all faculty and their contributions within the reappointment, promotion, and tenure processes. Faculty are to refer to the expectations described in the SPH Faculty Affairs Handbook specific to their faculty title to determine what type of activities (column A) are required for their role.

		Assistant	Associate	Professor
RESEARCH	Participates on research team(s) in focused area of study.	Leads, co-leads, or uniquely contributes to research team(s) in focused area of study	Leads research team(s) in focused area of study.	
	Participates in the development and implementation of research activities.	Significantly contributes to the development and implementation of research activities.	Leads the development and implementation of research activities.	
	Uses knowledge systems (e.g., theories, cultural stories, quantitative methods, laboratory models) to advance an area of population health research.	Contributes to development of knowledge systems to advance population health research	Generates new scholarly directions in knowledge systems to advance population health research.	
	Uses rigorous methods to make scientific contributions within their discipline.	Contributes to advancement of rigorous scientific methods within their discipline.	Leads the advancement of rigorous scientific methods within their discipline.	
	Establishes interdisciplinary and/or cross-sectoral relationships to pursue research activities.	Sustains interdisciplinary and/or cross-sectoral partnership(s) in focused area(s) of research.	Establishes and/or leads cross-sectoral coalition(s) in focused area of research.	
	Uses diverse modes of generating knowledge with communities (e.g., community-based organizations or groups) and practice partners (e.g., government, healthcare, or other institutional entities).	Develops or sustains pathways for diverse modes of generating knowledge for and with communities (e.g., community-based organizations or groups) and practice partners (e.g., government, healthcare, or other institutional entities).	Mentors others to promote and sustain diverse modes of generating knowledge for and with communities (e.g., community-based organizations or groups) and practice partners (e.g., government, healthcare, or other institutional entities).	

	Incorporates considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in research activities.	Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.	Leads research initiatives to address considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.
EDUCATIONAL SCHOLARSHIP	Applies current knowledge of pedagogical research in teaching/mentoring and delivery of educational offerings.	Contributes to development of new knowledge/pedagogy in teaching/mentoring and delivery of educational offerings.	Leads the development of new knowledge/pedagogy in teaching/mentoring and delivery of educational offerings.
	Uses research findings and multiple forms of relevant evidence to advance teaching and/or mentoring activities.	Generates research findings and multiple forms of relevant evidence to advance teaching and/or mentoring activities.	Mentors others to use and generate research findings and multiple forms of relevant evidence to advance teaching and/or mentoring activities.
	Participates in scholarly activities related to teaching and/or mentorship within the school or community.	Participates in planning and/or conduct of scholarly activities related to teaching and/or mentorship.	Leads planning and/or conduct of scholarly activities related to teaching and/or mentorship.
	Creates and evaluates videos or other multi-media material that support the school or university's educational mission.	Demonstrates application of research evidence on teaching and/or mentorship through publications, presentations, or other scholarly works.	Mentors others in sharing information about curriculum or teaching through publication in peer-reviewed journals, books, audiovisual media, presentations, or computer-assisted instruction.
	Uses knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.	Contributes to advancing knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.	Leads the advancement of knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.
	Uses new instructional methods for facilitating inclusive excellence in course materials and learning environments.	Creates new instructional methods for facilitating inclusive excellence in course materials and learning environments.	Mentors others to use and create new instructional methods for facilitating inclusive excellence in course materials and learning environments.
	Uses current methods for evaluation of effectiveness of educational programs.	Creates new methods for evaluation of effectiveness of educational programs.	Creates guidelines on methods for evaluation of effectiveness of educational programs.

Makes local and regional presentations related to teaching and/or mentorship.	Makes national and international presentations related to teaching and/or mentorship.	Disseminates original teaching curricula, teaching modules, and alternative forms of teaching materials.
Incorporates considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in scholarly activities.	Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health education.	Leads scholarly initiatives to address considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health education.
	Participates in the acquisition of funding for teaching/mentoring and curricular programs (e.g., grants, UW CEU programs).	Leads the acquisition for funding for teaching/mentorship and curricular programs (e.g., grants, UW CEU programs).
	Evaluates research findings for application in teaching and/or mentorship.	Creates and evaluates materials for handbooks or guidelines for teaching and/or mentoring using evidence-based teaching strategies.
	Writes editorials in response to published works teaching curricula, teaching modules, and alternative forms of teaching materials.	Publishes systematic reviews, book chapters, or review articles on teaching and/or mentorship.
	Participates in grant-writing to support scholarship related to teaching and/or mentorship.	Leads grant-writing to support scholarship related to teaching and/or mentorship.
		Creates guidelines on teaching/mentorship or curriculum for a national professional organization.

ACADEMIC PUBLIC HEALTH PRACTICE

Participates in performing population or community health needs assessments, surveys, and/or evaluations with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Significantly contributes to the conduct of population or community health needs assessments, surveys, and/or evaluations with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Designs or leads the design and conduct of population or community health needs assessments, surveys, and/or evaluations with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).
Participates in partnerships to address specific health issues or priorities.	Significantly contributes or facilitates partnerships to address specific health issues or priorities.	Establishes coalitions or networks of new or existing community- and practice-based partners to address specific health issues or priorities.
Participates in scholarly inquiry activities with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Provides scholarly inquiry consultation for community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Mentors community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).
Participates in the response and recovery of small- and large-scale public health hazards.	Leads the response and recovery of small- and large-scale public health hazards.	Designs or leads the response and recovery of small- and large-scale public health hazards.
Participates in the design, implementation, and analysis of population or community health interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Significantly contributes to the design, implementation, and analysis of population or community health interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Designs or leads the design, implementation, and analysis of population or community health interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).
Participates in providing technical assistance to a community, public health, or health care entities to optimize their health, well-being, and disease-prevention efforts.	Leads technical assistance efforts for community, public health, or health care entities at the local or regional level to optimize their health, well-being, and disease-prevention efforts.	Leads technical assistance efforts for community, public health, or health care entities at the national or international level to optimize their health, well-being, and disease-prevention efforts.

