UNIVERSITY of WASHINGTON
SCHOOL OF PUBLIC HEALTH

School of Public Health
Academic Affairs Handbook

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

sph.washington.edu

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Section 1: Overview

1.1 The Academic Affairs Handbook

The Academic Affairs Handbook (AAH) of the School of Public Health (SPH) at the University of Washington (UW) is a school-specific document describing policy and procedures regulating academic affairs within the SPH. The SPH AAH is based on the UW Faculty Code and expands upon the policies and procedures provided in the UW Faculty Code. The UW Faculty Code is referenced extensively in the SPH AAH.

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

The SPH AAH is maintained, updated, and revised by the SPH Faculty Council (FC). The SPH FC is an elected body of the SPH faculty that contributes to the shared governance of the School and its academic affairs. The authority of the FC is provided within the SPH Faculty Bylaws (and Appendix 1), which details the responsibilities, membership, elections, officers, procedures and meetings, written records, and vacancies of the FC. Briefly, the FC advises the dean on matters of faculty promotion and tenure, and advises the dean on matters involving academic policy, including priorities, resource and salary allocation, and budgets (UW Faculty Code 23-45.c). The Faculty Council of the School of Public Health has additional responsibility for providing secondary review of new appointments at the level of Associate Professor (tenure/tenure track/research/teaching) and above, as well as promotions in the tenure//WOTRF/research/teaching ranks. Based on these reviews the Faculty Council shall, in a timely fashion, make recommendations to the Dean regarding these proposed appointments and promotions.

The SPH FC updates and revises the AAH as needed to reflect changes in the UW Faculty Code and changes to the policy and procedures regulating academic affairs within the SPH. Anytime modifications are made to the AAH by the SPH FC, the FC will assess which constituents are involved and will decide if the vote of approval of the modification can be at the level of the FC (for house-keeping and minor changes) or at the level of the SPH faculty (for substantive changes). At the request of any FC member, the vote will go to SPH faculty. If the vote is at the level of the FC, a unanimous vote of the departmental representatives FC is required to adopt the modifications; if the vote is at the level of the SPH faculty, a majority vote of those eligible that to choose to vote is required to adopt the modifications.

Section 2: Qualifications and Appointments for Academic Titles (Professorial and Non-Professorial)

2.1 Introduction

Members of the faculty at the UW in the SPH are scholars in their respective disciplines in public health. The UW has 4 professorial tracks: tenure (eligible for or has tenure) and WOTRF track faculty, who have both teaching and research responsibilities; research track faculty, who have primarily research responsibilities; and teaching track faculty, who have primarily teaching responsibilities. The SPH also has a variety of non-professorial tracks, which are detailed below.

For a detailed outline of academic titles and ranks please refer to UW AHR's website here. A competitive recruitment is required for all professorial tracks. Some non-professorial instructional and related titles require competitive recruitment. The most up-to-date information can be found here in the additional details section.

2.2 Academic Expectations

All members of the academic community, including members of the faculty, have an obligation to comply with the rules and regulations of the University and its schools, colleges, and departments. The UW policy directory can be found here. The Board of Regents, President, and Provost of the University of Washington, as well as UW faculty and staff members, are asked to manage a complex set of internal and external activities and interests. Further, they are expected to accomplish this in a way that complies with the spirit and the letter of ethical standards established by state law and University policy. The UW Guide to Ethics Policies can be found here. The faculty Standard of Conduct can be found in Section 25-71. Please refer to the SPH PI Eligibility Policy in the selected SPH Research Policies and Procedures section.

2.3 Qualifications and Appointments for Professorial Faculty

2.3.1 Qualifications and Appointments for Tenure/WOTRF

- Information regarding tenure (eligible for or has)/WOTRF faculty appointments may be found in the UW Faculty Code, Chapter 24, Sections 24-34 and 24-40. A competitive recruitment is required for many faculty positions.
- Assistant Professor: requires completion of professional training, which in many fields is marked by the Ph.D. or other doctoral degrees, and demonstration of scholarly teaching and research ability that indicates promise of a successful career. Initial appointments are for three years. In the spring of the second year, each assistant professor should be reviewed to determine whether a second three-year appointment is desirable. Assistant professors may be elected to be members of the graduate faculty.
- Associate Professor: requires a record of substantial scholarly success in both teaching and research, as evaluated in terms of national recognition. Associate professors may be elected to be members of the graduate faculty.
- Professor: requires outstanding, mature scholarship as evidenced by accomplishments in teaching and research, as evaluated in terms of national or international recognition. Professors may be elected to be members of the graduate faculty.

2.3.2 Qualifications and Appointments for Research Faculty

- Information regarding research faculty appointments may be found in the UW Faculty Code, Chapter 24, Section 24-35.

- Research Assistant Professor: This is the initial level of appointment for faculty entering the research faculty track. This clock-managed rank requires a demonstration of research ability that indicates promise of a successful career (UW Faculty Code Section 24-34 A.1 and B.5). Credentials equivalent to tenure/WOTRF assistant professors are required, including possession of the terminal degree in the field. The initial appointment for three years, with a review during spring quarter of the second year. If the appointment is renewed, a mandatory review for promotion or non-renewal must be made by the sixth year of appointment. Research assistant professors may be elected to be members of the graduate faculty.
- Research Associate Professor: Appointment to these titles require credentials equivalent to those of the corresponding tenure/WOTRF rank, with emphasis on research productivity and grant and contract support. This rank requires a record of substantial success in research (UW Faculty Code Section 24-34 A.2 and B.5). May participate in the regular instructional program but are not required to do so, except insofar as required by their funding source (UW Faculty Code Section 24-35 B). Appointments may be for up to five years, with renewal decisions during autumn quarter of the last year of the appointment period. Renewal is based on meeting the scholarly expectations of the research associate professor rank. Research associate professors may be elected to be members of the graduate faculty.
- Research Professor: Appointment to these titles require credentials equivalent to those of the corresponding tenure/WOTRF rank, with emphasis on research productivity and grant and contract support. This rank requires outstanding, mature scholarship as evidenced by accomplishments in research as evaluated in terms of national or international recognition in research. May participate in the regular instructional program but are not required to do so, except insofar as required by their funding source (UW Faculty Code Section 24-35 B). Appointments may be for up to five years, with renewal decisions during autumn quarter of the last year of the appointment period. Renewal is based on meeting the scholarly expectations of the research professor rank (see Section 7 below). Research professors may be elected to be members of the graduate faculty.

2.3.3 Qualifications and Appointments for Teaching Faculty

- Information regarding instructional faculty appointments may be found in the UW Faculty Code, Chapter 24, Section 24-34 and 24-41. C.
- Assistant Teaching Professor: Appointment with the title of assistant teaching professor requires a demonstration of teaching ability that signals promise of a successful teaching career 24-34 B.3.a. There is no degree requirement. Assistant teaching professor is a title that may be conferred on persons who have special instructional roles. This rank requires a demonstration of teaching ability that signals promise of a teaching successful career (UW Faculty Code Sections 24-34 A.1 and B.3). Appointment terms may not exceed five years in length. Renewal is based on meeting the scholarly expectations of the assistant teaching professor rank. There is no limit to the number of reappointments.
- Associate Teaching Professor: Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline. 24-34 B.3.b. There is no degree requirement. Associate teaching professor is a title that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline. Appointment terms may not exceed seven years in length. Renewal is based on meeting the scholarly expectations of the associated teaching professor rank. There is no limit to the number of

reappointments.

- Teaching Professor: Appointment with the title of teaching professor requires a record of excellence in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, or field. 24-34 B.3.c. There is no degree requirement. This rank requires outstanding, mature scholarship as evidenced by accomplishments in teaching. Further, it requires a record of excellence in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, or service and leadership to the department, school/college, university, and field (UW Faculty Code Section 24-34 A.3 and B.3). Teaching professor is a title that may be conferred on persons whose excellence in instruction is recognized by appropriate awards, distinctions, or other major contributions to their field. Appointment terms may not exceed ten years in length. Renewal is based on meeting the scholarly expectations of the associated teaching professor rank. There is no limit to the number of reappointments.

2.3.4 Qualifications and Appointments for Titles Used in Conjunction with Professorial Faculty Titles

- Information regarding the titles described in this section may be found in the UW Faculty Code, Chapter 24, Section 24-34.
- Adjunct: An adjunct appointment denotes an appointment extended only to tenure//WOTRF/research faculty member or teaching faculty member who holds a primary appointment in another UW department to recognize their contributions to a secondary department. It does not confer governance or voting privileges or eligibility for tenure. Appointment terms are annual.
- Joint: A joint appointment is one that recognizes a tenure//WOTRF/research faculty member or teaching faculty member's long-term commitment to (and participation in) two or more UW departments. One department is designated the primary department; the others are secondary. This designation can be changed only with the concurrence of the faculty member and the appointing departments; the same is true of relinquishing a joint appointment. Personnel determinations (salaries, promotions, leave, etc.) originate with the primary department but may be proposed by a secondary department; all actions must have the concurrence of the secondary departments. (For more information on appointments that are considered joint with an affiliated institution, see Guidelines for Appointments and Promotions for UW School of Public Health (SPH) Faculty Based at External Institutions below.)
- If a faculty member is being proposed for a joint appointment, with the primary appointment in another department, the department faculty must vote specifically to offer voting privileges with the appointment. Once privileges are awarded, either by faculty vote or de facto, they cannot be revoked without the faculty member's consent.

2.3.5 Qualifications and Appointments for Non-Professorial Instructional Faculty

- Lecturer Full-Time Temporary: This is a special instructional role intended to address short-term or unanticipated instructional needs (UW Faculty Code Section 24-34 B.1) and is limited to 3 consecutive annual appointments. Faculty members who have exhausted their time in this title are not eligible for subsequent appointment in an acting title.
- Lecturer Part-Time: This is a special instructional role (UW Faculty Code Section 24-34

B.1) That has the potential for a multi-year appointment.

- Lecturer Part-Time Temporary: This is a special instructional role intended to address short-term or unanticipated instructional needs (UW Faculty Code Section 24-34 B.1). The appointment term is annual or quarterly. Recurring quarterly appointments at 50% or greater that result in academic year-long employment will be limited to a total of 3 consecutive academic years.
- Teaching Associate: Teaching Associate is a title that may be conferred on non-students with credentials more limited than those of an instructor. Appointments are annual or quarterly.

2.3.6 Qualifications and Appointments for Acting Faculty Titles

- Acting: Acting appointments typically address 1 of 3 important needs: temporary instruction requiring someone with significant professional training (e.g., PhD), a temporary bridge for professorial faculty who have not yet completed tenure/WOTRF/research/teaching appointment requirements, or a temporary transition period between post-doctoral training and mentoring and entry into the professorial ranks. The acting designation is used with professorial ranks or the instructor title. It may not be used with research titles or any annual appointments. At the UW use of an acting title may not exceed 4 years in any one rank or title, or 6 years in any combination of ranks or titles. This title may not be used for assistant professors that are not renewed.

