

# SPH Academic Affairs Handbook Revisions

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# Revision Process

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- > **Spring 2022: SPH faculty approved newest version**
  - Concerns that equity, diversity, inclusion, and anti-racism were not addressed
- > **Summer 2022 - Fall 2023: EDI work group formed to address concerns**
  - Created example activity tables
  - Conducted faculty survey to collect comments on tables
- > **Winter 2024: Major AAH rewrite and reorganization**
  - Addressed EDI and bias considerations
  - Created more transparency regarding the promotion decision process
  - Revised document structure
- > **Winter - Spring 2024: Roll-out and review**
  - February: Department reviewer input
  - March: Roll-out at department meetings and AFM
  - April: SPH faculty input
  - May: SPH faculty vote



## Goals and Key New Aspects

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### **Goals: Create a more inclusive and transparent document**

- > **To better reflect the diversity of scholarly activities performed by our faculty**
- > **To help faculty better navigate the promotion process**

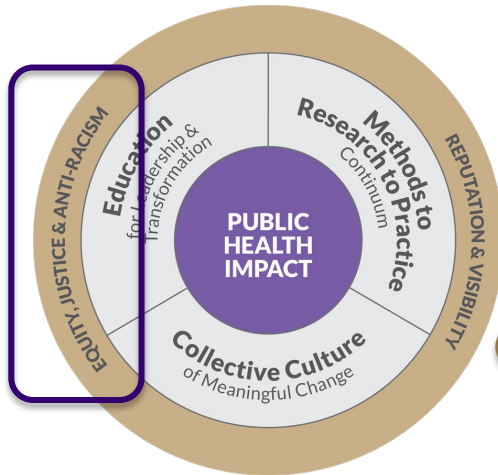
### **New Aspects:**

- > **Expand types of scholarly activities that count**
- > **Change how we evaluate scholarly activities**
- > **Restructure document**



# Incorporating principles of diversity, equity, inclusion, justice and anti-racism at SPH

- > 2020-2025 (and beyond) SPH Strategic Plan
- > SPH Values, finalized at the end of 2022
- > In 2021, SPH created the Center for Anti-Racism and Community Health (ARCH)



## OUR MISSION

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.

## OUR VISION

*Our vision is a world of healthy people.*

## Our Values

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

## Research Roadmap

The Research Roadmap was developed as part of the [School of Public Health \(SPH\) Strategic Plan \(2020-2025\)](#). It was informed by a school-wide survey of faculty, staff, and graduate students and outlines priority activities to support research. The Research Roadmap summarizes the timeline, milestones, resources and personnel requirements, and monitoring and evaluation indicators for each of the activities.

Four key areas are addressed in the Roadmap:

Anti-Racism in Research

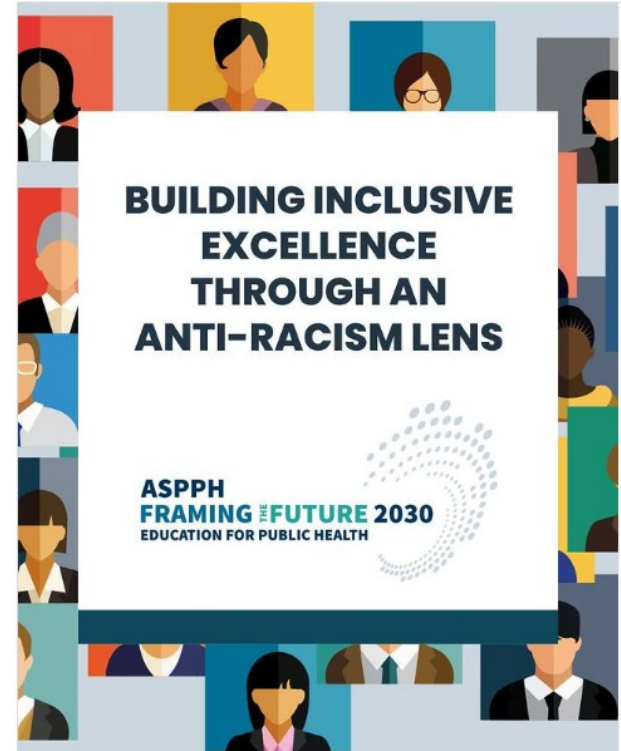
Research Staff Professional Development and Support

Investigator Support in Research

Training Opportunities in Research

# Approach for Inclusive Excellence

- > Use anti-racism, EDI, and decolonizing principles to modify our:
  - Structures (e.g., faculty review, course format)
  - Practices (e.g., strategies for teaching, mentoring)
  - Norms (e.g., expectations of faculty, departmental culture)
- > Foster an environment where everyone can thrive in our pursuit of academic excellence
- > If a structure, practice, or norm is disproportionately negatively impacting specific groups of people, it needs to change



