

SPH Academic Affairs Handbook

Appendices

Appendix 1 Additional UW/SPH Academic Affairs Information	1
List of Materials Included in Promotion Packets	1
Information on External Review Letters	2
SPH CV Template.....	4
Appendix 2 Example Activities for Effectiveness	6
Table 1. Example Activities for Research and Scholarship Effectiveness.....	6
Table 2. Example Activities for Teaching Effectiveness.....	14
Table 3. Example Activities for Effectiveness in Institutional, Professional, and Community- Based Service.....	21
Appendix 3 Metrics for Faculty Promotion.....	26
Pertinent SPH Minimum Expectations for Promotion to Associate Rank	27
Pertinent SPH Minimum Expectations for Promotion into Professor Rank.....	30
Recent Data on Scholarship, Teaching, Mentorship.....	34
Appendix 4 Case Scenarios to Demonstrate Assessment of Criteria	35
Research/scholarship Scenario 1: APHP focus.....	36
Research/scholarship Scenario 2: Candidate combines both APHP and Research	38
Research/scholarship Scenario 3: Research and publishing focus.....	42
Research/scholarship Scenario 4: Educational Scholarship focus.....	44
Teaching Scenario 1	46
Research Scenario 1.....	48
Appendix 5 Faculty Development Program (FDP)	51
Appendix 6 Glossary.....	53
Appendix 7 List of acronyms.....	55
Appendix 8 References.....	56

Appendix 1 Additional UW/SPH Academic Affairs Information

List of Materials Included in Promotion Packets

When a tenured/tenure-track/WOT/teaching/research faculty candidate is proposed for promotion, the department chair must forward the promotion packet to the dean per agreed upon deadlines. Each candidate is responsible for providing the materials for the promotion packet to the department chair. Candidates can place in their promotion files any materials they feel should be considered. Below is a list of the required and recommended materials. See Section 10 of the AAH for further details of these components.

The promotion packets must contain the following items

- Candidate provides to AHR per department deadlines:
 - Promotion Consideration Worksheet (Cover).
 - Candidate's Self-Assessment.
 - CV (See Template below).
 - Scholarship Examples (e.g., evidence of scholarly work). These are recommended, but not required for all tracks. Scans of three to five major articles, reports, or documentation of other scholarly products (e.g., workshop materials), including candidate's table of contents and/or cover sheet describing the documents. *Note:* Documentation of teaching is contained in student/peer/partner evaluations, and documentation of service is listed in CV and self-assessment.
 - Candidate's list of potential reviewers.
- Department Chair/AHR includes in packet:
 - Letter from the chair to dean; letter or signature of concurrence from the chair of the joint/adjunct department(s) (if applicable).
 - Faculty advisory committee report (e.g., Appointment/Promotion/Tenure committee) and the candidate's response to the faculty committee report.
 - Faculty meeting report and the candidate's response to the faculty meeting report.
 - Internal/External Letters and Supporting Documentation (see next section).
 - Teaching Evaluations (conducted in partnership with candidate), including copies of all parts of peer and student teaching evaluations conducted while in current rank.
 - Chair letter to the dean.

Information on External Review Letters

Letter Criteria

At least four review letters should be included in the packet. (While the University requires three to five external letters of review, SPH requires a minimum of four letters of review, one of which can be internal to UW.) Criteria for these letters includes:

- A letter solicited from at least one reviewer from the list provided by the candidate.
- A letter solicited from at least one reviewer from a person not on the candidate's list.
- Only one letter from UW or UW affiliated institution (FHCRC, SBRI, etc.).
- Ordinarily at least three of the letters are from persons at academic institutions.
- At least three letters should be from prominent researchers who have no apparent conflict of interest, such as having a personal friendship, co-author or co-investigator within the past three years (e.g., reviewers who meet the 'arms-length' criterion specified on the External Referee Form).
- Each external letter should be accompanied by an External Referee Form.
- For faculty relying on APHP as their area of scholarship: of the four letters required, two may be from outside academic institutions and two may be from government or practice-related organizations.
- All external reviewers should be recognized as contributors to their field, as indicated, for example, by tenure and/or an academic rank senior to the candidate at a major research university, frequent citation of their work, or major awards. In some circumstances, members of the professional or governmental community may also serve as appropriate external reviewers.

A copy of the request letter sent by the chair should be included in the promotion packet.

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 24-54B](#). (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.

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 Referee Form.

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, [Chapter 24](#). Refer to the "SPH External Reviewer Form" for the specific criteria implemented in SPH.

Advice on Communications with External Letter Writers

This subsection includes 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 useful and high-quality letter from our selected individuals.

Candidates, department chairs, and departmental AHR staff can read through the following tips for soliciting external letters.