2.3.7 Qualifications and Appointments for Courtesy Faculty Titles

- Affiliate: An affiliate appointment requires qualifications comparable to those for appointment to the corresponding professorial rank or title. These appointments recognize the professional contributions of those whose principal employment responsibilities lie outside the colleges or schools of the University. Appointment term is annual with no limit on number of reappointments. Depending on the granting agency and the role of the individual, it is possible for a person holding an affiliate title to serve as principal investigator. This appointment is intended to be unpaid but may be eligible to be paid on a temporary basis.
- Clinical: A clinical title denotes an appointment conferred at the appropriate professorial rank, usually to someone with a primary appointment with an outside agency or non-academic unit of the University, or in private practice. Clinical faculty make substantial contributions to university programs by working with faculty in preparing and assisting in instruction of students and in practicum settings. Appointment terms are annual with no limit on the number of reappointments. This appointment is intended to be unpaid but may be eligible to be paid on a temporary basis.
- Emeritus: An emeritus appointment is given to a faculty member (including research, teaching and clinical) who has officially retired from UW service and who's scholarly, teaching or service record has been meritorious. The usual criteria are at least 10 years prior service on the faculty and achievement of the rank of professor or associate professor. Appointments are for life. This appointment is intended to be unpaid but may be eligible to be paid on a temporary basis.

2.3.8 Qualifications and Appointments for Visiting Titles

- Complete details, including FTE requirements, whether the appointment requires Board of Regents' approval, and salary considerations, can be found on the academic titles and

ranks page here.

- Visiting Professor, Visiting Associate Professor, and Visiting Assistant Professor: These are salaried faculty appointments that require a primary professorial position at another institution of higher learning. All ranks require qualifications consistent with those outlined in UW Faculty Code Section 24-34 A. Completion of professional training is required, in many cases marked by the PhD.
- Visiting Lecturer: The appointee may hold a non-professorial appointment at another institution of higher education and/or may otherwise be qualified for this special instructional role (UW Faculty Code Section 24-34 B.15 and UW Faculty Code Section 24-34 A.1-3). Degree requirement is determined at the local level and commensurate with assigned responsibilities.
- Visiting Scientist: Typically, non-academic experts or professionals in a field who collaborate with or serve an academic department and temporarily engage in independent (non-mentored) research, observation, and/or consultation with colleagues. Individuals in this non-faculty title may not teach or be an instructor of record for any course; must not otherwise meet eligibility criteria for appointment as a postdoctoral scholar; and may not be a student enrolled at any institution and/or performing the duties of a professional staff research scientist. Must hold at least a master's degree.
- Visiting Scholar: This is an honorary non-faculty title awarded to persons who hold professorial (including research titles) positions at other institutions and who are visiting but not employed by the University during their stay. Must hold a professorial title at another institution. Individuals with this title may not serve as instructor of record and may not hold another UW appointment concurrently (UW Faculty Code Section 24-34 B.16).

2.3.9 Qualifications and Appointment for Postdoctoral Scholars

- There are multiple postdoctoral scholar titles. Individuals in these titles have received a doctoral degree (PhD or equivalent) and are engaged in full-time, mentored advanced training to enhance professional skills and research independence. They perform primarily research and scholarship under the direction and supervision of university faculty mentors. Individuals in these titles may not be privileged as attending physicians within the context of their university responsibilities; enrolled in clinical residency and fellowship programs in the health sciences; engaged in research related to their clinical training program; or employed by non-University entities (e.g., individuals paid directly by Howard Hughes Medical Institute, the Veterans Administration, Fred Hutchinson Cancer Research Center, and the U.S. military).
- Information regarding the criteria for each of the postdoctoral scholar appointments can be found on the Academic Human Resources website.

Section 3: Qualifications for Appointments Requiring Reappointment

3.1 Annual Appointments

Acting, adjunct, affiliate, and clinical tracks require annual reappointment that consists of a department level review, faculty vote of eligible voting faculty, and reappointment recommendation, positive or negative, submitted to the Office of the Dean. The process and criteria for which faculty are reviewed is determined by the department.

3.2 Multi-Year Appointments

Research, teaching, and lecturer tracks require reappointment per the appointment term set at time of hire or at last reappointment that consists of a department level review, faculty vote of eligible voting faculty, and reappointment recommendation, positive or negative, submitted to the Office of the Dean. The process and criteria for which faculty are reviewed is determined by the department.

3.3 Second Year Reviews

According to Faculty Code (Section 24-41), during the second year of an assistant professor's initial 3-year appointment they must be reviewed for consideration of a second 3-year appointment. The process and criteria for which faculty are reviewed is determined by the department. Titles involved in this process include assistant professors, assistant professors WOTRF, research assistant professors, and both associate and full professors who are eligible for but who have not yet been awarded tenure.

Section 4: Faculty Recruitment and Appointment Process

Details on procedures for hiring new faculty can be found in the UW Faculty Code (24-51 and 24-52) and in the SPH Faculty Search and Hire Overview document. For specific questions regarding the recruitment process, please contact your Academic Human Resources Manager. These guidelines apply to recruitment of tenure, WOTRF, research, and teaching faculty. Highlights of the procedures are as follows:

4.1 Opening a Position and Creating the Search Committee

Each spring, SPH departments submit a department hiring plan for the following academic year to the School of Public Health, Office of the Dean. Joint searches with affiliated institutions should be included. The Department clarifies its hiring aims and a search committee is charged by the Department Chair. The search committee membership should reflect the expertise required to choose the best qualified applicant for the position. When possible, the committee should reflect a variety of backgrounds, experiences, and expertise with diversity, equity, and inclusion (i.e., race/ethnicity, gender, academic specialization, years of experience) and include at least one student.

4.2 Search process

The search committee works closely with the department Academic Human Resources Manager to follow the UW & SPH faculty search process, incorporating Office for Faculty Advancement Best Practice Guidelines, which can be found here. The departmental faculty or the authority-delegated search committees are responsible for crafting a job ad, assessment plans and rubrics, advertising, assessing, and interviewing applicants, and identifying a top candidate to present to the department faculty and make a recommendation to the Department Chair. The offer of appointment requires pre-approval from the Dean and in some cases the SPH FC provides a secondary review of new appointments as outlined in the SPH Faculty Bylaws. The Director of Human Resources will partner with the department on developing the offer letter, consult on negotiation, and will be accessible to field questions that come up.

4.3 Meeting Affirmative Action Requirements

In order to meet affirmative action compliance requirements, the UW must collect data on the race, sex, and ethnicity of all candidates who have applied for a specific position by requesting that they complete the Affirmative Action Information Request via Interfolio.

4.4 Appointment of New Faculty

The department assembles the appointment packet. The appointment packet must include all of the materials outlined on the SPH appointment checklist. Please refer to your Academic Human Resource manager for any questions you have regarding what documents are required for academic appointments. If a faculty member is being proposed for a joint appointment, with the primary appointment in another department, the department faculty must vote specifically to offer voting privileges with the appointment. Once privileges are awarded, either by faculty vote or de facto, they cannot be revoked without the faculty member's consent.

Section 5: Guidelines for Faculty Promotion

5.1 Overview

An important aspect of shared governance at the UW SPH is the responsibility of faculty peers in maintaining the quality of scholarship within their department and school. As a faculty, we provide input to the academic appointment and promotion process as a way of assuring quality of scholarship within our ranks.

University guidelines for the promotion of faculty members are found in UW Faculty Code, Chapter 24 and are followed by the SPH. Listed below are further guidelines for promotion of faculty in the SPH. The guidelines have been developed in consultation with the faculty of all SPH departments. The general standards and the expectations of quality, productivity, and impact in each area of scholarly activity, including teaching, research, academic public health practice (PHP) is provided in Sections 6, 7, and 8, which provide detailed guidelines for promotion. Generally, guidelines for promotion are similar for tenure/WOTRF and research faculty. Guidelines for teaching faculty promotion, however, are not always similar to those of tenure/WOTRF/ research faculty. Within each section, there are subsections providing details based on faculty track.

Note that the processes and criteria in this section do not apply to annual faculty promotions (i.e., clinical and affiliate promotions). Annual faculty promotions simply follow criteria in line with the faculty code that is set at the department level.

5.2 Promotion and Evaluation of Areas of Scholarship

Members of the faculty at the UW in the SPH are scholars in their respective disciplines in public health. Appointments and promotions are based on a faculty member's contribution to scholarship in their discipline. The guidelines in the following sections are the expected scholarly minimums in the areas of teaching, research, and academic PHP for each rank within the professorial tracks. There is also a section on service.

Faculty being considered for promotion should have demonstrated evidence of sustained scholarly quality, productivity, and impact in the areas of their track: teaching and research for tenure/WOTRF faculty; research for research faculty; and teaching for teaching faculty. In the SPH, an additional area of scholarship that can be considered is that of academic PHP. For faculty conducting academic PHP, evidence of scholarship in research and evidence of scholarship in academic PHP will be considered together; For some teaching faculty who also conduct academic PHP, evidence of scholarship in teaching and academic PHP will be considered together.

For promotion, a candidate must excel in scholarship in their current rank. To excel, a candidate must demonstrate that they go measurably beyond meeting minimum expectations for current-rank performance by providing evidence of outstanding scholarship in the areas of teaching, research, or academic PHP. A faculty member who simply meets the current-rank expectations in these areas is not guaranteed promotion. Excelling requires evidence of sustained scholarly quality, productivity, and impact. Sustained evidence is the accumulation of consistent evidence from multiple sources indicating the quality, productivity, impact of scholarship, and potential for continued scholarship in the future. Although there is not a set minimum of time in rank to be considered for promotion, candidates for promotion will often need 5 years in rank to demonstrate evidence of sustained scholarly performance.

5.3 Promotion and Demonstration of Salary Support

In addition to scholarly activities, all faculty who rely on external funds for salary support, must

demonstrate a reasonable expectation that external support that fills the gap between SPH compensation and 100% salary coverage will be secured by the candidate for 2 out-years at the time of the promotion. For example, an Assistant Professor tenure track with 50% FTE covered by teaching (combine school and departmental) will need to demonstrate that they have grants or contracts to cover the remaining 50% of their salary for the 2 years starting at the time of the promotion. In another example, a Research Associate Professor with 30% SPH (combine school and departmental) will need to demonstrate that they have grants or contracts to cover the remaining 70% of their salary for the 2 years starting at the time of the promotion.

Executive Order No. 45 speaks to Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases. Faculty Code 24-41 K states "Termination of funding is defined as failure, for a continuous period of more than 12 months, to obtain funding sufficient to provide at least 50% of the faculty member's base annual salary. The University is not obligated to provide replacement funding during lapses of a faculty member's external support."

5.4 Promotion Process

Annually, all eligible members of the faculty shall be informed of the opportunity to be considered for promotion by their department chair (or chair's designee). At the request for the faculty member, or if the promotion decision is mandatory, a promotion review shall be conducted. (UW Faculty Code, Section 24-54, "Procedure for Promotion"). To help assure progress toward promotion, meetings between a faculty member and his or her department chair should occur on an annual basis, and progress toward promotion should be discussed. It is hoped that these SPH promotion guidelines will help the candidate throughout the candidate's career and will help structure the annual discussions with the department chair.

When faculty are considered for promotion to the next rank, senior or higher- ranking department faculty, the department chair, and the Faculty Council of the School and the Dean will evaluate evidence of the faculty member's scholarship.