Participates in the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local, state, regional, national, or international levels.	Significantly contributes to the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local, state, regional, national, or international levels.	Leads or facilitates multisectoral partnership(s) in the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local, state, regional, national, or international levels.
Assists in analysis or development of health policy at local, tribal, state, regional, or national level.	Provides analysis or content expertise for the development of health policy at local or regional level.	Provides analysis or content expertise for the development of health policy at national or international level.
Participates with community and practice entities to use diverse modes of creating and disseminating knowledge.	Facilitates cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.	Mentors academic colleagues to facilitate cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.
Incorporates considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in public health practice activities.	Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in public health practice.	Leads scholarly initiatives to address considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in public health practice.
Participates in research/scholarly activities to support community health advocacy efforts.	Significantly or uniquely contributes to research/scholarly activities to support community health advocacy efforts.	Leads or co-leads research/scholarly activities to support community health advocacy efforts.
Participates in activities to further the mission of state, national or international professional organizations.	Significantly or uniquely contributes to activities to further the mission of national professional organizations.	Leads or co-leads activities to further the mission of national professional organizations.
	Develops programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.	Facilitates coalitions to develop programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.
		Facilitates leadership and capacity of community partners in the design and conduct of population health needs assessments, surveys, and/or evaluations.

			Facilitates leadership and capacity of community partners in the design, implementation, and analysis of population health interventions.
DISSEMINATION AND IMPACT	Independently and collaboratively disseminates knowledge through data-based and peer-reviewed publication of written work.	Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).	Demonstrates national and international recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).
	Independently or collaboratively disseminates findings from research or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets.	Independently or collaboratively disseminates findings from research and/or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets while including mentorship of others (students, community members, or practice partners).	Facilitates leadership of others (students, community members, or practice partners) in independent or collaborative dissemination of findings from research and/or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets.
	Participates in public health advocacy efforts at the local, state, regional, national, or international levels.	Significantly contributes to public health advocacy efforts at the local, state, regional, national, or international levels.	Leads public health advocacy efforts at the local, state, regional, national, or international levels.
	Contributes to professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.	Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.	Mentors others (students, community members, or practice partners) to lead professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.
	Receives recognition or honor for research/scholarly competence as an early-career scholar.	Receives recognition or honor(s) for research/scholarly competence in the field or area of scholarly work.	Receives recognition and honors for sustained research/scholarly competence over time (e.g., career or lifetime achievement award).

		Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.	Advances theory and knowledge development by leading conferences, symposia or providing editorial services for scholarly journals.
FUNDING AND SUPPORT	Pursues funding and/or support for research or scholarly activities, either independently or collaboratively.	Demonstrates success in soliciting, either independently or collaboratively, a source of sustained (>2 years) outside research support.	Demonstrates success in soliciting, either independently or collaboratively, multiple sources of sustained (>2 years) outside research support.
	Independently or collaboratively administers a small award, contract, or other source of funding (e.g., proviso) to support research or scholarly activities.	Independently or collaboratively administers several small or a large research award(s), contract(s), other source(s) of funding (e.g., provisos) to support research or scholarly activities.	Independently or collaboratively administers several small and large research awards, contracts, other source(s) of funding (e.g., provisos) to support research or scholarly activities.
	Participates in grant-writing with community or practice partners.	Supports community or practice partners in co-writing of grant applications.	Mentors academic colleagues in co-writing of grant applications
		Supports faculty colleagues in co-writing of grant applications	Mentors academic colleagues to support community or practice partners in co-writing of grant applications.

Table 2. Example Activities for Teaching Effectiveness.

NOTE: All faculty are NOT required to engage in all activities listed. They are described to promote inclusion of all faculty and their contributions within the reappointment, promotion, and tenure processes. Faculty are to refer to the expectations described in the SPH Faculty Affairs Handbook specific to their faculty title to determine what type of activities (column A) are required for their role.

	Assistant	Associate	Professor
COURSE TEACHING	Utilizes evidenced and effective teaching strategies.	Partners with learners to develop or refine evidenced and effective teaching strategies.	Mentors academic colleagues to partner with learners to develop or refine evidenced and effective teaching strategies.
	Contributes to the implementation of innovative, collaborative, or interdisciplinary teaching approaches.	Designs and implements innovative, collaborative, or interdisciplinary teaching approaches.	Mentors academic colleagues in the design and implementation of innovative, collaborative, or interdisciplinary teaching approaches.
	Utilizes evidenced, effective, or innovative strategies to create a class environment that is culturally sensitive to diversity of identities, lived experiences, and philosophical positions on issues.	Partners with learners to develop or refine evidenced, effective, or innovative strategies to create a class environment that is culturally sensitive to diversity of identities, lived experiences, and philosophical positions on issues..	Mentors academic colleagues to partner with learners to develop or refine evidenced, effective or innovative strategies to create a class environment that is culturally sensitive to diversity of identities, lived experiences, and philosophical positions on issues.
	Demonstrates competence in fostering critical and constructive discourse.	Demonstrates strength in fostering critical and constructive discourse.	Demonstrates excellence in fostering critical and constructive discourse.
	Participates in course facilitation, organization, or instruction.	Significantly contributes to course facilitation, organization, or instruction.	Leads or co-leads course facilitation, organization, or instruction.
	Participates in activities related to the implementation of educational technology.	Significantly contributes to activities related to the implementation of educational technology.	Leads or co-leads activities related to the implementation of educational technology.
	Participates in interprofessional collaborative teaching and learning activities.	Significantly or uniquely contributes to interprofessional collaborative teaching and learning activities.	Leads or co-leads interprofessional collaborative teaching and learning activities.

Participates in programs that contribute to campus-wide teaching.	Significantly or uniquely contributes to programs that contribute to campus-wide teaching.	Plans and facilitates programs that contribute to campus-wide teaching.
Participates in the development and use of effective strategies for teaching, curriculum design, and fostering inclusive course climate that incorporate diversity, equity, and inclusion and/or anti-racism and decolonizing principles in research, teaching, and practice.	Significantly or uniquely contributes to the development and use of effective strategies for teaching, curriculum design, and fostering inclusive course climate that incorporate diversity, equity, and inclusion and/or anti-racism and decolonizing principles in research, teaching, and practice.	Leads or co-leads the development and use of effective strategies for teaching, curriculum design, and fostering inclusive course climate that incorporate diversity, equity, and inclusion and/or anti-racism and decolonizing principles in research, teaching, and practice.
	Engages and mentors students (e.g., teaching assistants) in gaining experience with teaching.	Mentors other faculty to successfully engage and mentor students (e.g., teaching assistants) in teaching
	Contributes to the design and leadership of innovative teaching approaches.	Provides expert teaching consultation beyond department or program.
	Critically appraises published scholarship related to application of diversity, equity, and inclusion and/or anti-racism and decolonizing principles in research, teaching, and practice.	Demonstrates leadership in teaching and implementing curricular offerings that incorporate content and instructional strategies specific to diversity, equity, inclusion, and/or anti-racism and decolonizing principles.
	Participates in mentoring of new faculty in teaching roles within the department or school.	Significantly contributes to or leads school- or university-level initiatives for mentorship of new faculty in teaching roles.