- Examples and template materials for promotion, like solicitation letter templates, are available to AHR staff and will be revised over time as needed.
- The SPH Office of the Dean recommends that AHR managers discuss, in their regular AHR manager meetings, successful strategies for obtaining completed candidate external letters. Some strategies that have been used in the past have been to broaden the type of faculty who are approached (e.g., if candidate specializes in infectious disease epidemiology, ask external letter writers who are social epidemiologists); send requests early, so that letter writers have four weeks to provide the letter.
- SPH will provide an attachment for external letters that distill AAH promotion criteria for external letter writers, by track and rank.

SPH CV Template

Note: All subheadings should be in ascending chronological order and items enclosed in brackets [] are optional. Use of the SPH CV format is required in the promotion packet.

1. **Biographical Information**

- Name,
- Address,
- Phone,
- Fax,
- E-mail,

2. **Education**

- Beginning with undergraduate education list the Institution [& City], Degree, [Subject Area], [With Honors], Date(s)

3. **Licensure** (if applicable)

4. **Professional Positions** (e.g., Medical Residency, Fellowships, Faculty Appointments, etc.)

- Position, Affiliation, Dates

5. **Honors, Awards, Scholarships**

- Award [affiliation], Dates

6. **Professional Activities (outside of UW)** (e.g., Committees, Councils, Boards, Study Sections, Editorships, Consultancies, Manuscript Reviewer, Visiting Appointments, etc.); Memberships in Professional Organizations; *like items grouped*

- Activity, Institution or Affiliation, Dates

7. **Bibliography (numbered)**

- Refereed research articles** (for published or in press use – full citation including all authors, title, inclusive page numbers, volume; for journals – use standard journal abbreviations, and date) [for submitted manuscripts: include journal and date submitted]
- Other refereed scholarly publications** (include information as above)
- Books and book chapters**
- Other non-refereed published scholarly publications** (proceedings, policy reports, technical reports, book reviews, editorials, letters to the editor)

Note - Candidate name in bold; mark publications with an asterisk if candidate is *PRIMARY* mentor of the first listed author but is not the senior author according to conventions of the field.

Note - Do NOT include articles in preparation

8. **Patents and Other Intellectual Property**
9. **Funding History** (Entire history; include Title, PI, Funding Agency, Total Direct Costs, Role, % Effort, Dates)
 - a) **Funded projects** (Research, Training Grants, Contracts, etc.)
 - b) **Pending Applications**
10. **Public Health Practice Activities** (Activity, Organization, Role, Dates)
11. **Conferences and Symposiums** (Organization, Contributed Oral Presentations, Invited Oral Presentations, and Seminars) [Meeting presentations made by preceptees]; like items grouped; mark invited presentations with an asterisk.
12. **University Service** (List the entire history; Activity, Dates, [Role])
13. **Professionally-Related Community Service** (List the entire history; Activity, Organization, Dates, [Role])
14. **[Other Pertinent Information As Needed]**
15. **Teaching History** (List the entire history at the UW as well as previous institutions, if applicable: Title, Number of Students, Role, % Responsibility, Dates)
 - a) Formal Courses, including Distance Learning
 - b) Other Teaching (Guest Lectures, Continuing Education, Clinical Teaching, etc.)
 - c) Independent Study (*give students' names instead of course title if appropriate)
16. **Advising and Formal Mentoring** (List the entire history; Student Name, Year, Role (e.g., chair or member of the committee))
 - a) PhD Dissertations, chair
 - b) Masters Theses, chair
 - c) Mentored Scientists and Postdocs
 - d) MS and PhD committees in non chair role
 - e) Other Mentoring (Undergraduate Research, Medical School ISMS Projects, etc.)
 - f) Academic Advising

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).

	Assistant	Associate	Professor
	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.

	Assistant	Associate	Professor
	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.

	Assistant	Associate	Professor
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).

	Assistant	Associate	Professor
	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.

	Assistant	Associate	Professor
		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).

	Assistant	Associate	Professor
	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.

	Assistant	Associate	Professor
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: Classroom teaching activities overlap extensively with non-classroom teaching activities, so please do not consider the subdomains in the far left column as mutually exclusive. 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
CLASSROOM 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.	Co-designs the method of 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.

	Assistant	Associate	Professor
	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.
		Engages in some level of mentorship 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.

	Assistant	Associate	Professor
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.

	Assistant	Associate	Professor
	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.

	Assistant	Associate	Professor
			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.
NON-CLASSROOM TEACHING (e.g. 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 (thesis/capstone/practica); committee membership.	Leads mentorship of students within undergraduate honors and graduate projects; chairing thesis/capstone/practica.	Mentors academic colleagues (e.g. assistant professors, community partners) to mentor students in undergraduate honors and graduate projects; chairing thesis/capstone/practica. .
	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.

	Assistant	Associate	Professor
	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.

	Assistant	Associate	Professor
		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.

Assistant	Associate	Professor
	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.

	Assistant	Associate	Professor
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.

Assistant	Associate	Professor
	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.