After the review of a proposed promotion, the FC makes a recommendation to the Dean. If the department Chair and the department faculty do not agree on a particular proposed promotion, the FC also plays a fact-finding role. The FC will meet with both the department faculty and the Chair to determine the cause of the disagreement before making its recommendation to the Dean. In cases where the FC does not agree with the Chair of a department on a proposed appointment or promotion, the FC meets with the Chair of the department. The chair then presents the case and then the FC will make its recommendation to the Dean.

Subsequently, the promotion packet is reviewed by the Provost and Board of Regents who make the final decision about proposed promotions. Typically, candidates are informed of promotion decisions during spring quarter.

5.5 Awarding Tenure

Each department is responsible for developing its own policy regarding the award of tenure through a shared governance process. In these reviews for tenure-only promotion or tenure conversion, the Faculty Council provides oversight to ensure that each department is following their own rules, and that they are being applied in an equitable fashion.

5.5.1 Process

- The Chair of each department will be expected to provide a written statement describing their

department policy for tenure awards. Note: If there are different expectations at the time of annual review for tenured faculty compared to non-tenured faculty at the same rank, these should be included in the written statement.

- The departmental statements shall be reviewed periodically by the Faculty Council and the Dean.
- Each recommendation for a tenure-only award from a department shall be made to the Dean and reviewed by the Faculty Council in the light of the guidelines of the particular department.
- The Faculty Council will make a recommendation to the Dean to approve or deny based on:
  - How well the department appears to be applying its previously described guidelines (does the candidate meet the guidelines?),
  - Strength of argument for special case, if applicable, and
  - Whether or not the department is following its own guidelines in an equitable manner, to the knowledge of the Council.
- The decision about tenure is very much about future expectations regarding commitment to the teaching program; strengthening the department's research in a particular area; demonstrated leadership; and/or furthering or supporting the department's mission overall.

5.6 Promotion Special Cases

Candidates who joined the SPH mid-rank should show evidence of continued strong productivity and achievement during their time at the University.

Faculty who have joint appointments with other schools, colleges, or affiliated institutions must fulfill the SPH promotion criteria, although alternative ways of meeting certain SPH promotion criteria may apply, e.g., consideration of clinical teaching for partial fulfillment of criteria for teaching.

5.7 Other changes in faculty appointments

Lateral Moves or Promotions to Different Tracks

A faculty member may move laterally or be promoted from tenure/WOTRF track, by a vote of the faculty, provided the individual initially was hired as the result of an appropriate search. The process is outlined on AHR's website here. Conversions from the teaching or research tracks to tenure/WOTRF requires competitive recruitment and the process is outlined on AHR's website above. As with all faculty actions, these decisions are reviewed by the Chair, the Dean of SPH, and the Provost's Office, as are all changes of status, appointment, and promotion decisions.

5.8 Faculty with an emphasis on academic PHP

5.8.1 The following process should be followed for faculty opting to have their contributions to advancing academic PHP considered as part of their promotion package:

- Candidates should notify their department chair that they desire to have academic PHP considered in their promotion review and should assemble an academic PHP portfolio documenting their individual contributions to advancing academic PHP.
- The department chair will identify appropriate expert peers in academic PHP who are willing to participate in the review process
- The department chair will instruct the external references to evaluate the candidate's contributions to advancing academic PHP, based on the criteria outlined above, including the trajectory of impact and the relative balance of practice to the entire promotion package. The

Chair will also address these criteria in recommending the candidate for promotion in the Chair's letter to the Dean.

- It is important that the promotion package be organized in a way that clearly indicates: (1) what academic PHP activities have been conducted, (2) the scientific rigor of the activities, (3) the methods used for dissemination, and (4) their impact on the target audience and broader health field (see Appendix 5 and the academic PHP section of the SPH CV outline in Appendix 6).

Section 6: Guidelines and Criteria for Promotion – Teaching Activities

6.1 Definitions for Teaching Activities in the SPH

Teaching activities by the SPH faculty are broadly defined in 2 categories: course teaching and other (non-course) teaching. These include teaching contributions in all UW schools and colleges, including Professional and Continuing Education. Because the SPH recognizes that part of our mission is to build human and institutional capacity through education and other capacity-building activities, teaching outside UW at the undergraduate or graduate level, or teaching health care practitioners or public health practitioners/policy makers may also be considered for promotion, as described in more detail below. While the emphasis of the teaching track is on contributions to the instructional mission, contributions to these other activities may also be considered in assessing the candidate's suitability for re-appointment.

Teaching faculty members are expected to provide evidence of, on a regular and continuing basis: (a) substantial participation in course teaching activities; or (b) substantial leadership in continuing education or training; or (c) substantial instructional contributions in a leadership role in a program central to the educational mission of the department. Research, academic PHP, or service activities may complement these instructional activities. The definitions of course teaching and non-course teaching can be found below.

Course teaching is required for promotion for faculty in the tenure/WOTRF/teaching professorial tracks and may be used to satisfy teaching requirements for faculty in the research track (please see below). "Non-course" teaching activities as described below are expected of all faculty members in supporting the educational mission of the School.

6.1.1 Course Teaching

- The elements of a teaching experience that qualify it as course teaching for purposes of promotion are:
    - Planning the learning objectives, content, and format as contained in the course syllabus for a course that meets at regularly scheduled times throughout the quarter;
    - Providing assistance to students in the course;
    - Evaluating student performance either with credit/no credit or decimal grading or certificate of completion;
    - Being evaluated by registered students with the expectation of high completion rates; and
    - Being evaluated by peers according to department procedures and school-wide criteria for peer evaluations appropriate to a candidate's rank.

- Course teaching can be in UW-degree and non-UW degree programs.
    - UW-degree courses, which must meet the above criteria, are courses that are primarily offered for students earning UW degrees, including degrees offered through UW Professional and Continuing Education. They are typically regularly scheduled numbered courses or new or special topics courses (i.e., 590 courses).
    - Non-UW-degree courses include all courses offered outside of UW (e.g., eDGH) as well as UW continuing education or summer institute courses, including those that lead to a certificate, that are oriented primarily to students not earning a UW degree. Non-UW-degree courses may count toward the course-teaching criteria for promotion provided that they meet all the above criteria, if they have at least the UW

minimum number of students enrolled (currently 8 for a graduate course and 12 for an undergraduate course) and are approved prior to teaching in a letter from the faculty member's Department chair. This letter should describe the course, the expected number of quarters or years it will be taught, and state that the course is part of the faculty member's regular duties, rather than in addition to his/her faculty duties. For these non-UW-degree courses, each 80 hours (4% FTE) of planning, delivery and evaluation of students will be considered equivalent to 1 credit hour. For a person who joined the UW SPH faculty at the same or equivalent rank as his/her prior appointment at another university, course teaching while at the same or equivalent rank at the prior university may count toward promotion in the UW SPH if the course(s) meets all the above criteria outlined in this section. It is the responsibility of the faculty member to present documentation at the time of consideration for promotion that courses taught other than UW-degree courses have met all the criteria. The letter from the chair is necessary to document prior approval for teaching a non-UW-degree course, but is not sufficient to show it meets all the criteria.

- A candidate may serve as sole instructor (100% responsibility) for a course or as co-instructor. A qualifying co-instructor must share responsibility for course content, format, organization, learning objectives, and grading.
- The co-instructor must also be available to provide assistance to students
- The co-instructor's role in the course must be evaluated separately by both students and peers as appropriate to the candidate's rank. The credits counted for a co-instructor will be pro-rated based on the co-instructor's percent responsibility in teaching the course. In some situations, the percentage of responsibility for the course will exceed 100%; this may occur in large course where each co-instructor is provided 75%.
- A candidate may include well-integrated guest instructors in a qualifying course. If guest instructors give more than half of the contact hours in any course, the faculty member must explain his or her role at these guest sessions, and how each guest instructor session contributes to the learning objectives for the course.
- Occasionally, a faculty member may be considered to have major responsibility for the conceptual development and conduct of a course even though they do not directly teach a majority of the content. In this case, their role must be explicitly documented by a supporting letter from the co-instructor or department chair or other equivalent documentation. This documentation should be included with the candidate's promotion packet (please see Contents of Promotion Packets, Section 10). Important original contributions to instructional materials, laboratory handbooks or course aids also may be considered as evidence of teaching contribution when accompanied in the promotion packet by a comprehensive description of their significance.
- Directing independent study, leading seminars, and organizing journal clubs usually do not qualify as course teaching, unless they fulfil all the standard criteria for a regularly scheduled course (as outlined above). If a candidate wishes to use such a course to fulfill part of the course teaching requirement, a statement justifying why this course should count must accompany the promotion packet along with the information required for a standard course (please see Contents of Promotion Packets, Section 10).

- Clinical teaching, where teaching is driven by patient/client problems rather than by pre-planned curricula usually does not qualify as course teaching. However, SPH faculty members whose primary appointment is in another School (including Department of Global Health faculty members whose primary appointment is in the School of Medicine), may substitute the clinical teaching criteria for promotion from their primary School for the SPH course-teaching criteria for promotion.

6.1.2 Non-course Teaching

- The elements of a teaching experience that qualify it as non-course teaching for purposes of promotion are:
  - Faculty members participate in various training activities outside of formal course teaching (e.g., workshops in the community).
  - These activities may involve long-term or short-term commitments to trainees. They may or may not be directly related to a formal degree requirement. Several types of activities are described below. For promotion consideration, not all of the activities listed are equivalent, nor are all required. Please see each rank for specific information. Also note that mentoring of an individual should be counted in either the category of extended mentoring or project mentoring, but not both.

- Extended Mentoring: Responsibilities in which the faculty member is the major supervisor and mentor for a graduate student or postdoctoral fellow:
  - Serving as chair of a student's dissertation (PhD) committee
  - Serving as chair of a student's master's thesis (MS, MPH) committee or MPH capstone project
  - Serving as the supervisor and mentor for a postdoctoral fellow who has been trained in research specialties for at least one year and/or fulfilling the role of the primary faculty mentor for a student's PhD dissertation or MS or MPH thesis, when not the chair of record. This activity must be documented by a letter from the chair of record or from the chair of the Department.

- Project Mentoring
  - Responsibilities in which the faculty member supervises a student or fellow for a project of limited activity or durations
  - Serving as the faculty mentor for a student practicum
  - Serving as instructor for a graduate student registered for independent study or research credits, when not chair of the formal degree committee
  - Serving as instructor for an undergraduate student, typically registered for independent study, senior thesis or research credits and/or supervising a graduate student, medical student, or postdoctoral fellow on a research project (including MHA projects) or lab rotation.

- Advising and Committees
  - Responsibilities in which the faculty member is not the primary supervisor and mentor for a graduate student or postdoctoral fellow
  - Serving on a graduate degree committee in a capacity other than chai
  - Serving as a formal academic advisor to a graduate student;
  - Serving as Graduate or Undergraduate Program Coordinator, with training or advising responsibilities and/or serving as PI of a training grant, with training or

advising responsibilities.