COURSE AND CURRICULUM DEVELOPMENT	Uses current information and analysis to guide curriculum development and evaluation.	Significantly or uniquely contributes to curriculum development and evaluation using current information and analysis.	Leads or co-leads curriculum development and evaluation using current information and analysis.
	Participates in activities related to the use of educational technology.	Significantly or uniquely contributes to activities related to the use of educational technology.	Provides leadership in activities related to the use of educational technology.
	Organizes and conducts courses appropriate to the level of instruction and nature of content.	Provides critical thinking and knowledge of the field in development, organization, and conduct of courses appropriate to the level of instruction and nature of content.	Demonstrates leadership in the field in development, organization, and conduct of courses appropriate to the level of instruction and nature of content.
	Implements and evaluates assignments and course activities that actively engage learners and foster critical thinking.	Significantly or uniquely contributes to the design, implementation, and evaluation of assignments and course activities that actively engage learners and foster critical thinking.	Mentors academic colleagues in the design, implementation, and evaluation of assignments and course activities that actively engage learners and foster critical thinking.
	Participates in development of new courses, revisions of existing courses, and programmatic curriculum design.	Significantly or uniquely contributes to the development of new courses, revisions of existing courses, and programmatic curriculum design.	Leads or co-leads the development of new courses, revisions of existing courses, and programmatic curriculum design.
	Participates and gives input into accreditation efforts (e.g., curriculum mapping, documentation of student competencies).	Significantly or uniquely contributes to accreditation efforts (e.g., curriculum mapping, documentation of student competencies).	Lead or co-leads accreditation efforts (e.g., curriculum mapping, documentation of student competencies).
	Participates in the development of effective and innovative teaching strategies such as audiovisual media and web-based learning.	Significantly or uniquely contributes to the development of effective and innovative teaching strategies such as audiovisual media and web-based learning.	Leads or co-leads the development of effective and innovative teaching strategies such as audiovisual media and web-based learning.
	Participates in the coordination and management of multi-sectional courses.	Significantly or uniquely contributes to the coordination and management of multi-sectional courses.	Leads or co-leads the coordination and management of multi-sectional courses.
	Participates in the development of training grants or other funding mechanisms that advance the teaching mission.	Significantly or uniquely contributes to the development of training grants or other funding mechanisms that advance the teaching mission.	Leads or co-leads the development of training grants or other funding mechanisms that advance the teaching mission.

Participates in delivery of workshops and courses in curriculum development/teaching methods.	Significantly or uniquely contributes to workshops and courses in curriculum development/teaching methods.	Leads or co-leads workshops and courses in curriculum development/teaching methods.
Delivers inclusive course content that addresses culturally congruent approaches to population and community health.	Designs and delivers inclusive course content that addresses culturally congruent approaches to population and community health.	Mentors academic colleagues to design and deliver inclusive course content that addresses culturally congruent approaches to population and community health.
Participates in the development of effective course and curriculum design in diversity, equity, inclusion, and/or anti-racism or decolonizing principles.	Significantly or uniquely contributes to the development of effective course and curriculum design in diversity, equity, inclusion, and/or anti-racism or decolonizing principles.	Leads or co-leads development of effective course and curriculum design in diversity, equity, inclusion, and/or anti-racism or decolonizing principles.
	Identifies possible new practicum sites for student experiential learning or supervised practice.	Works with practice partners to establish and sustain practicum sites for student experiential learning or supervised practice.
	Engages practice- and community-partners in course development and/or implementation.	Mentors academic colleagues in the engagement of practice- and community-partners in course development and/or implementation.
	Contributes to courses via consultation on materials or guest lecturer in areas of expertise.	Mentors others (students, community members, practice partners) in contributing to courses via consultation on materials or guest lecturer in areas of expertise.
		Develops innovative teaching, media, or testing materials that are used within and beyond the school.
		Plans and facilitates programs that contribute to campus-wide teaching.
		Participates in UW-wide councils and collaborations related to teaching.
		Provides expert teaching consultation beyond the current program or school.

ADVISING/ SUPERVISING/ MENTORING	Demonstrates competence in providing student advising/supervision/mentorship that is learner-centered and contributes to student progression.	Demonstrates strength in providing student advising/supervision/mentorship that is learner-centered and contributes to student progression.	Demonstrates excellence in providing student advising/supervision/mentorship that is learner-centered and contributes to student progression.
	Contributes to mentorship of students within undergraduate honors and graduate projects.	Leads mentorship of students within undergraduate honors and graduate projects.	Mentors academic colleagues to mentor students in undergraduate honors and graduate projects.
	Participates on student thesis or dissertation committees.	Provides significant mentorship or chairs student thesis or dissertation committees.	Successfully mentors students to complete thesis or dissertation as committee chair.
	Establishes mentoring or bi-directional learning opportunities with community and practice partners.	Demonstrates competence or strength in providing mentorship to or co-leading bidirectional learning with community-based or practice partners.	Demonstrates excellence in providing mentorship to or co-leading bidirectional learning with community-based or practice partners.
	Demonstrates competence in providing student advising/supervision/mentorship that incorporates values of diversity, equity, and inclusion and/or anti-racism and decolonizing principles.	Demonstrates strength in providing student advising/supervision/mentorship that incorporates values of diversity, equity, and inclusion and/or anti-racism and decolonizing principles.	Demonstrates excellence in providing student advising/supervision/mentorship that incorporates values of diversity, equity, and inclusion and/or anti-racism and decolonizing principles.
		Demonstrates competence or strength in mentoring or co-leading bidirectional learning with faculty or professional colleagues.	Demonstrates excellence in mentoring or co-leading bidirectional learning with faculty or professional colleagues.
		Attracts undergraduates, graduate students, or postdocs in areas of research/scholarly interest and expertise.	Demonstrates successful mentorship of undergraduates, graduate students, or postdoctoral fellows and evidence of placement into their desired professional positions.

TEACHING EVALUATION AND IMPROVEMENT	Demonstrates competence in classroom and experiential teaching as evidenced by peer and student evaluations.	Demonstrates strength in classroom and experiential teaching as evidenced by peer and student evaluations.	Demonstrates excellence in classroom and experiential teaching as evidenced by peer and student evaluations.
	Incorporates one-time peer and student feedback to improve teaching.	Incorporates peer and student feedback gathered multiple times over a course to improve teaching.	Mentors academic colleagues to incorporate peer and student feedback gathered multiple times over a course to improve teaching.
	Demonstrates competence in didactic and experiential teaching related to integrating diversity, equity, inclusion, and/or anti-racism or decolonizing principles in learning environments.	Demonstrates strength in didactic and experiential teaching related to integrating diversity, equity, inclusion, and/or anti-racism or decolonizing principles in learning environments.	Demonstrates excellence in didactic and experiential teaching related to integrating diversity, equity, inclusion, and/or anti-racism or decolonizing principles in learning environments.
		Receives recognition of teaching excellence through local and regional awards.	Receives recognition of teaching excellence through national and international awards.
		Participates in peer-mentoring of faculty in teaching roles.	Demonstrates leadership in mentoring new faculty in teaching roles.
		Participates in school-wide efforts to enhance teaching effectiveness across programs.	Leads or co-leads school-wide efforts to enhance teaching effectiveness across programs.
			Uses scholarly expertise in dissemination of mentoring strategies across disciplines and at multiple levels of expertise.