Assistant	Associate	Professor
		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 Metrics for Faculty Promotion

This appendix provides information to guide candidates in assessing their readiness for promotion into the associate or full professor rank. The first section provides SPH's current articulation of its minimum expectations. The second section provides recent data on scholarship, teaching, and mentoring by SPH faculty, based on data extracted from the packages of recently promoted faculty. These performance summaries are intended to demonstrate typical faculty performance. Used in combination with the minimum expectations, this information should help faculty candidates ascertain their readiness for promotion.

Candidates will not be evaluated by the numbers put forward below. In accordance with the definition of a minimum, the typical promotion candidate's record will exceed these minimum standards. In other words, meeting the minimum expectations alone is not sufficient to justify promotion.

Pertinent SPH Minimum Expectations for Promotion to Associate Rank

Domain	Expectations for Effectiveness	Track-specific minimum expectations			
		Tenure Track (TT)	WOT	Research	Teaching
Scholarship/ Research	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.	<ol style="list-style-type: none"> 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 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. 	Same as TT	Same as TT	Some evidence of scholarship is required as outlined in other sections of the AAH.*
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations and/or dissemination activity for area(s) of research and/or scholarship appropriate to rank.	Evidence of national reputation, such as leading a study section, keynote address at national/international conference, etc.	Same as TT	Same as TT	N/A

Domain	Expectations for Effectiveness	Tenure Track (TT)	WOT	Research	Teaching
	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.	Success in competing for one or more major outside grants: 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.)	Same as TT	Same as TT	N/A
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations.	<ol style="list-style-type: none"> 1. This would be one course per year. Co-instruction is allowed, but department-specific rules and class size may dictate minimums while co-teaching. 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 documentation of alternative minimum criteria. 	Same as TT or slightly less	N/A	Total instructional effort will reflect at least 50% of the candidate's FTE.

Domain	Expectations for Effectiveness	Tenure Track (TT)	WOT	Research	Teaching
	Demonstrates strength in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	<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. 	Same as TT	N/A	Same as TT
	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; developing the teaching practice of teaching associates through mentoring, post-graduation outcomes/placements; or mentoring/advising awards/nominations.	<ol style="list-style-type: none"> 1. Chaired one completed UW PhD dissertation or two completed UW MS theses, MPH theses, capstone projects, or practica, 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 example amounts. 	Same as TT	Same as TT	Same as TT

Domain	Expectations for Effectiveness	Tenure Track (TT)	WOT	Research	Teaching
Service	Demonstrates sustained engagement in service activities within the UW (e.g., department, school, university), the profession or discipline, and/or the community.	Service on at least 1. 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	Same as TT	Same as TT	Same as TT

+ Future revisions of the AAH will address possible examples

Pertinent SPH Minimum Expectations for Promotion into Professor Rank

Domain	Expectations for Effectiveness	Track-specific minimum expectations			
		Tenure Track (TT)	WOT	Research	Teaching
Scholarship/ Research	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.	<ul style="list-style-type: none"> ○ For faculty relying on traditional research publications, at least 20 high-quality publications in strong scientific journals with at least 10 of these publications bearing the name of the candidate as the first/senior/second author. ○ 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. <p>*Future revisions to the handbook will address examples of minimum expectations in these areas.</p>	Same as TT	Same as TT	Some evidence of scholarship is required as outlined in other sections of the AAH.

Domain	Expectations for Effectiveness	Tenure Track (TT)	WOT	Research	Teaching
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations AND/OR dissemination activity for area(s) of research and/or scholarship appropriate to rank.	Evidence of national/international reputation, such as leading a study section, keynote address at national/international conference, etc.	Same as TT	Same as TT	N/A
	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.	Record as an independent investigator indicated by success in competing for one or more major outside grants <ul style="list-style-type: none"> ○ as PI or MPI OR ○ success in competing for grants as a substantive scientific contributor (documentation of candidate's role required) OR ○ other comparable substantive success in fundraising for scholarship.*(Future revisions to the AAH should address possible examples for C.) 	Same as TT	Same as TT	N/A

Domain	Expectations for Effectiveness	Tenure Track (TT)	WOT	Research	Teaching
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations.	For faculty relying on UW Course teaching: 1. Tenure track and tenured faculty must demonstrate a track record of effective teaching, per Executive Order XX. Ordinarily, this would be one course per year. Co-instruction is allowed, but department-specific rules and class size may dictate minimums while co-teaching. 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 documentation of alternative minimum criteria.	Same as TT or slightly less	N/A	Total instructional effort will reflect at least 50% of the candidate's time.
	Demonstrates excellence in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	<ul style="list-style-type: none"> o Evidence of effectiveness through some combination of peer and student course evaluations AND/OR o Evidence of effective incorporation of feedback as evidenced by self-statement and improvement in peer or student course evaluations. 	Same as TT	N/A	Same as TT