- Short Term Instruction
  - Responsibilities in which the faculty member serves as short-term instructor
  - Instructing a graduate student and/or postdoctoral fellow in research techniques on an informal basis
  - Developing and teaching a UW-sponsored course that does not meet the criteria for course teaching, including continuing education and certain UW extension courses (please see Course Teaching, Section 6.2 above for course teaching criteria) and/or guest lectures.
- Qualitative Evaluation of Teaching Activities for Promotion
  - To be considered for promotion, quantitative and qualitative criteria must be met in the area of teaching. The quantity of teaching required varies with the rank of the candidate and is listed separately for each rank in the following sections. All candidates are expected to demonstrate reasonable success in teaching. How success is evaluated for the purposes of promotion is discussed below.

6.2 Overview of Guidelines

The information below provides guidelines on meeting expectations for scholarship in teaching, both course teaching and non-course teaching. If teaching scholarship is proposed as the area in which the faculty member excels for promotion, the candidate's record of scholarship in teaching must reflect achievements that measurably exceed meeting expectations of quality, productivity, and impact. The achievements should be reflected in the promotion materials.

- **Guidelines for Course Teaching**
  - A faculty member should demonstrate reasonable success in student learning in their subjects as indicated on student evaluation forms, peer evaluations of teaching materials, and peer observations of course instruction. These documents will provide the primary evidence of meeting this objective. Other evaluation materials may be considered according to the conventions of the candidate's field. All courses in the SPH are required to have student evaluations completed each time they are offered.
  - In addition to peer and student evaluations, evidence of scholarly performance can be based on one or more of the following:
    - Nomination for or receipt of course teaching awards;
    - Invitations to lecture or lead instructional sessions at regional, national, or international scientific meetings or professional courses;
    - Invited participation in course advisory committees or institutional instructional review boards;
    - Leadership positions in instructional efforts by professional societies; and/or
    - Positive evaluation of teaching productivity, quality, and impact as described in letters from independent, recognized experts in the candidate's field.

- **Guidelines for Non-course Teaching**
  - In addition to course teaching, evidence of scholarly performance can be based on one or more of the following:
    - Publication of student and postdoctoral advisees' research, including quality of such publications;
    - Invitations to advisees to speak at regional, national, or international scientific meetings;

- Awards received by advisees for their professional and research achievements;
- Subsequent achievements of advisees;
- Results of exit or subsequent interviews with former advisees;
- Invited participation in committees advising or reviewing graduate or postgraduate programs;
- Individual competitive fellowships or research grants received by advisees during their training;
- Nomination or receipt of mentoring awards; and/or
- Other formal evaluation procedures established by the departments for non-course teaching.

6.3 Specific Criteria for Promotion: Teaching Activities

6.3.1 Specific Criteria for Promotion of Tenure/WOTRF Faculty – Teaching Activities

Tenure/WOTRF professorial faculty members are expected to participate in course teaching activities on a regular and continuing basis. Faculty members are expected to provide evidence of a commitment to student learning, competence in their field of instruction and integrity in matters of course conduct and training. Faculty members are expected to make contributions to non-course teaching that further the development of students and trainees as productive scientists and practitioners. It is recognized that the teaching record commensurate with a given level of achievement varies from discipline to discipline within the SPH. Faculty supported by state funds also must satisfy the requirements of the University Instructional Responsibilities Policy). The sections below list the minimum quantity of teaching that is required for promotion. Each submitted course, as well as the overall teaching and training record in rank, will be evaluated for evidence of high-quality contribution.

A. Promotion from Assistant Professor to Associate Professor

Faculty candidates for promotion to associate professor should have taught successfully and been evaluated in three or more quarter-long courses for which they were 100% responsible, totaling at least eight credits. If a candidate is a co-instructor or otherwise shares responsibility for a course, their participation will be pro-rated based on their percent responsibility in teaching each course). Candidates with prior course teaching conducted while at the same rank at another University or whose duties as a UW SPH faculty member include non-UW-degree course teaching who have taught at least one UW-degree course may be considered for promotion, if they provide evidence that their non- UW-degree course teaching meets all the above criteria, including evaluation of the quality of teaching, in accordance with the information outlined throughout section 6.

Faculty candidates for promotion to associate professor are expected to demonstrate substantial ongoing involvement in non-course teaching activities at least equivalent to chairing one completed UW PhD dissertation or two completed UW MS or MPH theses or capstone projects. For PhD students who have not graduated, successful completion of the General Exam is considered equivalent to a completed MS or MPH for promotion purposes. Occasionally, candidates who have not chaired such committees will qualify for promotion through extensive involvement in other training activities. The candidate and department chair must clarify in the promotion packet how these contributions demonstrate the required level of teaching and training.

For promotion from assistant professor to associate professor, the candidate must excel

in the quality, productivity, and impact of the above criteria if this is the chosen area of scholarship meriting promotion.

B. Promotion from Associate Professor to Professor

Faculty candidates for promotion to professor should have taught and been evaluated in two or more quarter- long courses for which they were 100% responsible totaling at least five credits, after achieving the rank of associate professor. If a candidate is a co-instructor or otherwise shares responsibility for a course, their participation will be pro-rated based on their percent responsibility in teaching each course. Candidates with prior course teaching conducted while at the same rank at another University or whose duties as a UW SPH faculty member include non-UW-degree course teaching who have taught at least one UW-degree course may be considered for promotion, if they provide evidence that their non-UW-degree course teaching meets all of the above criteria, including evaluation of the quality of teaching, in accordance with the information outlined throughout section 6.

Faculty candidates for promotion are expected to demonstrate substantial ongoing involvement in non-course teaching activities; having chaired one completed PhD dissertation or two completed MS or MPH theses or capstone projects after achieving the rank of associate professor. For PhD students who have not graduated, successful completion of the General Exam is considered equivalent to a completed MS or MPH for promotion purposes. Occasionally, candidates who have chaired only one MS or MPH committee will qualify for promotion through extensive involvement in other training activities. The candidate and department chair must clarify in the promotion packet how these contributions demonstrate the required level of teaching and training.

For promotion from associate professor to professor, the candidate must excel in the quality, productivity, and impact of the above criteria if this is the chosen area of scholarship meriting promotion.

6.3.2 Specific Criteria for Promotion of Research Faculty – Teaching Activities

Research professorial faculty may engage in course teaching but are not required to do so. However, they are expected to engage in non-course teaching on a regular and continuing basis. Research faculty members are expected to provide evidence of a commitment to student learning, competence in their field of instruction, and integrity in matters of course conduct and training. They are expected to make contributions to non-course teaching that furthers the development of students and trainees as productive scientists and practitioners. The overall teaching and training record in rank, as well as each submitted course, will be evaluated for evidence of high quality, productivity, and impact.

A. Promotion from Research Assistant Professor to Research Associate Professor

Faculty candidates for promotion to associate professor are not expected to have taught courses during their time in rank. Faculty candidates for promotion to associate professor are expected to demonstrate substantial ongoing involvement in non-course teaching activities at least equivalent to chairing one completed PhD dissertation or two completed MS or MPH theses, or capstone project. When course teaching is counted for promotion, it must meet all the standard criteria described in Criteria for Promotion: Teaching. For PhD students who have not graduated, successful completion of the General Exam is considered equivalent to a completed MS or MPH

for promotion purposes. Occasionally, candidates who have not completed the committee chairing or course teaching requirements specified above will qualify for promotion through extensive involvement in non-course teaching activities. The candidate and department chair must clarify in the promotion packet how these contributions demonstrate the required level of teaching and training.

For promotion from research assistant professor to research associate professor, the candidate must excel in research scholarship. For those also excelling in teaching scholarship, the candidate must excel in the quality, productivity, and impact of the above criteria.

B. Promotion from Research Associate Professor to Research Professor

Faculty candidates for promotion to research professor are not expected to have taught courses during their time in rank. Faculty candidates for promotion to research professor are expected to demonstrate substantial ongoing involvement in non-course teaching activities at least equivalent to chairing one completed PhD dissertation or two completed MS or MPH theses, or capstone projects after achieving the rank of research associate professor. When course teaching is counted for promotion, it must meet all the standard criteria described in section 6. For PhD students who have not graduated, successful completion of the General Exam is considered equivalent to a completed MS or MPH for promotion purposes. Occasionally, candidates who have not completed the committee chairing or course requirements specified above will qualify for promotion through extensive involvement in other non-course teaching activities. The candidate and department chair must clarify in the promotion packet how these contributions demonstrate the required level of teaching and training.

For promotion from research associate professor to research professor, the candidate must excel in research scholarship. For those also excelling in teaching scholarship, the candidate must excel in the quality, productivity, and impact of the above criteria.

6.3.3 Specific Criteria for Promotion of Teaching Faculty: Teaching Activities

Teaching professorial faculty engage in course teaching as their primary activity and are also expected to engage in non-course teaching on a regular and continuing basis. Teaching faculty members are expected to provide evidence of a commitment to student learning, competence in their field of instruction, and integrity in matters of course conduct and training. They are expected to make contributions to non-course teaching that furthers the development of students and trainees as productive scientists and practitioners. The overall teaching and training record in rank, as well as each submitted course, will be evaluated for evidence of high quality, productivity, and impact.

A. Promotion from Assistant Teaching Professor to Associate Teaching Professor

Faculty candidates for promotion to associate professor should have taught 15 courses or more successfully and been evaluated by students in five or more of those quarter-long courses for they were 100% responsible, totaling at least 30 credits. If a candidate is a co-instructor or otherwise shares responsibility for a course, their participation will be pro-rated based on their percent responsibility in teaching each course). Candidates with prior course teaching conducted while at the same rank at UW (outside of SPH) or another University or whose duties as a UW SPH faculty member include non-UW-degree course teaching who have taught at least one UW-degree course may be

considered for promotion, if they provide evidence that their non-UW-degree course teaching meets all the above criteria, including evaluation of the quality of teaching, in accordance with section 6. When non-UW-degree course teaching does not enumerate credits, the candidate should explain how such teaching corresponds to the required number of credits.

It is expected that the total instructional effort will reflect at least 50 percent of the candidate's time. Contributions to instruction beyond classroom or on-line teaching include but are not limited to leadership in a professional education program, curriculum development, or directing a program whose mission includes a substantial training component. These training and educational programs should have some affiliation with the University of Washington. Faculty candidates should also be involved in mentoring SPH students in the discipline of instruction. Additional criteria used in the evaluation should be consonant with the candidate's duties as previously outlined by the department chair.

For promotion from teaching assistant professor to teaching associate professor, the candidate must excel in the performance of the above criteria. This means demonstrating full competence and extensive experience in the discipline. Examples may include nomination for or receipt of course teaching awards; invitations to lecture or lead instructional sessions at regional, national, or international scientific meetings or professional courses; invited participation in course advisory committees or institutional instructional review boards; leadership positions in instructional efforts by professional societies; and/or positive evaluation of teaching productivity, quality, and impact as described in letters from independent, recognized experts in the candidate's field.

Additional criteria used in the evaluation should be consonant with the spread of duties as previously outlined by the department chair.