Table 3. Example Activities for Effectiveness in Institutional, Professional, and Community-Based Service.

NOTE: All faculty are NOT required to engage in all activities listed. They are described to promote inclusion of all faculty and their contributions within the reappointment, promotion, and tenure processes. Faculty are to refer to the expectations described in the SPH Faculty Affairs Handbook specific to their faculty title to determine what type of activities (column A) are required for their role.

	Assistant	Associate	Professor
INSTITUTIONAL SERVICE	Participates in shared governance through committee membership at the departmental level.	Contributes to advance shared governance through committee leadership at departmental level or through committee membership at school or campus levels.	Contributes to advance shared governance through committee leadership at school or campus levels.
	Participates in activities to generate a climate conducive to professional growth within the department.	Leads activities to generate a climate conducive to professional growth within the department.	Leads activities within the school or engages in campus-wide activities to generate a climate conducive to professional growth.
	Serves as a member of special review groups, task forces, and policy-making bodies in the department level.	Serves as member of special review groups, task forces, and policy-making bodies at the school or campus levels.	Chairs or co-chairs special review groups, task forces, and policy-making bodies at the school or campus levels.
	Participates in application review/admissions committee for a student program.	Participates in application review/admissions committees for multiple student programs.	Chairs application review/admissions committees for student programs.
	Participates in departmental and/or school activities related to diversity, equity, inclusion, and/or anti-racism or decolonizing practices.	Significantly or uniquely contributes to departmental and/or school activities related to diversity, equity, inclusion, and/or anti-racism or decolonizing practices.	Leads departmental and/or school activities related to diversity, equity, inclusion, and/or anti-racism or decolonizing practices.
		Significantly or uniquely contributes to activities to advance a degree program or research center.	Leads or co-leads activities to advance a degree program or research center or serves as program/center director.

	Serves on committees, boards, or councils within the school or UW to support diversity, equity, inclusion, and/or anti-racism or decolonizing practices.	Leads committees, boards, or councils within the school or UW to support diversity, equity, inclusion, and/or anti-racism or decolonizing practices.
	Represents the school in UW committees, such as the UW Faculty Senate or other university-level committees.	Serves in UW Faculty Senate committees and councils, or other UW committees in a leadership role.
	Contributes to the recruitment, promotion, and retention of students, faculty, and staff, especially those from underrepresented backgrounds, to foster a diverse and inclusive environment.	Demonstrates leadership in the recruitment, promotion, and retention of students, faculty, and staff, especially those from underrepresented backgrounds, to foster a diverse and inclusive environment.
	Works collaboratively on special review groups, task forces, and policy making bodies in the department and school.	Assumes chair position on special review groups, task forces, and policy making bodies in the department and school.
	Assists in the development and evaluation of interprofessional collaborative teaching and learning activities.	Leads the development, evaluation, and dissemination of interprofessional collaborative teaching and learning activities.

PROFESSIONAL AND COMMUNITY-BASED SERVICE	Participates in activities with community and professional organizations to advance the missions of the partner organization and School.	Significantly or uniquely contributes to activities with community and professional organizations to advance the missions of the partner organization and School.	Leads or co-leads activities with community and professional organizations to advance the missions of the partner organization and School.
	Serves on agency, community, or organization boards, commissions, and committees at the local/ regional level.	Leads agency, community, or organization boards, commissions, and committees at the local/regional level.	Leads agency, community, or organization boards, commissions, and committees at the state, national, and/or international levels.
	Attends professional conferences and workshops to enhance knowledge and visibility of the school.	Organizes workshops and/or continuing education programs for local or regional professional and community groups.	Organizes workshops and/or continuing education programs for professional and community groups at the national and/or international level.
	Participates in research/scholarly activities to support professional and/or community-based organizations.	Significantly or uniquely contributes to research/scholarly activities to support professional and/or community-based organizations.	Leads or co-leads research/scholarly activities to support professional and/or community-based organizations.
	Serves as a peer reviewer for journals.	Reviews books in area of expertise.	Publishes as senior author or editor of books or systematic reviews in area of scholarship.
	Presents scholarship within workshops and/or continuing education programs for local professional and community groups.	Co-develops workshops and/or continuing education programs for local professional and community groups.	Mentors academic colleagues or others (students, community members, practice partners) to present or develop workshops and/or continuing education programs for local professional and community groups.
		Participates in activities of state, national, or international professional organizations.	Leads or co-leads activities of state, national, or international professional organizations.
		Serves on committees, boards, or councils of professional organizations to support diversity, equity, inclusion, and/or anti-racism or decolonizing practices.	Leads committees, boards, or councils of professional organizations to support diversity, equity, inclusion, and/or anti-racism or decolonizing practices.
		Contributes professional services or consults with local and state organizations.	Contributes professional services or consults with national and international organizations.

	Serves on a review panel for federal funding agencies (e.g., NIH, NSF, DOE, USDA or similar) or other (non-federal) funding agencies and organizations.	Serves on multiple review panels or chairs/co-chairs a review panel for federal funding agencies (e.g., NIH, NSF, DOE, USDA or similar) or other (non-federal) funding agencies and organizations.
	Significantly or uniquely contributes to a local, state, regional, national, or international advisory council.	Leads or co-leads a local, state, regional, national, or international advisory council.
	Generates new directions in research/scholarly activities of professional organizations.	Provides leadership in professional organizations whose primary focus is generating research or scholarship.
	Provides research/scholarly consultation to academic/professional colleagues locally and regionally.	Provides research/scholarly consultation to academic/professional colleagues nationally and internationally.
		Recruits and mentors colleagues to lead professional organizations.
		Serves on research/scholarly review committee for national and international organizations.
		Mentors faculty within and beyond the school in the development of successfully extramurally funded research.
		Receives recognition (awards, honors) for professional and/or community service within the institution and beyond.