Domain	Expectations for Effectiveness	○ Tenure Track (TT)	WOT	Research	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; developing the teaching practice of teaching associates through mentoring, post-graduation outcomes/placements; or mentoring/advising awards/nominations.	<ul style="list-style-type: none"> ○ Chaired two completed UW PhD dissertation or four completed UW MS theses, MPH theses, capstone projects, or practica 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. 	Same as TT	Same as TT	Same as TT
Service	Demonstrates leadership and excellence in service activities within the UW (e.g., department, school, university), the profession or discipline, and/or the community.	<p>Service on at least</p> <ol style="list-style-type: none"> 1. one or more departmental or SPH committees for at least three years OR 2. one or more University-wide committee for at least two years AND service for two or more years in some capacity to the broader profession or broader community service. 	Same as TT	Same as TT	Same as TT

Recent Data on Scholarship, Teaching, Mentorship

Used in combination with the minimum expectations, the information below should help faculty candidates ascertain their readiness for promotion. Candidates will not be evaluated by the numbers put forward below. In accordance with the definition of a minimum, the typical promotion candidate's record will exceed these minimum standards. In other words, meeting the minimum expectations alone is not sufficient to justify promotion.

Number of Peer Reviewed Publications (for WOT/Tenure Tracks only): Total During Time in Rank						
Current Title	Promotion	Average	Median	25th Percentile	75th Percentile	Sample Size
Assistant Professor	to Associate Professor	52.6	46	36	63	17
Associate Professor	to Professor	40.8	37	26.5	46.5	23
Mentoring (theses/dissertations chaired): Total During Time in Rank						
Current Title	Promotion	Average	Median	25th Percentile	75th Percentile	Sample Size
Assistant Professor	to Associate Professor	6.4	6	4	8	20
Associate Professor	to Professor	12.6	11	6	15	31

Appendix 4 Case Scenarios to Demonstrate Assessment of Criteria

Introduction

The cases below provide case studies of how candidates can present their scholarly work, given the variations in discipline and expansion of products to include as scholarship in this revised handbook. These case study scenarios provide some narrative guidance for successful promotion cases based on prior promotion examples. In the future, we will add more case examples as people are successfully promoted in newer tracks, such as the teaching tracks.

In all individual faculty candidate reviews, the evidence required to demonstrate productivity, quality, impact and sustainability will depend upon the activities highlighted. The case study scenarios are intended to be illustrative and provide guidance on demonstration of promotion criteria for effectiveness in the faculty role are met.

The tables provided for each scenario are intended to highlight the key activities that the faculty candidate would like to highlight in their promotion package.

Two columns are added in the tables, one for what to include in the “Self-Assessment” and a second column to identify what to include in the CV (plus any additional materials that could be added to the promotion package). The focus of cases is on scholarship because documentation for teaching and service remains the same as in prior years. Please note that for each case, two tables are provided to link the activity tables from Appendix 2 with case scenario activities. The second table is the Dissemination and Impact Table, which are ways to further demonstrate impact from scholarly products.

Note: the below scenarios do not include one for methods development, this will be written during the summer and added to the appendices for AUT24.

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 have focused 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 7 of 10 cells from the "Associate" column of the *Example Activities for Research and Scholarship Effectiveness* table for Academic Public Health Practice capture their efforts. The candidate notes 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 features outlined in this revised handbook 6: (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:

Applicable cells from the Associate column of the <i>Example Activities for Research and Scholarship Effectiveness, APHP section:</i>	Candidate's Self-Assessment	CV and Scholarship products
Partners with community or practice entities in design and conduct of population health needs assessments, surveys, and/or evaluations.	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	In addition to refereed publications, also include technical reports, policy reports and other non-refereed materials. Under Funding History, include King County Public Health funding of SHB project.
Facilitates cross-sectoral partnerships to address specific health issues or priorities.		Under Public Health Practice Activities, provide "thematic area" short descriptions that describe in detail the development of the projects with the SHB, significant products, leadership, and impact of work.
Provides consultation in the evaluation of large-scale public health hazards.	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.	Under Professionally Related Community Service, describe history of the projects with the SHB and other community health boards using the CV format.
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.		<u>Example Scholarship Products to Include in Packet</u> --Co-facilitated community partner engagement meeting: Letter from
Provides analysis or content expertise for the development of health policy at local or regional level.		
Facilitates cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.		

<p>Develops programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.</p>	<p>future related projects; evidence for new funding obtained or pursued with community partners.</p>	<p>community partner documenting candidates role, agendas/participants from community engagement meetings; slides</p> <p>--Scan of published policy report.</p> <p>--Scan of paper on findings in practice journal</p>
---	---	--

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 their 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, the candidate 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 than some of her peers 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>	Candidate's Self-Assessment	CV and Scholarship products
Partners with community or practice entities in design and conduct of population health needs assessments, surveys, and/or evaluations.	<p>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.</p> <p>Detailed description of the sustained trajectory for future projects that builds on this DDCF project, and the evidence for new funding obtained, or being pursued in collaboration with the INS and CIOB.</p> <p>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.</p>	<ul style="list-style-type: none"> • refereed publications • technical reports policy reports
Facilitates cross-sectoral partnerships to address specific health issues or priorities.		<ul style="list-style-type: none"> • Under Funding History, include DDCF funding of the CIOB project
Provides scholarly inquiry consultation for community and practice colleagues.		<ul style="list-style-type: none"> • Under Public Health Practice Activities, provide “thematic area” descriptions
Provides consultation in the evaluation of large-scale public health hazards.		<ul style="list-style-type: none"> • Under Professionally Related Community Service, describe history of the projects with the CIOB and INS
Partners with community or practice entities to co-design, co-implement, or co-evaluate population health interventions.		<p><u>Example Scholarship Products to Include in Packet:</u></p>
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"> • The DDCF project training materials developed
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"> • List and copies of presentations
Provides analysis or content expertise for the development of health policy at local or regional level.		<ul style="list-style-type: none"> • published reports for the DDCF project
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.		