B. Promotion from Associate Teaching Professor to Teaching Professor

Faculty candidates for promotion to professor should have taught successfully and been evaluated in five or more quarter-long courses for which they were 100% responsible, totaling at least 30 credits

If a candidate is a co-instructor or otherwise shares responsibility for a course, their participation will be pro-rated based on their percent responsibility in teaching each course. Candidates with prior course teaching conducted while at the same rank at UW (outside of SPH) or another University or whose duties as a UW SPH faculty member include non-UW-degree course teaching who have taught at least one UW-degree course may also be considered for promotion. Such candidates must provide evidence that their non-UW-degree course teaching meets all the above criteria, including evaluation of the quality of teaching, in accordance with section 6. When non-UW-degree course teaching does not enumerate credits, the candidate should explain how such teaching corresponds to the required number of credits.

It is expected that the total instructional effort will reflect at least 50 percent of the candidate's time. Contributions to instruction beyond classroom or on-line teaching can include, but are not limited to, leadership in a professional education program,

curriculum development, serving as PI on a training grant or directing a program whose mission includes a substantial training component. These training and educational programs should have some affiliation with the University of Washington. Additional criteria used in the evaluation should be consonant with the candidate's duties as previously outlined by the department chair.

For promotion from teaching associate professor to teaching professor, in addition to meeting the criteria immediately above, candidates should excel in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field. This may involve achievements such as academic program leadership, editorial board service, leadership in public health practice or policy development, national recognition related to teaching, as well as direct teaching.

Section 7: Guidelines and Criteria for Promotion: Research Activities

7.1 Definition for Research Activities in the SPH

Research is one of the foundational activities of an SPH faculty member and includes scholarly inquiries to identify causes and consequences of health-related events; investigations to develop, conduct and evaluate preventive interventions; development of new methods to enhance the rigor of research activities; and leveraging research findings to influence policy. SPH faculty members are expected to make significant contributions to their scientific discipline or topical area of research through activities ranging from conceptualization of novel and important research questions, successfully competing for research funding, conducting scientific investigations, and publishing research results.

7.2 Guidelines and Criteria

7.2.1 Overview of Guidelines

The information below provides guidelines on meeting expectations for scholarship in research. For promotion, the candidate's record of scholarship in research must reflect achievements that measurably exceed expectations of quality, productivity, and impact if research scholarship is being proposed as the area in which the faculty member excels. The achievements should be reflected in their promotion materials.

7.2.2 Guidelines for research

Promotion requires a significant contribution of the faculty member to their field of research, with evidence of a national or international scientific reputation depending on rank. Below are general guidelines about the research productivity, quality and impact, and level of research funding that are expected for faculty candidates being considered for promotion. It is recognized that the research record commensurate with a given level of achievement varies from discipline to discipline within the SPH. Continued productivity, quality, and impact in rank is an important consideration at the time of evaluation. The successful candidate's research record should be of high quality, and his or her research should demonstrate a substantial impact. Evidence of high quality and impact might include:

- Positive evaluation of research productivity, quality and impact in letters from independent, recognized experts in the candidate's research area;
- Sustained productivity in publication, including substantial contributions as first or senior author, meeting the norms for the candidate's field including authorship norms when the faculty candidate's student/fellow publishes collaborative work;
- Scholarly reputation of the journals in which publications appear;
- Reputation of publishers of articles, books and monographs;
- Citation of the research in other publications;
- Published evaluations of the research such as book reviews and responses in print;
- Awards received in recognition of outstanding research;
- Indications of research reputation among peers such as invitations to speak at or lead sessions at national or international scientific meetings; invited participation on advisory committees, peer review groups, and editorial boards; leadership positions in professional societies;
- Serving as Principal Investigator on funded grants or contracts; and/or
- Serving as a major scientific contributor on a funded research grant.

More detailed requirements are given in the sections that follow, first for all types of promotions and then separately for each type of promotion of regular or research faculty.

Additional Guidelines for Faculty Promotions:

- Publications: Senior authorships are considered according to the conventions of the field. Publications that bear the name of the faculty member's preceptee as senior author may be considered a senior author publication of the faculty member if the candidate was a major contributor to the conceptual development and conduct of the research, and to the preparation of the manuscript. This role should be described in documents accompanying the candidate's promotion packet (please see Contents of Promotion Packets, Section 10). When the candidate has served as a major scientific contributor to a publication but not as lead, senior, or other distinguished position, a statement of the candidate's role in the publication should accompany the promotion packet (please see Contents of Promotion Packets, Section 10). Important original contributions in books or monographs may also be considered when they are accompanied in the promotion packet by a description of their significance.
- Research Grants and Contracts: When the candidate has served as a major scientific contributor but not as a principal investigator on a funded research grant, a statement of the candidate's role in the design and conduct of the funded research should accompany the promotion packet (please see Contents of Promotion Packets, Section 10).
- Relationship to Academic Public Health Practice: Refer to section 8.

7.3 Specific Criteria for promotion: Research Activities

7.3.1 Specific Criteria for Promotion of Tenure/WOTRF Faculty: Research Activities

A. Promotion from Assistant Professor to Associate Professor

Promotion to associate professor requires a significant contribution of the faculty member to his or her field of research, with evidence of a national, or if appropriate international, scientific reputation. While candidates with as few as 10 high-quality publications in strong scientific journals may very rarely be considered for promotion, most faculty successfully promoted to associate professor have published more papers, although totals vary by discipline and prior experience (please see Appendix 3). At least five of these papers should bear the name of the candidate as first/senior/second author.

The faculty member should demonstrate success in competing for outside research support, as evidenced by serving as a principal investigator of (or major scientific contributor to) one or more major grants or contracts. Alternatively, they may have held such a role on several smaller grants or contracts.

For promotion from assistant professor to associate professor, the candidate must excel in the quality, productivity, and impact of the above criteria if this is the chosen area of scholarship meriting promotion. This means demonstrating full competence and extensive experience in the discipline.

B. Promotion from Associate Professor to Professor

Promotion to full professor requires a record as an independent investigator with a well-developed research program and sustained high-quality contribution to the candidate's field of research. There should be evidence that the candidate has a national, or, if appropriate, international scientific reputation.

While candidates with as few as 20 high-quality publications in strong scientific journals are occasionally ready to be considered for promotion, most faculty successfully promoted to professor have published considerably more papers, although totals vary by discipline and prior experience (please see Appendix 3). At least 10 of these papers should bear the name of the candidate as first/senior author.

The faculty member should demonstrate success in competing for significant outside research support, as evidenced by serving as a principal investigator of (or major scientific contributor to) one or more major grants or contracts while in the position of associate professor. Alternatively, they may have served as PIs on several smaller grants or contracts, which together correspond to the effort of one or more major grants.

7.3.2 Specific Criteria for Promotion of Research Faculty: Research Activities

A. Promotion from Research Assistant Professor to Research Associate Professor
Promotion to research associate professor requires a significant contribution of the faculty member to his or her field of research, with evidence of a national scientific reputation.

While candidates with as few as 10 high quality publications in strong scientific journals are occasionally ready to be considered for promotion, most faculty successfully promoted to research associate professor have published considerably more papers, although totals vary by discipline and prior experience (please see Appendix 3). At least five of these papers should bear the name of the candidate as senior author.

The faculty member should demonstrate success in competing for outside research support, as evidenced by serving as a principal investigator of or major scientific contributor to one or more major grants or contracts. Alternatively, they may have held such a role on several smaller grants or contracts.

For promotion from research assistant professor to research associate professor, the candidate must excel in quality, productivity, and impact of research scholarship.

B. Promotion from Research Associate Professor to Research Professor
Promotion to research professor requires a record as an independent investigator with a well-developed research program and sustained high-quality contribution to the candidate's field of research. There should be evidence that the candidate has a national or, if appropriate, international scientific reputation.

While candidates with as few as 20 high-quality publications in strong scientific journals are occasionally ready to be considered for promotion, most faculty successfully promoted to research professor have published considerably more papers, although totals vary by discipline and prior experience (please see Appendix 3). At least 10 of these papers should bear the name of the candidate as senior author.

The faculty member should demonstrate success in competing for significant outside research support, as evidenced by serving as a principal investigator of or major scientific contributor to one or more major grants or contracts while in the position of research associate professor. Alternatively, they may have held such a role on several smaller grants or contracts which

together correspond to the effort of one or more major grants.

For promotion from Associate Research Professor to Research Professor, the candidate must excel in research scholarship. This means demonstrating full competence and extensive experience in the discipline.

7.3.3 Specific Criteria for Promotion of Teaching Faculty: Research Activities

Teaching faculty may engage in research activity, but they are not required to do so in order to be promoted.

7.3.4 Promotion from Assistant Teaching Professor to Associated Teaching Professor

Research activities are not required for promotion from assistant teaching professor to associated teaching professor.

7.3.5 Promotion from Associate Teaching Professor to Teaching Professor

Research activities are not required for promotion from associate teaching professor to teaching professor.

Section 8: Guidelines and Criteria for Promotion: Academic Public Health Practice

8.1 Introduction

To encourage the advancement of scholarship in academic PHP, the SPH has established guidelines to evaluate scholarly academic PHP activities of faculty being considered for promotion. It is recognized that individual faculty will differ in their respective emphases on academic PHP. Some faculty may have little or no involvement in academic PHP while others may have contributed significantly to advancing academic PHP. Faculty may choose to have their suitability for promotion be evaluated based in part upon their documented contributions to advancing academic PHP. It is important that faculty who choose to become involved in academic PHP plan these activities as early as possible in the promotion cycle, and establish clear, explicit objectives for these activities. The academic PHP plan should be discussed with the departmental chair at annual reviews and should be updated as needed to reflect changes in objectives.

If a faculty member exercises the option of being considered for promotion based upon documented academic PHP activities, the guidelines outlined below will be applied to the review process. Faculty with research responsibilities electing to have academic PHP considered in their promotion will still be expected to have some evidence of activity in traditional research as indicated by articles published in peer-reviewed publications.

See Appendix 6 for including APHP in the CV.

8.2 Definition of Academic Public Health Practice

Academic PHP is the interdisciplinary pursuit of applied research, teaching, and service activities in collaboration with public health practitioners, and for improvement of the practice of public health. Critically important to academic PHP is the fundamental role of scholarship in creating and disseminating new knowledge. The above mission also recognizes the importance of developing interdisciplinary, collaborative approaches in carrying out academic PHP activities. The definition of academic PHP expressly includes practice activities related to the delivery, financing, management, and organization of personal and public health services. Examples of academic PHP activities include:

- Designing and performing a program needs assessment;
- Evaluating a public health program or activity;
- Designing or conducting a public health survey;
- Providing technical assistance to a public health or health care organization to help that organization improve its service and operation;
- Designing training materials;
- Evaluating hazards to public health on a large scale
- Developing, implementing, and evaluating interventions
- Providing training or mentoring to public health practitioners or professional groups;
- Developing programmatic or organizational linkages among public health or health care agencies for the purpose of addressing a health-related problem or policy;
- Assisting local, state or federal policy makers with analysis or development of health policy; and/or

8.3 Criteria for Evaluating Contributions to Academic Public Health Practice

Academic PHP includes a wide array of activities. Regardless of the specific activities undertaken, the candidate's portfolio of academic PHP activities should be of high quality and demonstrate: (1) scientific rigor; (2) positive impact on the target community, population or organization; (3) effective dissemination; and (4) leadership. The quantity of documented academic PHP 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 review for promotion.