[Appendix 3, Case Scenarios to Demonstrate Assessment of Criteria](#)

Things to note:

- In this early draft, there are more example scenarios for scholarship and research than for teaching. There are no examples for the service area. The examples also only pertain to faculty under consideration for promotion from the assistant to associate level. Future additions to these case studies will fill in the remaining gaps.
- Our intent with these case scenarios is to provide guidance on how to use the example activities tables (Appendix 2) to argue the criteria are met. The point of these example activities tables is to expand what counts. Our long-term objective is that the examples in the tables can be translated into metrics that can be documented from past experience. In the short term, this case study scenario appendix (Appendix 3) provides some narrative guidance for assessment based on prior promotion examples.
- Other future work: We recommend that any metrics related to productivity (e.g., # publications and grants) and impact should be empirically based. As a future project, we need to work with faculty to identify what are appropriate metrics. We also need to initiate a study to gather selected metrics evidenced in SPH promotion packets over a specified length of time.
- This is a work in progress and will be further updated. Reviewer comments in this document welcome.

Introduction

In all individual faculty candidate reviews, the evidence required to demonstrate productivity, quality, impact and sustainability (Section 6B) will depend upon the activities highlighted. The following case study scenarios are intended to provide guidance on how to use the example activities tables [link to Appendix 2] to argue promotion *criteria for effectiveness in the faculty role* are met [link to tables]. The example activities tables are intended to encompass the wide array of activities that are relevant to a faculty member's advancement.

Several case study scenarios are presented below to illuminate the potential assessment process, separately for the areas of scholarship and research, teaching, and service.

Example scenarios:

Area: Research/scholarship

The following illustrative Research and Scholarship scenarios are intended to provide some guidance for understanding what types of evidence are needed for successful promotions among faculty pursuing the varied career pathways that the SPH seeks to support. The scenarios in this section focus only on the Research and Scholarly Effectiveness component of promotion as illustrative examples. For successful promotion, faculty candidates would also have to provide

evidence, not detailed here, for teaching and service effectiveness.

Research/scholarship Scenario 1: APHP focus

An assistant professor WOT faculty member in HSPOP decided to focus their research and scholarly activities in Academic Public Health Practice (APHP). They have developed a strong relationship with the Somali Health Board (SHB), a local Somali nonprofit, that conducts public health work in the East African community in the Seattle area. The candidate has helped the organization write a grant to apply for and receive substantial funding from King County Public Health to complete a survey on vaccine hesitancy in the community and to evaluate joint community education efforts on vaccine acceptance by the SHB and other Seattle Community Health Boards. The faculty member has helped the SHB design and implement a sophisticated large-scale community survey and mixed methods evaluation, analyze the results of the survey and program evaluation, and disseminate the findings to the community and policy makers through detailed reports and recommendations. The faculty member is planning a follow-on project supporting the Seattle Community Health Board Coalition's efforts to expand a community-based intervention that builds on the previous project's findings.

The candidate determines that the ten cells in the table below from the associate column of the *Example Activities for Research and Scholarship Effectiveness* table for Academic Public Health Practice capture their efforts. Note that faculty giving substantial weight to academic PHP activities in the promotion review process are expected to have clearly established goals for this area of scholarship; strong evidence of productivity, impact, rigor and dissemination with regard to APHP activities; and a positive trajectory of coherent activities suggesting strong commitment to the field of APHP.

Regardless of the specific activities undertaken, the candidate's portfolio of APHP activities should be of high quality and demonstrate the following four features: (1) scientific rigor; (2) positive impact on the target community, population or organization; (3) effective dissemination; and (4) leadership. The quantity of documented APHP activities expected for promotion depends upon the anticipated weight being given to these activities in the candidate's review. A clear trajectory of increasing impact that includes plans for future years should be explained in the self-assessment and highlighted in the SPH CV, because this will carry weight in the promotion review. Throughout this project, the candidate must work in close collaboration with their HSPOP mentor, faculty development leader in the department (and with knowledge of the chair), to confirm that the work will be sufficient and substantial enough for promotion along the 4 features above, and that the promotion package includes the proper documentation for the work. She decides to focus on the following cells from the PHP example table: In this example, to show evidence of productivity, quality and impact for the activities highlighted they could include the following materials in their promotion packets:

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, APHP section</i> :
<ul style="list-style-type: none"> Partners with community or practice entities in design and conduct of population health needs assessments, surveys, and/or evaluations.
<ul style="list-style-type: none"> Facilitates cross-sectoral partnerships to address specific health issues or priorities.
<ul style="list-style-type: none"> Provides scholarly inquiry consultation for community and practice colleagues.
<ul style="list-style-type: none"> Provides consultation in the evaluation of large-scale public health hazards.
<ul style="list-style-type: none"> Partners with community or practice entities to co-design, co-implement, or co-evaluate population health interventions.
<ul style="list-style-type: none"> Leads technical assistance efforts for community, public health, or health care entities at the local or regional level to optimize their health promotion and disease prevention efforts.
<ul style="list-style-type: none"> Facilitates partnership in the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local or regional level.
<ul style="list-style-type: none"> Provides analysis or content expertise for the development of health policy at local or regional level.
<ul style="list-style-type: none"> Facilitates cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.
<ul style="list-style-type: none"> Develops programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.

Materials that can support the productivity, quality and impact in their self-assessment and/or promotion package include:

- Candidate’s self-assessment:** Topics to cover in the narrative include
 - A detailed explanation of the candidate’s engagement with the project which describes their leadership, technical assistance, organizational support role, method and findings, and their role in dissemination and policy change
 - A detailed discussion of contributions to advancing knowledge in relationship to DEI principles and goals.
 - Discussion to highlight evidence of policy change, as well as public health and community impact of the project on vaccine education in the community and

attitudes toward vaccine hesitancy.

- A detailed description of the candidate’s sustained trajectory for future projects that build on this work, and the evidence for new funding obtained, or being pursued in collaboration with community partners. This should include mention of any grant proposals already submitted or drafts of proposals under development.
- **Candidate’s CV:**
 - In addition to any refereed publications, also include technical reports, policy reports and other non-refereed proceedings or materials in section 7d of the CV
 - In Section 9 (Funding History), include King County Public Health funding of the SHB project.
 - In section 10 of the CV (Public Health Practice Activities) provide “thematic area” descriptions that follow the CV format that describe in detail the development of the projects with the SHB, significant products, trajectory of leadership, and impact of work.
 - In Section 13 of the CV (Professionally Related Community Service), describe history of the projects with the SHB and other community health boards following the CV format as outlined in the AAH. - Topics to make sure are listed
- **Scholarship products and candidate’s cover statement describing these products:**
 - The project proposal the candidate developed, and (samples of) project materials and instruments used;
 - A description of data analysis and findings;
 - Description of dissemination strategy with list and copies of presentations and published reports of findings;

Research/scholarship Scenario 2: Candidate combines both APHP and Research

An assistant professor WOT in the Department of Global Health (DGH) is combining activities in APHP with a research focus on peer-reviewed publications and NIH Grants. This faculty member works on projects in Mozambique and has developed relationships with the National Institute of Health (INS in Portuguese), the research arm of the Ministry of Health. She has been successful in securing major funding from The Doris Duke Charitable Foundation (DDCF) Africa Health Initiative to support development and research training for an INS regional research center in the central city of Beira called CIOB. This support work includes developing short courses on implementation science, research design, and data analysis in health system strengthening research. The faculty member has also successfully obtained and completed an

NICHD R01 that funded a pilot intervention to improve HIV-exposed infant follow-up in the primary health system in Sofala Province, and has submitted a follow-on R01 proposal that has received a very strong score. She is now going up for promotion to Associate Professor WOT in the DGH.