She also chooses the following cells from the Research Examples and Dissemination Examples tables:

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Research Section:</i>	Candidate's Self-Assessment	CV and Scholarship products
Leads, co-leads, or uniquely contributes to research team(s) in focused area of study	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • refereed publications • technical reports • policy reports • Under Funding History, include R01 description <p><u>Example Scholarship Products to include in packet</u></p> <ul style="list-style-type: none"> • Provide scans of refereed articles with Mozambique lead authors
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.		
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.		

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

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact, sections:</i>	Candidate's Self-Assessment	CV and Scholarship products
<p>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).</p>	<ul style="list-style-type: none"> • 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. • Detailed description of collaborative dissemination plan, conferences/symposia attended, papers presented; description of community venues and presentations. • Identification and discussion of articles with Mozambican first authors and explanation of mentorship role in supporting local authorship. 	<p>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</p> <p>In Section 9 of CV (Funding History), include R01 description and new funding submissions.</p> <p><u>Scholarship Products</u></p> <p>Listing and discussion of refereed articles with Mozambique lead authors that describes the context and extent of her mentor role.</p>
<p>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)</p>		
<p>Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.</p>		
<p>Receives recognition and honors for research/scholarly competence at the regional and/or national levels.</p>		
<p>Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.</p>		

Research/scholarship Scenario 3: Research and publishing focus

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 Seattle & King County Public 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:

Applicable cells from the Associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Research Section:</i>	Candidate’s Self-Assessment	CV and Scholarship products
Leads, co-leads, or uniquely contributes to research team(s) in focused area of study	<ul style="list-style-type: none"> 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. Description of peer-reviewed articles in high 	refereed publications
Leads the development and implementation of research activities at the regional level.		Under Funding History, include R01 description and new funding submissions.
Contributes to development of knowledge systems to advance population health research		<u>Example Scholarship Products to Include in Packet</u>
Contributes to advancement of scientific methods within their discipline.		Listing and scans of refereed articles with URM lead authors;
Sustains interdisciplinary and/or cross-sectoral (e.g., community- or practice-based) partnership(s) in focused area(s) of research.		Listing (table of contents) describes the context and extent
Develops or sustains pathways for diverse modes of generating knowledge for and with communities and practice-partners.		

<p>Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.</p>	<p>quality journals.</p> <ul style="list-style-type: none"> • Discussion of their mentorship of other URM lead authors for peer-reviewed articles stemming from their R01 research. 	<p>of her mentor role.</p>
--	--	----------------------------

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

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact, sections:</i>	Candidate's Self-Assessment	CV and Scholarship products
<p>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).</p>	<ul style="list-style-type: none"> • A detailed explanation of their 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. • Detailed description of collaborative dissemination plan, conferences/symposia attended, papers presented; description of community venues and presentations. <p>Discussion of their mentorship of other URM lead authors for peer-reviewed articles stemming from their R01 research.</p>	<p>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</p> <p>In Section 9 of CV (Funding History), include R01 description and new funding submissions.</p> <p><u>Example Scholarship Products to Include in Packet</u></p> <p>Listing and discussion of refereed articles with Mozambique lead authors that describes the context and extent of her mentor role.</p>
<p>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)</p>		
<p>Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.</p>		
<p>Receives recognition and honors for research/scholarly competence at the regional and/or national levels.</p>		
<p>Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.</p>		

Research/scholarship Scenario 4: Educational Scholarship focus

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 his department and at the UW College of Education, he has 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 URM students and to encourage greater diversity among students pursuing higher degrees in epidemiology.