# Revised AAH – At a Glance

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- > **Part 1: Introduction and General Academic Affairs Information (section 1-5)**
  - Values and expectations, qualifications, search/appointment process
  - Summary of the SPH faculty compensation plan & its connection to promotion
- > **Part 2: Reappointment, Promotion, and Tenure of Faculty in Professorial Titles (section 6-9)**
  - Guidelines
  - Recommendations for assessing promotion packets
  - Expectation tables by track and rank: tracks separately in sections 7, 8, and 9
- > **Part 3: Navigating the Promotion Process (section 10)**
  - Advice to the faculty candidate
  - Roles of groups in the process – mentors, department chair, external reviewers, APT committee, Faculty Council, Office of the Dean, Office of the Provost
- > **Acronyms, Definitions, References, and Appendices**
  - Appendix 1: Materials formerly included in the AAH appendix; Links and policies applicable to the AAH; Supplemental Materials document with additional policies not directly related to the AAH
  - Appendix 2: Activity Tables, info in the following slides
  - Appendix 3: Case Study Scenarios, info in the following slides



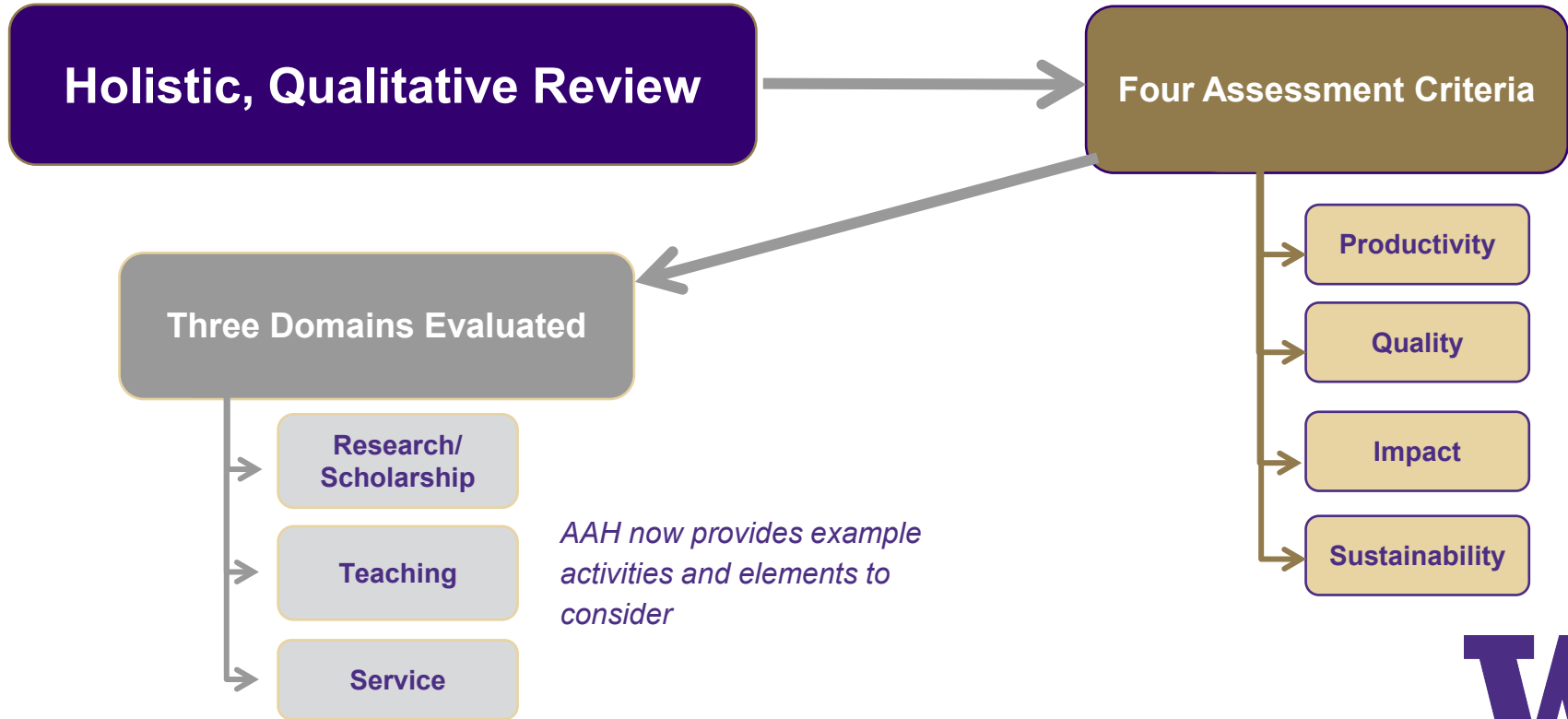
# Principles Followed

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- > **Focus on professorial tracks**
  - Covers tenure-track, WOT, research, and teaching
  - Defer non-professorial tracks
- > **Recognize diverse approaches to scholarship**
  - Integrate principles of EDI throughout
  - Incorporate academic public health practice (APHP) into scholarship/research
  - Expand scholarly activities that "count" for promotion
- > **Enhance clarity and transparency, strive for simplicity**
  - Tabulate expectations by track and rank
  - Articulate promotion assessment process and advise on navigating the promotion process
  - Eliminate redundancy by referencing existing policies with links
  - Add a glossary
  - Adopt Faculty Code and Governance framing:
    - > Replace "research" domain with "scholarship and research" (or "scholarship/research")
    - > Use "effectiveness" in faculty role (e.g., vs. excellence)
    - > Reflect focus on diversity and equal opportunity



# Recommendations for Assessing Faculty Contributions in the Promotion Review





# Expectations for Reappointment and Promotion – Overview

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- > **New: *Expectations for effectiveness tables***
  - Track- and rank-specific
  - Columns for domain, expectations for effectiveness, criteria, pertinent minimum expectations for promotion (associate & full only)
- > **Explicit text linking UW Faculty Code and Governance guidance with SPH criteria**