In conducting both funded projects, she had to make time tradeoffs between the DDCF capacity-building project and publishing papers from the R01 and previous work. She has published significantly less in peer-reviewed journals because of the extra work building CIOB capacity with the DDCF funding. She is also very committed to highlighting the work of her Mozambican collaborators in both projects and has mentored several of them as first authors on key publications derived from the R01 work. She has also been successful in helping one collaborator apply successfully for grant funding that will be directed through CIOB. The faculty member decides she wants to seek promotion through both aspects of her record -- research/publishing in peer-reviewed journals as well as APHP through her DDCF grant work. She decides to focus on the following cells from the APHP example table:

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, APHP section</i> :
<ul style="list-style-type: none"> Partners with community or practice entities in design and conduct of population health needs assessments, surveys, and/or evaluations.
<ul style="list-style-type: none"> Facilitates cross-sectoral partnerships to address specific health issues or priorities.
<ul style="list-style-type: none"> Provides scholarly inquiry consultation for community and practice colleagues.
<ul style="list-style-type: none"> Partners with community or practice entities to co-design, co-implement, or co-evaluate population health interventions.
<ul style="list-style-type: none"> Leads technical assistance efforts for community, public health, or health care entities at the local or regional level to optimize their health promotion and disease prevention efforts.
<ul style="list-style-type: none"> Facilitates partnership in the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local or regional level.
<ul style="list-style-type: none"> Provides analysis or content expertise for the development of health policy at local or regional level.
<ul style="list-style-type: none"> Facilitates cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.

- Develops programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.

Materials that can support the productivity, quality and impact in her self-assessment and/or promotion package include:

- **Candidate’s self-assessment:** Topics to cover in the narrative include
 - A detailed explanation of their engagement with the INS and CIOB which describes her leadership, technical assistance, organizational support role, method and findings, her role in capacity building, and detailed discussion of contributions to advancing knowledge in relationship to DEI principles and goals.
 - She should include detailed description of the sustained trajectory for future projects that build-s on this DDCF project, and the evidence for new funding obtained, or being pursued in collaboration with the INS and CIOB.
 - Evidence of substantial capacity building outcomes, including new projects developed and led by mentees, grants submitted, and papers published by local scientists she has mentored.
- **Scholarship products and candidate’s cover statement describing these products:**
 - The DDCF project proposal she developed, and project and training materials used.

She also chooses the following cells from the research examples:

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Research section:</i>
<ul style="list-style-type: none"> • Leads, co-leads, or uniquely contributes to research team(s) in focused area of study
<ul style="list-style-type: none"> • Leads the development and implementation of research activities at the regional level.
<ul style="list-style-type: none"> • Contributes to development of knowledge systems to advance population health research
<ul style="list-style-type: none"> • Contributes to advancement of scientific methods within their discipline.
<ul style="list-style-type: none"> • Sustains interdisciplinary and/or cross-sectoral (e.g., community- or practice-based) partnership(s) in focused area(s) of research.

<ul style="list-style-type: none"> • Develops or sustains pathways for diverse modes of generating knowledge for and with communities and practice-partners.
<ul style="list-style-type: none"> • Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.

She also focuses on these cells in the dissemination examples, and the Funding and Support cells:

<p>Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact</i>, -sections:</p>
<ul style="list-style-type: none"> • Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).
<ul style="list-style-type: none"> • Independently or collaboratively disseminates findings from research and/or scholarly activities in regional or national professional, practice, and/or community venues or platforms, while including mentorship of others (students, community members, or practice partners)
<ul style="list-style-type: none"> • Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.
<ul style="list-style-type: none"> • Receives recognition and honors for research/scholarly competence at the regional and/or national levels.
<ul style="list-style-type: none"> • Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.

Materials to support her research and publishing record that can support the productivity, quality and impact in her self-assessment and/or promotion package include:

- **Candidate’s self-assessment:** Topics to cover in the narrative include
 - A detailed explanation of her NICHD R01, development of the research team in collaboration with local scientists from the CIOB, outcomes of the study, explanation for how findings will be used locally, plans for follow-on research funding, and detailed discussion of contributions to advancing knowledge in relationship to DEI principles and goals.
 - She should include detailed description of the sustained trajectory for future projects
 - Identification and discussion of articles with Mozambican first authors and

explanation of mentorship role in supporting local authorship.

- **Scholarship products and candidate’s cover statement describing these products:**
 - ADD Project reports related to the DDCF capacity building grant for CIOB
 - Short course materials used for capacity building funded by DDCF
 - Copy of grant submission made by Mozambican collaborator who she mentored.
 - Listing and discussion of refereed articles with Mozambique lead authors that describes the context and extent of her mentor role.

Research/scholarship Scenario 3: Research and publishing focus only

An assistant professor WOT in the Department of Biostatistics has focused their career so far on NIH-funded research, often as Co-PI or Key Personnel on grants received by colleagues, and for their own R01. In their supporting roles, they have provided biostatistical expertise for data collection and analysis to these research teams for studies ranging from clinical trials to implementation science. Their own R01 focuses on air pollution epidemiology with the goal of mapping racial disparities in air pollution exposure in urban environments and examining relationships between air pollution exposure and various disparities in health outcomes including COPD and lung cancers. The R01 has been developed in close coordination with the local city health department. They have managed to stay fully funded through this grant support and have submitted two more R01 applications, with close collaboration of local public health agencies, as follow-on research on racial disparities in exposure to air pollution in urban areas in the U.S.

Because their research focuses on issues of racial health disparities in the U.S., this faculty member included URM PhD and post-docs in their R01 work. They have invested a great deal of time in mentoring these students and helping them be lead authors on a number of publications out of the R01 research. As a result, they have fewer of their own first authored publications as they move toward promotion, but played a major role in helping junior scholars publish.