As an assistant professor he 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 URM. 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 URM students, and track student decisions to pursue careers in epidemiology. He works with colleagues to get a methods paper published early, in the first year of the project. He decides to focus on the following cells from the Educational Scholarship examples table to support his promotion to Associate Professor:

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Educational Scholarship section:</i>	Candidate's Self-Assessment	CV and Scholarship products
Contributes to development of new knowledge/pedagogy in teaching/mentoring and delivery of educational offerings.	Detailed a detailed explanation of their grants, focus on pedagogy,	refereed publications
Generates research findings and multiple forms of relevant evidence in teaching and/or mentoring activities.	development of their research team,	Newspaper contribution (other non-refereed materials)

Participates in planning and/or conduct of scholarly activities related to teaching and/or mentorship.	<p>explanation for how findings will be used locally, plans for follow-on research funding.</p> <p>Discussion of his mentorship of other URM lead authors for peer-reviewed articles stemming from his funded research.</p> <p>A detailed description of the candidate's sustained trajectory for future related projects; description new funding obtained.</p>	<p>Under Funding History, include descriptions of new funding</p> <p><u>Example Scholarship Products to Include in packet</u></p> <p>Listing and scan of refereed articles with URM lead authors that describes the context and extent of his mentor role.</p>
Demonstrates application of research evidence on teaching and/or mentorship through publications, presentations, or other scholarly works.		
Contributes to advancing knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.		
Creates new instructional methods for facilitating inclusive excellence in course materials and learning environments.		
Creates new methods for evaluation of effectiveness of educational programs.		
Makes national and international presentations related to teaching and/or mentorship.		
Participates in the acquisition of funding for teaching/mentoring and curricular programs (e.g., grants, UW CEU programs).		
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:

Applicable cells from the Associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact, sections:</i>	Candidate's Self-Assessment	CV and Scholarship products
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"> Detailed 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. Detailed description of collaborative dissemination plan, conferences/symposia attended, papers presented; description of community venues and 	<p>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</p> <p>In Section 9 of CV (Funding History), include description of new new funding submissions.</p>
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)		
Leads professional publications and/or presentations that disseminate findings		

related to diversity, equity, inclusion, and/or anti-racism or sovereignty.	presentations.	<u>Example Scholarship Products to Include in Packet</u> Listing and discussion of refereed articles with URM lead authors that describes the context and extent of mentor role.
Receives recognition and honors for research/scholarly competence at the regional and/or national levels.	Discussion of their mentorship of other URM lead authors for peer-reviewed articles stemming from their research.	
Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.		

Teaching Professors

Teaching Scenario 1

An assistant teaching professor who has a primary appointment in the Health Systems and Population Health Department teaches undergraduate and graduate courses and is preparing for promotion to associate teaching professor after 3-4 years of teaching at 100% FTE. 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. When they began their appointment, they met the qualifications of the job description and spent the first year learning the new courses and focused on developing their teaching skills. At this stage (3-4 years) in their teaching practice they are able to a) iterate on previous teaching methods via thoughtful consideration during the course design and revision process, including revising lectures and assignments, clarifying alignment between teaching goals and evaluation/grading methods, utilizing a variety of media that are written by a wide range of diverse scholars, etc., b) engage in reflective teaching practice via feedback from students, colleagues and themselves, c) demonstrate a -commitment to inclusive teaching by creating 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. The faculty member mentors fellow colleagues in teaching methods and/or teaching specific content areas. They are also training teaching assistants in how to teach and provide supports as needed. This faculty member mentors students, writes letters of recommendation and serves in a range of advisory roles for thesis, practicum, internships, capstone, and honors projects.

In terms of scholarship, this faculty member has developed their “scholarly identity” in terms of their service, types of courses taught and practice endeavors. For example, this faculty member comes from a qualitative research background and has incorporated this content in their courses when applicable and has written on the topic in various venues. In addition, they

worked with a community partner to develop a program evaluation that includes qualitative methods and they have taught community partners how to engage in this work which is evidence of extending the educational mission/reach of the university. One community partner got a paper published in an indigenous health newsletter on qualitative work conducted with the assistance of the faculty member. They have also presented annually at a state public health conference with colleagues and students on teaching methods and/or other research or public health practice areas. This faculty member also coaches other instructors via program level workshops, co-developing effective teaching strategies and curriculum design that best communicates the concepts being taught. Their service commitments include participating in the department curriculum committees and diversity committee.

<u>Applicable cells from the Associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact, sections:</i></u>	Candidate's Self-Assessment	CV and Scholarship products
Partners with learners to develop or refine evidenced and effective teaching strategies.	A detailed explanation of their courses, teaching methods and iteration over time and the results, accompanied by a graph of scores from student teaching evaluations that evidence improvement over time	CV; Self Assessment: <ul style="list-style-type: none"> ○ Detailed discussion of courses, teaching methods and iteration over time and impact ○ (optional) a graph of scores from student teaching evaluations that evidence improvement over time ○ Detailed description of how peer evaluations have been used to improve teaching practice ○ A description of their curricular and scholarly leadership as evidenced by serving on curricular committees, boards or work teams (strategic planning, course development groups, etc) (scholarship and educational leadership) ○ Discussion of mentorship of students and colleagues and outcomes (practica, capstone, entrance into graduate school) of that mentorship (mentorship and service)
Designs and implements innovative, collaborative, or interdisciplinary teaching approaches.		
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.	Detailed description of how peer evaluations have been used to improve teaching practice (teaching)	
Demonstrates strength in fostering critical and constructive discourse.	A description of their curricular and scholarly leadership as evidenced by serving on curricular committees, boards or work teams (strategic planning, course development groups, etc) (scholarship and educational leadership) Discussion of mentorship of students and colleagues and outcomes (practica, capstone, entrance into graduate school) of that mentorship (mentorship and service)	
Significantly contributes to course facilitation, organization, or instruction.		
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.		
Engages and mentors students (e.g., teaching assistants) in gaining experience with teaching.		
Participates in mentoring of new faculty in teaching roles within the department or school.		