8.3.1 Scientific Rigor

Academic PHP activities should reflect an appropriate degree of scientific rigor. Evidence of scientific rigor could include:

- Use of rigorous quantitative or qualitative methods;
- Use of conceptual frameworks that reflect recent developments in practice methods or theoretical understanding; and/or
- Use of evidence-based approaches that are well grounded in public health sciences.

8.3.2 Impact

The candidate's participation in academic PHP should have some positive impact. This impact may take different forms. Evidence that the candidate's activities have had an impact could include the following:

- Improvements in health
- Improvement or refinement of practice methods;
- Improvement in a health policy, program, or organization;
- Improvement in methods of disease or injury surveillance, prevention or control;
- Progress towards social equity in public health;
- Reduction of worker or community exposures to health risks; and/or
- The ability of trainees to assume positions of leadership as public health practitioners.

8.3.3 Dissemination

Central to academic PHP is disseminating the results of practice activities to appropriate groups. The candidate's record will be strengthened by having peer-reviewed publications. Evidence of dissemination could include:

- Publishing in peer-reviewed journals or in high-quality practitioner or professional journals or other periodicals;
- Publishing in periodicals or newspapers read by the target population;
- Presenting to large numbers of persons that include the target population;
- Developing video, computer, or other distance programs that reach a substantial number of persons in the target audience; and/or
- Writing policy documents directed toward agency officials, policy makers or legislators.

8.3.4 Leadership and Personal Contribution

The candidate should present evidence of leadership and personal contribution in carrying out academic PHP activities. It is recognized that for some academic PHP activities effective leadership may take nontraditional, more collaborative forms. Evidence of leadership and personal contribution could include:

- Serving as the chair or playing a key role on an important task force;
- Directing an important public health, community-based activity;

- Organizing ongoing partnerships with community agencies that significantly enhance the quantity and/or quality of public health activities; and/or
- Receiving an award(s) for accomplishments in academic PHP.

8.4 Specific Criteria for Promotion: Academic PHP

8.4.1 Specific criteria for promotion of Tenure/WOTRF Faculty – Academic PHP

Academic PHP constitutes an additional field of scholarship that faculty may pursue. As explained earlier, faculty may choose to have their suitability for promotion be evaluated based in part upon their contributions to advancing academic PHP. Their contributions to academic PHP, when complemented with research activities, should be comparable in quality and productivity to the defined research guidelines described above. It is not possible to specify a "trade-off function" indicating the relative value of traditional research versus academic PHP activities. However, it is expected that every candidate will have some documented evidence of research productivity in the form of peer-reviewed publications and/or grant awards. Faculty giving substantial weight to academic PHP activities in the promotion review process will be expected to have clearly established goals for this area of scholarship; strong evidence of productivity, impact, rigor and dissemination with regard to academic PHP activities; and a positive trajectory of coherent activities suggesting strong commitment to the field of academic PHP.

8.4.2 Specific Criteria for Promotion of Research Faculty – Academic PHP

Academic PHP constitutes an additional field of scholarship that faculty may pursue. As explained earlier, faculty may choose to have their suitability for promotion be evaluated based in part upon their contributions to advancing academic PHP. Their contributions to academic PHP, when complemented with research activities, should be comparable in quality and productivity to the defined research guidelines described above. It is not possible to specify a "trade-off function" indicating the relative value of traditional research versus academic PHP activities. However, it is expected that every candidate will have some documented evidence of research productivity in the form of peer-reviewed publications and/or grant awards. Faculty giving substantial weight to academic PHP activities in the promotion review process will be expected to have clearly established goals for this area of scholarship; strong evidence of productivity, impact, rigor and dissemination with regard to academic PHP activities; and a positive trajectory of coherent activities suggesting strong commitment to the field of academic PHP.

8.4.3 Specific Criteria for Promotion of Teaching Faculty – Academic PHP

Academic PHP constitutes an additional field of scholarship that teaching faculty may pursue. As explained earlier, faculty may choose to have their suitability for promotion be evaluated based in part upon their contributions to advancing academic PHP. Faculty giving substantial weight to academic PHP activities in the promotion review process will be expected to have clearly established goals for this area of scholarship; strong evidence of productivity, impact, rigor and dissemination with regard to academic PHP activities; and a positive trajectory of coherent activities suggesting strong commitment to the field of academic PHP.

Section 9: Guidelines and Criteria for Promotion – Service

9.1 Introduction

The faculty in the School of Public Health are considered to be a community of scholars. They are members of the larger University community and also of the broader community outside the University. With these memberships come both benefits and responsibilities.

Responsibility to the School includes the expectation that all faculty will serve the community at large in a professional capacity that enhances the standing of the School and the University as a whole and provides benefits to the broader society. In addition, it is expected that faculty will work to maintain the operation of the school and to contribute to its reputation through efforts to improve its programs and facilities. Responsibilities to the faculty member's profession include the expectation that faculty will contribute to the maintenance and growth of their profession.

9.2 Definition of Service

Service by members of the faculty occurs in various arenas: University Service (including to the faculty's own department and to the School of Public Health); Other Professional Service (including to institutions specific to a discipline and to organizations at the local, state and national levels); and Broader Community Service.

Activities that would meet the definition of academic public health practice should be included in the candidate's academic PHP portfolio, and not be included in the sections of the Curriculum Vitae relating to service.

9.2.1 Examples of University Service activities could include:

- Membership on committees or councils of the Department, School, or University, such as faculty search committees; Diversity, Equity, and Inclusion committees; UW Human Subjects Review Committee, and the UW Institutional Animal Care and Use Committee;
- Other contributions to faculty governance, such as service on the Faculty Council
- Serving in an administrative capacity for the Department, School, center, or University.

9.2.2 Examples of Other Professional Service could include:

- Lectures, consultation or serving on an advisory committee at the local or state level;
- Service on a study section;
- Service on an editorial board of a professional journal;
- Chairing or organizing a symposium or session within a scientific meeting;
- Service on a review or site visit committee;
- Participation or consultation to an accreditation or other educational review board;
- Service on an advisory or policy-making committee or board;
- Service to a professional organization;
- Membership on a national or international committee, board, etc.; and/or
- Regular peer review of manuscripts or grants.

9.2.3 Examples of Broader Community Service (professional-related) could include:

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

9.3 Promotion of professorial faculty

Service to the University and the broader community, and involvement in professional service activities outside the University, will be considered in recommending a faculty member for promotion. Such activities cannot substitute for teaching or research activities in meeting the minimum requirements for promotion, but they will be considered in evaluating a faculty member's overall suitability for promotion.

9.3.1 Promotion from Assistant to Associate Professor (tenure/tt/wot/teaching/research tracks)

Faculty candidates should have served on one or more committees on a regular basis or have demonstrated equivalent University-associated service on a regular basis. In addition, faculty should have shown some evidence of Other Professional or Broader Community Service activities. Occasionally, extensive "Other Professional Service" may be considered in lieu of University Service.

9.3.2 Promotion from Associate to Full Professor (tenure/WOTRF/teaching/research tracks)

Faculty candidates for promotion to professor should have made a substantial contribution to University Service and shown substantial evidence of Other Professional Service or Broader Community Service at the local, national or international level.

Section 10: Contents of Promotion Packets

When a tenure/WOTRF/teaching/research faculty candidate is proposed for promotion, the department chair must forward the promotion packet to the Dean. Each candidate is responsible for providing the required materials for the promotion packet to the department chair. Candidates are allowed to place in their promotion files any material they feel should be considered. Below is a list of the required materials followed by further details.

10.1 Summary of contents of the Promotion Packet

- The promotion packets must contain the following items in the order listed below (note: items marked with** are items that must be included in the materials sent by the chair to external reviewers):
- Letter from the chair;
- Letter or signature of concurrence from the chair of the joint/adjunct department(s) (if applicable);
- Candidate's Self-Assessment (please see Candidate's Self-Assessment below);
- Faculty advisory committee report (if the department uses a faculty committee structure) and the candidate's response to the faculty committee report;
- Faculty meeting report and the candidate's response to the faculty meeting report;
- Letters of recommendation;
- Copy of the letter from the chair requesting letters of recommendation;
- SPH Faculty CV (please see CV, appendix 6)**.
- SPH Faculty Funding Template
- Teaching Documentation: including copies of all peer and student teaching evaluations conducted while in current rank and any supplemental materials
- Research Documentation**: including photocopies of three to five major articles, candidate's cover statement and any supplemental materials **; and
- Academic PHP Documentation (if applicable) **: including photocopies of three to five major publications and cover statement and any supplemental materials

Additional information may be included in the packet to support the candidate's case as explained below.

10.2 Explanation of contents of the Promotion Packet

10.2.1 The Letter from the Chair to the Dean

Follow the SPH template for the letter from the chair to the Dean. Note that if there are a substantial number (greater than 25%) of negative votes, abstentions, or absences, compared to the total number of eligible voters, the chair's letter should give an explanation. E-mail votes are acceptable only if all faculty have agreed to use this method, as it does not allow for confidential ballots.

If there are a substantial number (greater than 25%) of negative votes, abstentions, or absences, compared to the total number of eligible voters, the chair's letter should give an explanation. (See *UW Faculty Code,* Section 21-32 for further details about voting eligibility.)

10.2.2 Candidate's Self-Assessment

Candidates are allowed to place in their promotion files any material they feel should be considered which shall include a self-assessment of his or her qualifications for promotion. For more information see the UW Faculty Code, Chapter 24, Section 24-54, B.

Typically, the document touches on the three areas considered in promotion: research/academic public health practice, teaching, and service. Teaching track faculty would most typically touch on teaching and service. Many faculty members use this as an opportunity to highlight achievements or explain particular accomplishments that may not be apparent from reading the CV including their commitment to diversity, equity and inclusion. Although there are no page limits, most self-assessments are 1-3 pages long. The University's guidance for the self-assessment is "In addition to the CV, the candidate should prepare a written self-assessment of academic accomplishments as well as future plans and career trajectory. Candidates are referred to Faculty Code Section 24-32 and Executive Order 45, which outline pertinent scholarship and professional qualifications of particular importance at the University of Washington. In the self-assessment, the candidate should reflect on the significance, independence, influence, and promise of completed and in-progress scholarship and/or creative work. The focus should be on achievements in rank or title at the University of Washington, but it is important to place those achievements in context with how it fits into a larger body of work or program. Candidates holding ranks or titles with a primary emphasis in research or teaching should particularly reflect upon accomplishments and experiences that are consistent with their rank or title. All candidates should outline contributions to the profession, the University, and public service.

It is ok (not mandatory) for a candidate for promotion to ask to have her/his person statement included in the packet that goes to external reviewers. It is the candidate's choice.

10.2.3 Faculty Advisory Committee Report and the Candidate's Response

SPH Departments promotion committees are required to produce an initial report and/or recommendation on the qualifications of the candidate for promotion. This committee must be comprised of faculty senior in rank to the candidate, and they should subcommittee should write a report and recommendation for the department chair. The chair shall provide the candidate with a written summary of the committee's report and recommendation. For purposes of confidentiality, specific attributions must be omitted, and vote counts may be omitted from the candidate's summary. The committee members' names must be included in the letter and not omitted.