They decide to focus on the following cells from the Research example table:

Promotion to Associate Professor
• Leads, co-leads, or uniquely contributes to research team(s) in focused area of study
• Leads the development and implementation of research activities at the regional level.
• Contributes to development of knowledge systems to advance population health research
• Contributes to advancement of scientific methods within their discipline.
• Sustains interdisciplinary and/or cross-sectoral (e.g., community- or practice-based) partnership(s) in focused area(s) of research.

<ul style="list-style-type: none"> • Develops or sustains pathways for diverse modes of generating knowledge for and with communities and practice-partners.
<ul style="list-style-type: none"> • Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.

She also focuses on these cells in the dissemination examples, and the Funding and Support cells:

<ul style="list-style-type: none"> • Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).
<ul style="list-style-type: none"> • Independently or collaboratively disseminates findings from research and/or scholarly activities in regional or national professional, practice, and/or community venues or platforms, while including mentorship of others (students, community members, or practice partners)
<ul style="list-style-type: none"> • Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.
<ul style="list-style-type: none"> • Receives recognition and honors for research/scholarly competence at the regional and/or national levels.
<ul style="list-style-type: none"> • Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.

Materials to support their research and publishing record that can support the productivity, quality and impact in her self-assessment and/or promotion package include:

- Candidate’s self-assessment that includes a detailed explanation of their R01, development of their research team in collaboration with local public health authorities, outcomes of the study, explanation for how findings will be used locally, plans for follow-on research funding, and detailed discussion of contributions to advancing knowledge in relationship to DEI principles and goals.
- List of peer-reviewed articles in high quality journals.
- Discussion of their mentorship of other URM lead authors for peer-reviewed articles stemming from their R01 research.
- Letters of support from local public health agencies

Research/scholarship Scenario 4: Educational Scholarship focus only

An assistant professor WOT in the Department of Epidemiology has focused his professional work on developing new pedagogical approaches to teaching complex epidemiological concepts and approaches at both the undergrad and graduate levels. Building upon both his own classroom experience as well as foundation-funded research that measures classroom interventions to improve learning, he has developed innovative new classroom strategies and approaches.

Using research funding from the Teagle Foundation and the U.S. Department of Education Fund for the Improvement of Postsecondary Education, this faculty member collected data across five large participating Schools of Public Health in the U.S. to assess epidemiology teaching strategies and learning outcomes. Working closely with colleagues in their department and at the UW College of Education, they have used these data to design new active learning approaches tailored to undergrad, MPH, and PhD-level students in the SPH. One goal of the work has been to improve learning outcomes for students of color and to encourage greater diversity among students pursuing higher degrees in epidemiology.

As an assistant professor has been able to pilot test these interventions in UW classrooms through controlled experimental designs that allow a rigorous measurement of impact on learning outcomes related to challenging epidemiological training. The faculty member has been able to assemble a research team of PhD students and post-docs, most of whom are students of color. The team has managed to publish a number of articles in peer-reviewed journals that describe their approaches and report findings from their controlled trials. The work has now received national attention and the faculty member has made numerous presentations at national conferences in both epidemiology and education. The post-docs and PhD students have been mentored and supported by the faculty member to produce first-authored peer-reviewed publications and lead conference presentations. The faculty member has secured major new funding to scale-up the teaching approaches in five Schools of Public Health to measure and compare learning outcomes, with a focus on students of color, and track student decisions to pursue careers in epidemiology. He decides to focus on the following cells from the Educational Scholarship example table to support his promotion to Associate Professor:

<ul style="list-style-type: none">• Contributes to development of new knowledge/pedagogy in teaching/mentoring and delivery of educational offerings.
<ul style="list-style-type: none">• Generates research findings and multiple forms of relevant evidence in teaching and/or mentoring activities.
<ul style="list-style-type: none">• Participates in planning and/or conduct of scholarly activities related to teaching and/or mentorship.

<ul style="list-style-type: none"> • Demonstrates application of research evidence on teaching and/or mentorship through publications, presentations, or other scholarly works.
<ul style="list-style-type: none"> • Contributes to advancing knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.
<ul style="list-style-type: none"> • Creates new instructional methods for facilitating inclusive excellence in course materials and learning environments.
<ul style="list-style-type: none"> • Creates new methods for evaluation of effectiveness of educational programs.
<ul style="list-style-type: none"> • Makes national and international presentations related to teaching and/or mentorship.
<ul style="list-style-type: none"> • Participates in the acquisition of funding for teaching/mentoring and curricular programs (e.g., grants, UW CEU programs).
<ul style="list-style-type: none"> • Evaluates research findings for application in teaching and/or mentorship.

He also focuses on these cells in the dissemination examples, and the Funding and Support cells:

<ul style="list-style-type: none"> • Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).
<ul style="list-style-type: none"> • Independently or collaboratively disseminates findings from research and/or scholarly activities in regional or national professional, practice, and/or community venues or platforms, while including mentorship of others (students, community members, or practice partners)
<ul style="list-style-type: none"> • Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.
<ul style="list-style-type: none"> • Receives recognition and honors for research/scholarly competence at the regional and/or national levels.
<ul style="list-style-type: none"> • Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.

Materials to support his research and publishing record that can support the productivity, quality and impact in his self-assessment and/or promotion package include:

- Candidate’s self-assessment that includes a detailed explanation of their grants, development of their research team, explanation for how findings will be used locally, plans for follow-on research funding, and detailed discussion of contributions to advancing educational knowledge in relationship to DEI principles and goals.

- List of peer-reviewed articles in high quality journals.
- Discussion of his mentorship of other URM lead authors for peer-reviewed articles stemming from his research.

Teaching Professors

Teaching Scenario 1

An assistant teaching professor who has a primary appointment in the Health Systems and Population Health Department teaches required foundational and advanced courses and some elective courses and is preparing for promotion to associate teaching professor after 3-4 years of teaching. They have taught in both solo instructor and co-instructor models. They use didactic and active learning methods in the class including class discussions, “paper and pen” in-class assignments, presentations as well as digital teaching methods (PollEv, etc) as appropriate for their style of teaching and content taught. At this stage in their regular teaching practice, when preparing for the next offering of a class, they iterate on previous teaching methods (when, where and how to introduce specific concepts) and engage in reflective teaching practice (seeking feedback from students, colleagues and themselves on what is working and not working in the classroom) and shows a commitment to inclusive teaching (diversity, equity, and inclusion and/or anti-racism and decolonizing principles) methods used in class, and policies and practices that create a safer environment for students experiment with their learning this includes but is not limited to the practice of cultural humility in regards to diversity of identities, lived experiences, and philosophical positions on issues. It is evident in their work they have attempted to and continue to experiment with creating learning experiences that foster deep reflection and critical inquiry in the course's topics. In addition to the above, this faculty member serves as a mentor, collaborator, and consultant on teaching-related matters to other faculty and/or teaching assistants. They offer coaching and support to other instructors via program level meetings and support their colleagues in developing effective teaching strategies and curriculum design that can center diversity, equity, and inclusion and/or anti-racism and decolonizing principles and innovative ways. This faculty member also mentors and advises undergraduate capstones, honors, and interns hips and graduate research and capstone projects.