  - Faculty Code language
  - SPH evaluation



## Expectations for Effectiveness – Scholarship/Research Domain

Assistant	Associate	Full
Demonstrates <i>development</i> 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.	<i>Significant contributions</i>	<i>Leadership and excellence over time</i>
Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of scholarship/research appropriate to rank.	Same	Same
Demonstrates <i>activity</i> to solicit funding or support in area(s) of research and/or scholarship.	<i>Sustainment of activity</i>	Same

Notes: Rows 2-3 optional for teaching faculty  
Expectations are appropriate to rank



## Expectations for Effectiveness – Teaching Domain

Assistant	Associate	Full
Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with expectations for faculty title and rank.	Same	Same
Demonstrates <i>competence</i> in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	<i>Strength</i>	<i>Excellence</i>
Demonstrates <i>competence</i> 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.	<i>Strength</i>	<i>Excellence</i>

Notes: Rows 1-2 optional for research faculty  
Expectations are appropriate to rank



## Expectations for Effectiveness – Service Domain

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### Assistant

Demonstrates *evidence of participation* in service activities within the UW (e.g., department), the profession or discipline, and/or the community

### Associate

*Sustained engagement*

### Full

*Leadership and excellence*



# Navigating the Promotion Process—Advice to the Candidate

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## Topics covered:

- > **Considering promotion**
- > **Preparing for promotion – advice on**
  - **Writing the self-assessment**
    - **Suggested format and content**
    - **Tips and tricks**
  - **Considerations for refining the CV**
  - **Suggestions for choosing individuals to include on the external reviewer list**
  - **Scholarship documentation**
  - **Peer teaching reviews (draft still needed)**
  - **Salary support documentation (draft still needed)**



# Example Tables of Faculty Activities

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## > Scholarship/Research

### – Areas:

> Research

> Academic Public Health Practice

> Public Health Education and Pedagogy

– Dissemination and Impact

– Funding and Support

## Teaching

Course Teaching

Course and Curriculum Development

Advising/Supervising/Mentoring

Teaching Evaluation and Improvement

## Service

Institutional

Professional

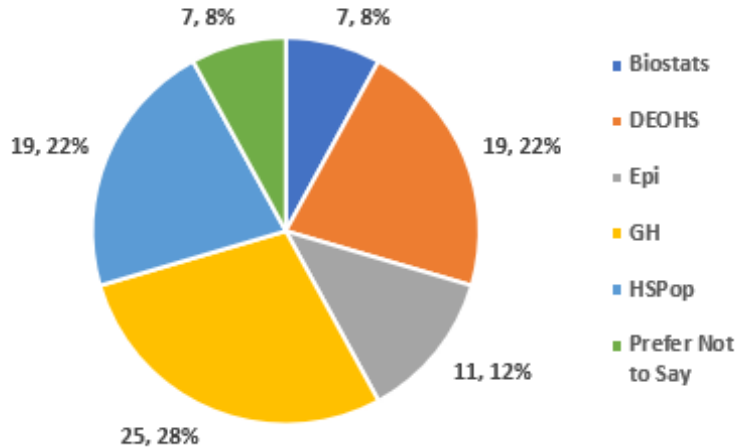
Expansion to specify more activities for faculty to demonstrate effectiveness across the 3 domains of the faculty role.