The candidate, if he or she chooses, may respond in writing to that report within seven calendar days. The department faculty are to receive a copy of the candidate's response before the departmental conversation and promotion vote occurs.

10.2.4 Faculty Meeting Report and the Candidate's Response

The voting faculty of the candidate's department senior in rank to the candidate shall then meet to discuss the candidate's record and to vote on the promotion question. The department chair shall write a formal report of these proceedings for the candidate, summarizing the discussion and recommendation. For purposes of confidentiality, specific attributions shall be omitted, and vote counts may be omitted from this report.

The candidate may respond to the report in writing within seven calendar days. This response should be addressed to the department chair.

10.2.5 Letters of Recommendation

Promotion to the tenure/WOTRF/research/teaching professorial ranks require four letters of recommendation. Letters of recommendation should be requested by the chair, not by the candidate. The department chair will request that the candidate furnish a list of potential references

disclosing their relationships to the candidate. Letters from people who have no conflicts of interest are an important part of the promotion packet since their review is thought to be unbiased. Because the letters of reference are confidential, the candidate is instructed not to contact potential references.

SPH Letter criteria:

- A letter solicited from at least one reference from the list provided by the candidate
- A letter solicited from at least one reference 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 (A5 would be selected on the ERF to meet this criteria)
- Each external letter should include an External Referee Form (ERF)
- For academic PHP faculty: of the four letters required, two may be from outside academic institutions and two from government or practice-related organizations.
- All external reviewers should be recognized 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.
- When evaluating assistant teaching professors, artists in residence, or those with courtesy clinical and affiliate titles, it may also be appropriate to solicit letters from experts who are external to the candidate's academic unit, but who are internal to the UW.
- For consideration of candidates from associate teaching professor to teaching professor, a minimum of three reviewers must be external to UW.
- External reviewers should be able to provide an arm's length assessment of the candidate's scholarly achievements.
- A copy of the request letter sent by the chair should be included in the promotion packet.

10.2.6 Curriculum Vitae**

The packet should include an updated SPH Faculty CV (see Appendix 6).

10.2.7 Teaching Documentation

The promotion packet should contain copies of all student and peer evaluations conducted while the candidate was in current rank.

a. Student evaluation of teaching:
Each faculty member must have at least one student course evaluation for every year in which a course is taught, and these evaluations should only cover the individual instructor. Evaluations that cover multiple instructors are discouraged. This number should be thought of as a minimum; additional course evaluations are especially encouraged for Assistant Professors and other faculty who are building their teaching records.

b. The timing of course buyouts also should be carefully considered so that there is an adequate number of student evaluations to inform teaching improvement plans, reappointment decisions, and promotion (and tenure) reviews. Student assessments of teaching typically use the standardized forms provided by the Office of Educational Assessment.

c. A unit may adopt an alternate procedure for formal student evaluations, using their own forms instead of the standardized forms. Copies of each course evaluation are to be included in the promotion record. A summary table of the evaluation ratings may be included but does not substitute for the course evaluations themselves.

d. For current PhD students, the candidate should indicate whether the General Exam has been completed. Depending on the record of the applicant, all promotion packets for tenure/WOTRF/research/teaching faculty should contain the following supplementary documentation to support the strength of the candidate's teaching record:

- If guest instructors give more than 50% of the contact hours in a course, the faculty member must provide documentation of his or her role at those guest sections, and how each guest instructor session contributes to the learning objective of the course.
- If a faculty member has major responsibility for the conceptual development and content of a course but does not teach the majority of the content, a letter from the (co-)instructor or from the department chair should be included that documents the candidate's role. Instructional material or handbooks developed by the applicant may also be included.
- If a tenure/WOTRF/ faculty member does not meet the criteria for promotion with regard to supervision of MS, MPH or PhD students, as indicated in the criteria for promotion, a statement by the candidate accompanied by supporting material and a letter from the chair, should indicate the involvement of the candidate in other training activities. For research faculty such letters and documentation should be provided in case teaching requirements or student supervision, as indicated in the teaching guidelines, are not met or completed.

e. Collegial (peer) evaluation of teaching: Collegial (peer) evaluation of teaching must be conducted on the following academic year schedule:
- Every year for assistant professors, faculty in the associate professor tenure track and professor tenure track titles, and artists in residence.
- Every 3 years for associate professors. *

*In addition to the above requirements, all faculty who are being considered for promotion must have peer evaluations in the year prior to consideration for promotion.

10.2.8 Research Documentation**

b. Required Documentation:

- Copies of three to five articles (published or in press) chosen by the candidate to demonstrate the impact of his or her research. A brief cover statement describing the impact of each of these articles should be included. These descriptions may be documented, where appropriate, by the number of citations of each article and evidence of the scholarly reputation of the journal in which each appeared. For promotions to professor or research professor, the emphasis should be given to articles published during the candidate's time as an associate or research associate professor. Including research documentation is an option for teaching track faculty.
- Depending on the record of the applicant, the following supplementary documentation might support the strength of the candidate's research record:
    - A list of funded research grants on which the candidate was not Principal Investigator (PI) but played a major role. For each grant where the candidate was not the PI, a brief description of the candidate's role on the project and the extent to which it represents an independent research contribution should be given.

- A list of articles for which the candidate is not the senior author, but for which the candidate would like to be considered as a senior author. (These should also be marked by an asterisk on the candidate's CV.) Usually these articles will have a preceptee of the candidate as the senior author. A brief cover statement justifying the candidate's role as senior author of each of these articles should be included. Each justification should describe the candidate's role in the design and conduct of the research, and in the preparation of the manuscript.
- A list of articles or book chapters that are not obviously peer-reviewed but that the candidate would like to be considered as a peer-reviewed publications. These should be accompanied by a brief cover statement giving a description of the review process for each article or chapter, including whether reviewers had authority to recommend against publication.

c. Academic PHP Documentation**

- Candidates opting to have their contribution to academic PHP evaluated as part of their promotion review should include the following in their promotion packets, in addition to a CV and appropriate promotion packet material related to research and teaching activities.
- Copies of three to five technical reports, policy documents, peer-reviewed practice articles, articles in professional journals, newspaper editorials or other related material indicating the candidate's contribution to academic public health practice. A brief cover statement describing the impact of each of these documents on academic public health practice should be included.
- A list of funded contracts or grants that supported public health practice activities for which the candidate was not PI but played a major role. A brief description of the candidate's role on the project should be given.

Section 11: Select SPH Academic Affairs Policies and Procedures

11.1 Administrative Appointments

Approval from the Board of Regents is not necessary for administrative appointments below the rank of chair (i.e., division head, program director, etc.). However, the Provost's Office must approve any changes in salary for these appointments.

11.2 Retention Salary Adjustments

Chairs may request retention salary adjustments using the Retention Salary Adjustment Form that includes an assessment of the individual's merit and value to the institution and a description of the circumstances warranting a retention adjustment. Retention salary adjustments must have Dean's approval and are reviewed by the Office of the Provost. Generally, retention salary adjustments are expected to provide a minimum 7.5% salary increase. Individuals who receive a retention salary adjustment of 10% or greater may be precluded from the merit salary increase immediately following the retention effective date. An individual may not receive a retention salary adjustment for 3 years from the effective date of the most recent retention adjustment.

11.3 Yearly Activity Reports

Each faculty member should submit a yearly activity report to their department chair to be used as a reference and for consideration of promotion, merit increases or tenure (please see UW Faculty Code, Chapter 24, Section 24-57 B for more information). The SPH Faculty CV may be used for this purpose; in some departments, faculty prepare a brief summary of activities for the past year and plans for the coming year.

It is also suggested that each faculty member keep a copy of their SPH Faculty CV for future reference on cumulative research history, grant and contract information, and teaching as this information is needed by the Faculty Council when conducting promotion reviews.

11.4 Regular Conferences with Faculty

11.4.1 Faculty members are required to meet with their chair/director individually and regularly (UW Faculty Code Section 24-57 C). Chair/directors should meet with faculty on the following schedule:

- All lecturers and assistant professors: Annually
- Associate professors: At least every 2 years
- Professors: At least every 3 years

11.4.2 Each chair is required to share a written summary of each conference with the faculty member involved. At each such conference, the chair, dean, or designee, and the faculty members shall discuss:

11.4.3 The department's present needs and goals with respect to the department's mission statement and the faculty member's present teaching, scholarly and service responsibilities and accomplishments;

11.4.4 Shared goals for the faculty member's teaching, scholarship, and service in the forthcoming year (or years, as appropriate) in keeping with the department's needs and goals for the same period; and

11.4.5 A shared strategy for achieving those goals.

11.4.6 The chair and the faculty member shall discuss and identify any specific duties and responsibilities expected of, and resources available to, the faculty member during the coming year(s), taking into account the academic functions described in Section 24-32. The chair should make specific suggestions, as necessary, to improve or aid the faculty members' work. The SPH requires that

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conferences be conducted, and the summaries written and retained in department files by June 30 of each year and prior to merit reviews.

11.4.7 Should the faculty member not agree with the summary or statements in this conference document, the faculty member shall indicate so in writing. The failure of a faculty member to object in writing to the chair's conference document within ten days of receiving it (unless upon the faculty member's request and for good cause the period is extended by the chair) shall constitute the faculty member's official acceptance of its terms and conditions.

11.5 SPH Policy on Annual Faculty Reviews

11.5.1 In accordance with the provisions outlined in the Faculty Code, Section 24-55 "faculty at the University of Washington shall be reviewed annually by their colleagues …The merit and salary of each faculty member below the rank and title of professor shall be considered by the voting members of the department, who are his or her superiors in academic rank and title…".

11.5.2 The Faculty Council of the School of Public Health at the University of Washington recommends the following school-wide policy for conducting these annual reviews:

- In conducting annual reviews, the eligible voting faculty members who are superior in academic rank and title to the faculty members being reviewed may choose to invite other faculty members at the UW to participate and provide comments during their discussions. This invitation may include faculty who are not superior in academic rank and title. A record shall be kept of all who are invited and who participated in the discussion.
- Invited participants cannot participate in voting on the candidate, either online or in person. However, the comments provided by those invited to participate would be considered along with all other pertinent information by the eligible voting faculty members who are superior in academic rank and title when they vote.

11.6 SPH Policy on Degree Requirements for Primary Instructors

(Approved by SPHEC 10/3/12, SPH Faculty Council 10/19/12; revised by CEPC May 2013)
The School of Public Health (SPH) requires that primary instructors for SPH undergraduate and graduate-level courses hold at least a masters' degree or the equivalent. If the primary instructor is not a faculty member (graduate student, post-doc or professional staff member) then the Departmental Chair (or Chair's designee), Interdisciplinary Director or Associate Dean must approve the teaching assignment in advance of the course being offered.

Exceptions to this policy, permissible on a case-by-case basis and evaluated based on work experience, subject matter expertise, and teaching skills, can be made by a vote of the voting faculty of the Department or this authority may be delegated by the faculty to the Department Chair/Associate Dean for Research and Programs.