		<p>mentorship of students and colleagues and outcomes (practica, capstone, entrance into graduate school) of that mentorship</p> <ul style="list-style-type: none"> ○ Discussion of training community partners ○ Supporting program evaluation efforts ○ Explanation of service activities that contribute to the department and/or school's mission ○ Discussion of conference presentations that evidence one's scholarly identity <p><u>Example Scholarly Products to Include in Packet:</u></p> <ul style="list-style-type: none"> ○ Community partner publication where candidate was a co-author ○ Workshop agenda, participants, and slides ○ Conference presentation slides
--	--	---

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 other peers 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:

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Research Section</i>:	Candidate’s Self-Assessment	CV and Scholarship products
Leads, co-leads, or uniquely contributes to research team(s) in focused area of study	<ul style="list-style-type: none"> Detailed description of their grants, development of her research team, explanation for how findings will be used locally in Zimbabwe, plans for follow-on research funding. Description of peer-reviewed articles in high quality journals. <p>Discussion of her mentorship of Zimbabwean lead authors for peer-reviewed articles stemming from her funded research.</p>	<p>refereed publications technical reports policy reports</p> <p>Under Funding History, include R01 description and her EU funding, plus new submissions.</p> <p><u>Example Scholarship Products to Include in Packet</u></p> <p>Listing and scan of refereed articles with Zimbabwean lead authors that describes the context and extent of her mentor role.</p>
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.		
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:

Applicable cells from the associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact, sections:</i>	Candidate's Self-Assessment	CV and Scholarship products
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"> Detailed a detailed explanation of their grants, development of their research team, explanation for how findings will be used locally in Zimbabwe, plans for follow-on research funding. 	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
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"> Detailed description of collaborative dissemination plan, conferences/symposia attended, papers presented; description of community venues and presentations. 	In Section 9 of CV (Funding History), include description of new funding submissions.
Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.	Discussion of their mentorship of Zimbabwean lead authors for peer-reviewed articles stemming from their research.	<p><u>Scholarship Products</u></p> <p>Listing and discussion of refereed articles with Zimbabwe lead authors that describes the context and extent of mentor role.</p>
Receives recognition and honors for research/scholarly competence at the regional and/or national levels.		
Advances theory and knowledge development by participating in conferences, symposia or serving as guest editor for special issues in scholarly journals.		

Appendix 5 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, as noted below.

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.

Appendix 6 Glossary

Academic	A person who works for a higher education institution, who holds an advanced degree, and engages in research, scholarship, and teaching
Academic Affairs	Refers to the institutional offices who manage and support its academic activities: curriculum, hiring faculty, faculty research, teaching, etc.
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
Academic Review	assistant professors in the research, WOT, and tenure-tracks are reviewed for reappointment to a second three-year term
Appointment	An academic appointment is a title conferred to faculty for a period of time.
Arms-Length	Arms-Length is the designation given for external letter writers who have no close conflicts of interest with the candidate (e.g. no co-investigated grants; no co-authored papers).
Clock-Managed Position	Clock-managed ranks are those required to go through 2 review processes: academic review and if reappointed, promotion and/or tenure review.
Effectiveness	the capability of producing an intended or desired result
Equality	Each individual or group of people is given the same resources or opportunities
Equity	To recognize that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome
Faculty	Employees who hold the rank of instructor or a higher academic rank in academic programs. These employees may be eligible for tenure and promotion.
Hidden Curriculum	We operate within a system where dominant culture norms keep certain operations opaque and hidden. The hidden curriculum are implicit academic, social, and cultural messages; unwritten rules and unspoken expectations; and unofficial norms, behaviors, and values that we find in academia. The hidden curriculum can apply to faculty, staff, and students in this system. (reference: Hafler et al 2011)
Impact	A strong effect on someone or something
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)
Productivity	the state or quality of producing something

Professor	a postsecondary educator at the college or university level, who may hold a PhD (or EdD in schools and colleges of education) in a specialized academic field and whose teaching and research are focused on that subject area
Reappointment	To be named to a position for a second/subsequent time
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.
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.
Teaching	In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

Appendix 7 List of acronyms

AAH	Academic Affairs Handbook
ABB	Activity Based Budgeting
AHR	Academic Human Resources
APHP	Academic Public Health Practice
APT	Appointment, Promotion, and Tenure
CV	Curriculum Vitae
DACS	Dean's Advisory Council of Students
EDI	Equity, Diversity, and Inclusion
EOAA	Equal Opportunity and Affirmative Action
FAH	Faculty Advancement Handbook
FC	Faculty Council
FCG	Faculty Code and Governance
FDP	Faculty Development Program
MTM	Mentoring the Mentor
NIH	National Institutes of Health
NFO	New Faculty Orientation
OAP	Office of Academic Personnel
OD	Office of the Dean
OFA	Office of Faculty Advancement
PI	Principal Investigator
PWI	Predominantly White Institutions
SOM	School of Medicine
SPH	School of Public Health
URM	Under-Represented Minority
UW	University of Washington
WOT	Without Tenure
WOTRF	Without Tenure for Reason of Funding