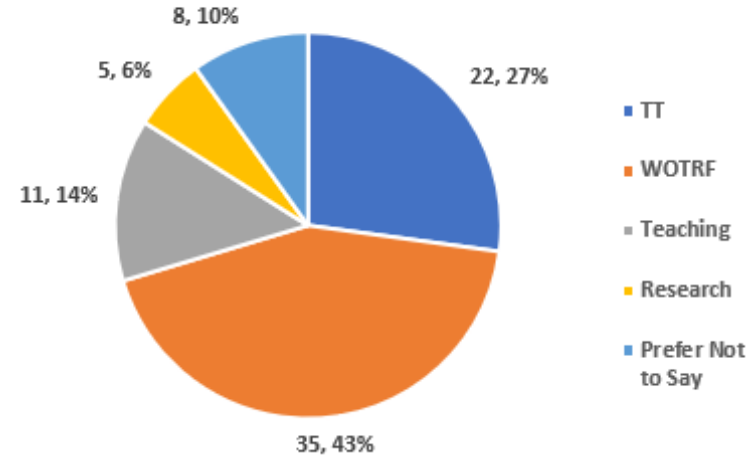
# Faculty Survey Results – Example Tables

> Total N=81, Reporting n,%

### Response by Department

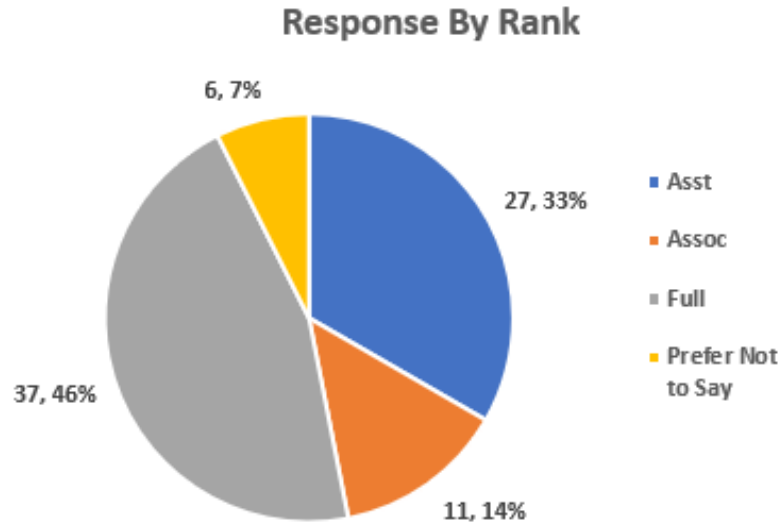


### Response by Title



# Faculty Survey Results – Example Tables

> N=81, %



Response for Data for:

Research Tables

Quant: N=76

Qual: N=28

Teaching Tables

Quant: N=72

Qual: N=24

Service Tables

Quant: N=69

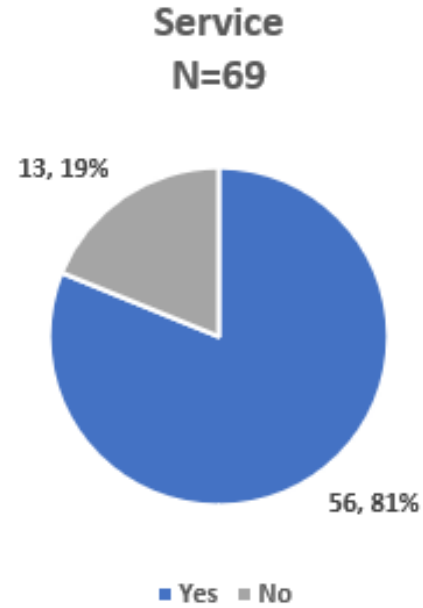
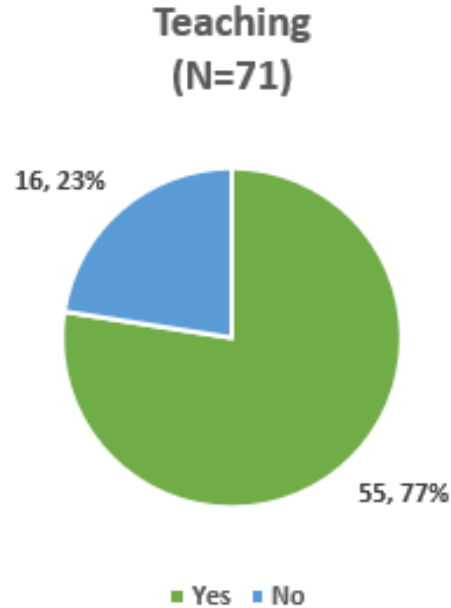
Qual: N=18