Evidence of this pedagogical experimentation and refinement may include 1) updated/revised class assignments, 2) revised PPTs, 3) clarity in alignment between teaching goals and evaluation/grading methods, 4) revised course materials that include a variety of media and are written by a wide range of diverse scholars, 5) better prepared guest speakers, etc., that better assist the student to learn and retain content.

Research Professors

Research Scenario 1

An assistant research professor in the Department of Global Health has centered her research on child undernutrition and wasting in Zimbabwe. Over her years in rank she has worked closely with the Zimbabwe Ministry of Health (MoH), researchers from the University of Zimbabwe, and Save the Children – Zimbabwe (Save) in conducting research on dietary causes of wasting in rural areas. Her work has focused both on examining the relationship between wasting and susceptibility to HIV infection among HIV-exposed infants, and an intervention delivered through the public primary health care system in rural areas to reduce HIV-positive maternal undernutrition as well as infant nutrition. She has funded this work primarily through an NICHD R01 grant that she developed in close collaboration with her MoH colleagues, as well as a major grant from the European Union (EU) that have managed to cover her salary and support a research team of Zimbabwean scientists and health workers.

During her period in rank she has managed to publish extensively in high quality journals but she has chosen to emphasize and promote first authorship among her Zimbabwean colleagues. She has also committed considerable time in mentorship and capacity building for her Zimbabwe collaborators. As a result, she has fewer first-authored publications herself when compared to some other colleagues in rank. Her work with the team has gained substantial attention in the food security and nutrition community in southern Africa and in the U.S. She has helped team members pursue new grants as PIs based on this work, and she has managed to secure a new R01 plus foundation funding to scale up her nutrition intervention across three provinces at over 300 health units.

She focuses on the following cells from the Research example table to support her promotion to Associate Research Professor:

Promotion to Associate Research Professor
<ul style="list-style-type: none">• Leads, co-leads, or uniquely contributes to research team(s) in focused area of study
<ul style="list-style-type: none">• Leads the development and implementation of research activities at the regional level.
<ul style="list-style-type: none">• Contributes to development of knowledge systems to advance population health research
<ul style="list-style-type: none">• Contributes to advancement of scientific methods within their discipline.
<ul style="list-style-type: none">• Sustains interdisciplinary and/or cross-sectoral (e.g., community- or practice-based) partnership(s) in focused area(s) of research.
<ul style="list-style-type: none">• Develops or sustains pathways for diverse modes of generating knowledge for and with communities and practice-partners.

- Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.

He also focuses on these cells in the dissemination examples, and the Funding and Support cells:

<ul style="list-style-type: none"> • Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).
<ul style="list-style-type: none"> • Independently or collaboratively disseminates findings from research and/or scholarly activities in regional or national professional, practice, and/or community venues or platforms, while including mentorship of others (students, community members, or practice partners)
<ul style="list-style-type: none"> • Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.
<ul style="list-style-type: none"> • Receives recognition and honors for research/scholarly competence at the regional and/or national levels.
<ul style="list-style-type: none"> • Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.

Materials to support his research and publishing record that can support the productivity, quality and impact in his self-assessment and/or promotion package include:

- Candidate’s self-assessment that includes a detailed explanation of his grants, development of his research team, explanation for how findings will be used locally, plans for follow-on research funding, and detailed discussion of contributions to advancing educational knowledge in relationship to DEI and decolonization principles and goals.
- List of peer-reviewed articles in high quality journals.
- Discussion of his mentorship of other URM lead authors for peer-reviewed articles stemming from his research.

End Matter

Definitions (TODO: Complete this section and alphabetize)

- Academic
- Scholarship: Rigorous and detailed study. This includes research and all other activities that advance knowledge on a topic or in a disciplinary area. See further discussion in Section 6.2.
- Research: A form of scholarship that ADD
- Academic Public Health Practice: to generate new knowledge about the state of public health, the design, implementation, and impact of public health strategies and interventions, as well as methods to examine issues related to public health
- Research: Detailed study of a given subject, field, or problem, undertaken to discover new information or reach a new understanding. The [Common Rule](#) definition of research is a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.
- Teaching
- Productivity? Effectiveness? Impact?
- Professor? Faculty?
- Hidden curriculum: ADD definition (reference: Hafler et al 2011)
- Inclusive excellence: “cohesive, coherent, collaborative, and measurable integration of inclusion, diversity, and equity, while centering the naming and dismantling of white supremacy culture, in the pursuit of excellence across the research, teaching, and practice mission of academic public health, including all activities by leadership, faculty, learners, staff, alumni, and the broader community” (Association of Schools and Programs of Public Health, 2022a)
- Academic Affairs
- Human and institutional capacity
- Reappointment? Appointment?
- Equity (TODO: distinguish from equality)
- Clock-managed position: positions that have a mandatory review and promotion time-frame (i.e. assistant professors in the research, WOT, and tenure-tracks)
- Academic Review: assistant professors in the research, WOT, and tenure-tracks are reviewed for reappointment to a second three-year term
- Effectiveness: the capability of producing an intended or desired result

List of acronyms (TODO: Complete this section and alphabetize)

- FCG: Faculty Code and Governance
- AAH: Academic Affairs Handbook
- SPH: School of Public Health
- UW: University of Washington
- FC: Faculty Council
- APT: Appointment, Promotion and Tenure
- AHR: Academic Human Resources
- CV: Curriculum vita
- MTM: Mentoring the mentor
- PI: Principal investigator
- WOT: without tenure. (Note: in this AAH WOT refers to WOTRF positions)
- WOTRF: without tenure for reason of funding
- OAP: Office of Academic Personnel
- OFA: Office of Faculty Advancement
- DACS: Dean's Advisory Council of Students
- EOAA: Equal Opportunity and Affirmative Action
- APHP: Academic Public Health Practice
- EDI: Equity, Diversity, and Inclusion
- NIH: National Institute of Health
- PWI: Predominantly White Institutions
- FDP: Faculty Development Program
- NFO: New Faculty Orientation
- OD: Office of the Dean
- ABB: Activity Based Budgeting
- FAH: Faculty Advancement Handbook
- URM:
- SOM: School of Medicine

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