Appendix 8 References

- Associations of Schools and Programs of Public Health. (2024). *Building Inclusive Excellence Through an Anti-Racism Lens: Transformative Action in Academic Public Health*. https://aspph-webassets.s3.amazonaws.com/FTF2030/Building+Inclusive+Excellence+through+an+Anti-Racism+Lens_FTF2030.pdf
- *Tenure*. (2006, June 30). AAUP. <https://www.aaup.org/issues/tenure>
- Moher, D., Naudet, F., Cristea, I. A., Miedema, F., Ioannidis, J. P. A., & Goodman, S. N. (2018). Assessing scientists for hiring, promotion, and tenure. *PLOS Biology*, 16(3), e2004089. <https://doi.org/10.1371/journal.pbio.2004089>
- Rethinking Research Assessment: Addressing Institutional Biases in Review, Promotion, and Tenure Decision-Making (part IV). (2020, October 19). *The Official PLOS Blog*. <https://theplosblog.plos.org/2020/10/rethinking-research-assessment-addressing-institutional-biases-in-review-promotion-and-tenure-decision-making-part-iv/>
- Hoppe, T. A., Litovitz, A., Willis, K. A., Meseroll, R. A., Perkins, M. J., Hutchins, B. I., Davis, A. F., Lauer, M. S., Valantine, H. A., Anderson, J. M., & Santangelo, G. M. (2019). Topic choice contributes to the lower rate of NIH awards to African-American/black scientists. *Science Advances*, 5(10), eaaw7238. <https://doi.org/10.1126/sciadv.aaw7238>
- Collins, F. S., Adams, A. B., Aklin, C., Archer, T. K., Bernard, M. A., Boone, E., Burklow, J., Evans, M. K., Jackson, S., Johnson, A. C., Lorsch, J., Lowden, M. R., Nápoles, A. M., Ordóñez, A. E., Rivers, R., Rucker, V., Schwetz, T., Segre, J. A., Tabak, L. A., ... NIH UNITE. (2021). Affirming NIH's commitment to addressing structural racism in the biomedical research enterprise. *Cell*, 184(12), 3075–3079. <https://doi.org/10.1016/j.cell.2021.05.014>
- Jones, D. S., Podolsky, S. H., Bannon Kerr, M., & Hammonds, E. (2023). Slavery and the Journal—Reckoning with History and Complicity. *The New England Journal of Medicine*, 389(23), 2117–2123. <https://doi.org/10.1056/NEJMp2307309>
- Aragón, O. R., Pietri, E. S., & Powell, B. A. (2023). Gender bias in teaching evaluations: The causal role of department gender composition. *Proceedings of the National Academy of Sciences of the United States of America*, 120(4), e2118466120. <https://doi.org/10.1073/pnas.2118466120>
- Heffernan, T. (2022). Sexism, racism, prejudice, and bias: A literature review and synthesis of research surrounding student evaluations of courses and teaching. *Assessment & Evaluation in Higher Education*, 47(1), 144–154. <https://doi.org/10.1080/02602938.2021.1888075>
- Stanley, C. A. (2006). Coloring the Academic Landscape: Faculty of Color Breaking the Silence in Predominantly White Colleges and Universities. *American Educational Research Journal*, 43(4), 701–736.
- Rose, G. L., Rukstalis, M. R., & Schuckit, M. A. (2005). Informal mentoring between faculty and medical students. *Academic Medicine: Journal of the Association of American Medical Colleges*, 80(4), 344–348. <https://doi.org/10.1097/00001888-200504000-00007>

- O’Meara, K., Jaeger, A., Misra, J., Lennartz, C., & Kuvaeva, A. (2018). Undoing disparities in faculty workloads: A randomized trial experiment. *PloS One*, 13(12), e0207316.
<https://doi.org/10.1371/journal.pone.0207316>
- Trejo, J. (2020). The burden of service for faculty of color to achieve diversity and inclusion: The minority tax. *Molecular Biology of the Cell*, 31(25), 2752–2754.
<https://doi.org/10.1091/mbc.E20-08-0567>
- Hafler, J. P., Ownby, A. R., Thompson, B. M., Fasser, C. E., Grigsby, K., Haidet, P., Kahn, M. J., & Hafferty, F. W. (2011). Decoding the learning environment of medical education: A hidden curriculum perspective for faculty development. *Academic Medicine: Journal of the Association of American Medical Colleges*, 86(4), 440–444.
<https://doi.org/10.1097/ACM.0b013e31820df8e2>