# Faculty Survey Results – Example Tables

> Number, % that agree or strongly agree that tables reflect their work for:



# Qualitative Feedback—Overall Themes and Remedies

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- > Need further refinement of activities to reflect work of Biostat faculty
- > Copy edits to ensure consistency in language throughout tables
- > Difference in activities by rank based on degree of contribution and leadership (vs. geographic scale of work)
- > Clarity needed re: structure of areas of scholarship/research (e.g., Academic Public Health Practice, Educational)
- > Faculty need support conceptualizing and communicating their work within this framework
- > Further clarity needed re: how to infuse anti-racism, EDI, and decolonizing principles within scholarship/research, teaching, and service



## Case Study Scenarios Appendix

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- > **Example scenarios of six individual faculty in WOT/tenure track, teaching & research tracks.**
- > **Goal: show application of the activity example tables in support of promotion**
- > **Scenarios include career paths that highlight community engagement, capacity building, and collaborations outside the University**
- > **Each scenario shows what to include in the promotion package, including:**
  - **Key points to emphasize in the self-assessment**
  - **What to include in various CV sections**
  - **Additional materials to support and illustrate productivity, quality, impact, and sustainability**



## Case Study Scenarios Appendix

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- > **Example scenarios include four WOT/tenure-track faculty members who seek promotion in the scholarship/research domain for:**
  - **"Traditional" research and peer-reviewed publications**
  - **Academic Public Health Practice (APHP)**
  - **A mix of APHP and traditional research**
  - **Educational scholarship**
- > **Example scenarios for teaching faculty who seek promotion on the basis of classroom teaching as well as community-based education.**
- > **Example scenarios for research faculty**



## What Are We Voting On and Key Take-away

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- > **Voting on AAH only, not appendices or end matter**
- > **Two opportunities for feedback:**
  - **Survey (due by April 24)**
  - **At the time of voting**
- > **Your input will be key in revising and improving the quality of the handbook for the next revision**

### Key take-away

- > **The revised AAH reflects our collective values and our support of the high-quality standards we hold for ourselves and our diverse scholarship in public health**



# SPH Academic Handbook Revisions—Major Contributors

## Department Reviewers

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**Faculty Council**

**Hilary Godwin**

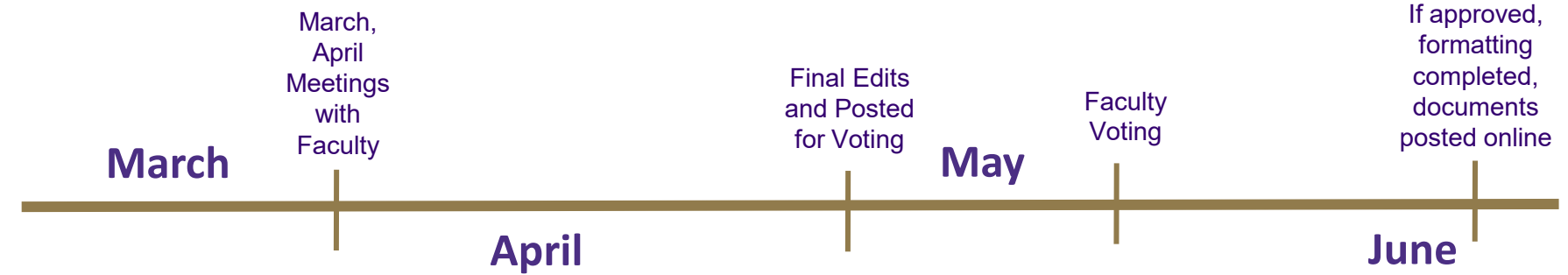
**Focus groups participants**

## WIN24 Writing Group

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# SPH Academic Bylaws and Handbook High-Level Timeline



→ Edits and Feedback continue until voting begins...



# SPH Bylaws and Academic Handbook Revisions—Review

- > Both documents are on the SPH Faculty Council Faculty Resources web page
- > You will be getting an email with links from your chair, open to all SPH faculty and applicable staff to review and provide comments
- > Email includes links to input forms for both files
- > Submit completed forms by Wednesday, April 24

<https://sph.washington.edu/faculty/faculty-council>