11.7 Sick Leave/FMLA, Leave Without Pay and Paid Professional Leave Policy

A faculty member who requires sick leave or FMLA should complete the required application available on the Academic Human Resources (AHR) website and submit it directly to AHR. Both the form and a template for the Healthcare Provider Statement can be found on-line at: http://ap.washington.edu/ahr/administrators/leaves/medical-family/.

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A faculty member can take Leave Without Pay (LWOP) for a variety of reasons for up to two academic years, however, a new application for leave needs to be submitted at least every academic year. Faculty who wish to take either a full or partial LWOP should complete the required application available on the Academic Human Resources (AHR) website at http://ap.washington.edu/ahr/administrators/leaves/unpaid/. Faculty who have joint appointments should have the department chair of both the primary (home) and joint department(s) sign the form before it is submitted to the Dean's office to ensure clear communication between home and joint departments with regard to their leave. Chair's signature is not necessary for adjunct appointments.

Each year the provost allocates a number of quarters of Paid Professional Leave (sabbatical) to the School "to increase the scholarship and professional development of members of the faculty and thereby enhance their capacity for service to the University. Leave of this type is ... granted normally to those of professorial rank to afford them the opportunity for study, investigation and research." All professorial tracks are eligible for sabbatical. Detailed information on sabbatical leave including its purpose, governing policy eligibility, salary support, statutory limits, timing, outside work, the application process, return to service and payback obligations and additional considerations can be found on UW AHR's website here.

The University has a well specified Professional Leave Policy. In summary, a professional leave may be granted for up to four quarters for 12-month appointments, three quarters for 9-month appointments, to faculty who intend to return to the University for a period of one year following the leave.

The department is responsible for funding sabbatical leaves. Funding does not come from central University sources. The University will permit salary support for state-funded positions, up to the following maximum allowable each year:

- Two-thirds salary (67%) for a leave of three quarters (or four quarters if the applicant's primary appointment is annual);
- Three fourths salary (75%) for a leave of two quarters; and
- Full salary (100%) for a leave of one quarter.

Faculty who have joint appointments in two or more departments should have the department chair of both the primary (home) and joint department(s) sign the form before it is submitted to the Dean's office to ensure clear communication between home and joint departments with regard to their leave. Chair's signature is not necessary for adjunct appointments.

WOT (without tenure) faculty may take leave of absence, comparable to a paid professional leave or sabbatical, if their grants and/or contracts will cover it. Other faculty may be granted a leave of absence, without pay, on an annual basis. These leaves are not counted against the School's paid professional leave allotment and follow a separate process. Faculty who have joint appointments in two or more departments should have the department chair of both the primary (home) and joint department(s) sign the form before it is submitted to the Dean's office to ensure clear communication between home and joint departments with regard to their leave. Chair's signature is not necessary for adjunct appointments.

11.8 Open Meetings

11.8.1 For regular meetings of the faculty, or faculty-appointed committees, a notice should be filed with the UW Public Records and Open Meetings Office (http://www.washington.edu/publicrecords/; email: pubrec@uw.edu) giving all meeting times and places. No agenda needs to be filed, and if a meeting is not held, notice of its cancellation can be posted on the door. This is the easiest method of giving prior notice.

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11.8.2 For special meetings, in addition to filing the time and place of the meeting, an agenda must be filed. The meeting must follow the agenda exactly; and actions taken that were not listed as agenda items will be null and void.

11.8.3 Discussions of personnel matters (salaries, appointments, promotions, etc.) relating to individuals may be held in closed executive sessions. The final action from these closed sessions must be made public. Meetings to determine criteria for appointments, promotions, tenure, etc., must be open. Advisory committees (those that make recommendations and no decisions) are not subject to the open meeting rule.

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Guidelines for Appointments and Promotions for UW School of Public Health (SPH) Faculty Based at External Institutions

Drafted by Emily White, based on the 1994 agreement with Fred Hutchinson, reviewed by Fred Connell and Bridget Doyle, 9/07, Pat Wahl 11/07, SPHEC 2/08, Faculty Council 3/08, Updated 7/2008, 4/2010)

The SPH has formal and informal affiliations with several external institutions or agencies (e.g., Fred Hutchinson Cancer Research Center, Seattle Biomedical Research Institute, Group Health Center for Health Studies, Public Health—Seattle & King County, Veterans Affairs Puget Sound Health Care System). This document provides a description of the responsibilities of various SPH titles and general guidelines for recruitment, appointment and promotion of SPH faculty based at such institutions. However, the actual policies and procedures regarding recruitment, appointment, promotion, rights, responsibilities and other issues to be followed will be based on those written guidelines and usual procedures of the UW, the SPH, and the relevant SPH departments at the time an action is to be taken (see applicable sections of UW Policy Directory: http://www.washington.edu/admin/rules/policies/index.shtml)

SPH/UW procedures for recruitment, appointment and promotion of faculty members must be followed regardless of whether the faculty member receives any salary support from UW. The external institution's procedures or timelines for recruitment, appointment or promotion cannot substitute for what is required by SPH/UW.

A. Privileges and Responsibilities of Specific Faculty Titles in the SPH

The privileges and responsibilities of faculty members based at external institutions with appointments in the SPH will be similar to those of faculty based at the SPH who have the same appointment titles. (Also see UW Academic Human Resources description of faculty titles: https://ap.washington.edu/ahr/academic-titles-ranks/

1. SPH professorial faculty (tenure, WOT, research, and teaching) from external institutions have full voting privileges and participate on a regular and continuing basis in the research, teaching programs and service of their SPH departments. Their activities include mentoring students, service on departmental committees and regular participation at seminars, faculty meetings, and other departmental events. A tenure/WOTRFfaculty member generally must teach a departmental course(s) on a regular basis, so appointment to these titles requires a commitment by the department for the regular faculty member to teach.
2. SPH research faculty (Research Assistant Professor, Research Associate Professor and Research Professor) from external institutions have voting privileges and are expected to participate in the research, teaching (typically less than tenure/WOTRFtrack) and service of their SPH departments. Involvement in the instructional mission of the department would include mentoring students, and when needed, occasional teaching and service to the academic programs, including service on departmental committees. In addition, involvement in departmental faculty meetings, seminars, and other events is expected. Faculty appointed to the research faculty track may vote on appointments for all faculty, and vote on promotions of those faculty members of equal or lesser rank, and such votes are recorded and reported separately to the SPH Faculty Council, the Dean, and the UW President
3. SPH affiliate faculty titles (Affiliate Instructor, Affiliate Assistant Professor, Affiliate Associate Professor, and Affiliate Professor) are titles often used for those based outside the UW. Affiliate faculty members interact with the department on specific research collaborations or training activities, such as mentoring master's and PhD students. Affiliate faculty members cannot vote on appointments and promotions.
4. SPH clinical faculty titles (Clinical Instructor, Clinical Assistant Professor, Clinical Associate

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Professor, and Clinical Professor) are titles often used for those based outside the UW. Clinical faculty members interact with

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the department on specific research collaborations or training activities, such as mentoring students in a practicum setting. Clinical faculty cannot vote on appointments and promotions.

B. SPH Faculty Recruitment Process for Faculty Based at External Institutions

When a SPH-affiliated institution proposes a joint search with the SPH for a new faculty member, the process is as follows:

1. The external institution identifies the need for a scientist for which an appointment in the SPH may be appropriate.
2. The head of the unit in which the new scientist will work discusses the institution's open position with the chair of the appropriate SPH department. A decision will be made on whether a faculty appointment is appropriate, the appropriate track and whether a joint search will be conducted based on the SPH department's written guidelines and/or usual procedures for opening a faculty search. Some departments have guidelines that limit the proportion of voting faculty members who are based at external institutions. A joint search is required for UW tenure/WOTRF/research track faculty and may be desirable in some cases for affiliate faculty (see 4 below).
3. If a joint search is agreed upon by the SPH department and the external institution, it requires:
    a. Hiring plan approval
    b. At least one SPH-based faculty representative on the search committee.
    c. The position advertisement must contain a correct description of the SPH appointment and responsibilities and route through Interfolio for approval by the Dean's Office, ISO, and OAP.
    d. The proposed SPH department will be expected to participate in the search, including departmental seminars by the candidates (or if acceptable by the Department Chair, timely notification of the department of the seminars at the external institution) and interviews of the candidates by SPH faculty.
    e. The letters of recommendation in the appointment packet should conform to the guidelines specified in section F below.
    f. After the recommendation of the joint search committee, the SPH department will conduct a faculty vote on approval of the appointment. This will occur in a timely manner (typically the next monthly departmental faculty meeting after the search committee's recommendation), so that a final offer of a position from the external institution can be coordinated with the appropriate SPH department chair to include a SPH faculty appointment if the vote is affirmative.
    g. Offer letter must include the language, "Continuation of this appointment at the University of Washington is contingent upon your continued employment with the <external entity>.
    h. Appointment to associate or full professor ranks also requires a vote by the SPH Faculty Council for approval of the appointment.
4. Affiliate and clinical appointments in the SPH do not require a joint search with the SPH. The appointment process for these appointments is outlined in section C. However, a joint national search should be considered if there is the possibility that an external institution-based recruit, who may be proposed for affiliate or clinical track faculty status in the SPH, will at a later time be considered for a tenure/WOTRF/research track appointment in the SPH.

C. SPH Faculty Appointment Process for Faculty Based at External Institutions

For a scientist who is already based at an external institution and who has the qualifications and interest in

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becoming affiliated with the SPH, the head of the unit in which the scientist is based may discuss the possibility of a faculty appointment in the SPH with the chair of the appropriate SPH department. These requests shall be reviewed by the department chair and the SPH Dean and/or Associate Dean for Academic Affairs. A decision will be made on whether a SPH appointment is appropriate based on the SPH department's written guidelines and/or usual procedures for initiating new faculty appointments, and a proposal will be made on the appropriate title and rank. Some departments have guidelines that limit the proportion of tenure/WOTRF/research faculty members who are based in external institutions.

1. If a title in the tenure/WOTRF/research track is appropriate, the criteria for appointment will include the following:
    a. A waiver for a national search for the SPH appointment is obtained by the SPH Dean's Office from the UW Office of Equal Opportunity.
    b. Explicit definition of SPH activities (see Section A above).
    c. Departmental seminar and interviews with SPH faculty.
    d. Review of the candidate's academic qualification for the SPH appointment as specified in the UW Faculty Code, the SPH Academic Affairs Handbook and departmental polices.
    e. Letters of recommendation in the appointment packet that conform to the guidelines in section F below.
    f. An affirmative faculty vote by the proposed SPH department faculty.
    g. Appointment to Associate Professor, Research Associate Professor, Professor or Research Professor also requires a vote by the SPH Faculty Council for approval of the appointment.
2. If an affiliate or clinical title is appropriate, the criteria for appointment will include the following:
    a. Explicit definition of SPH activities (see Section A above).
    b. Departmental seminar and/or interviews with SPH faculty if requested by the Department Chair.
    c. Review of candidate's academic qualification for the SPH appointment using normal SPH processes by departmental faculty.
    d. An affirmative faculty vote by the proposed SPH department faculty.
    e. Annual reappointment by faculty vote.

D. Appointment to UW Graduate Faculty Status.

Tenure/WOTRF/ research/teaching, affiliate and clinical faculty are eligible for appointment to Graduate Faculty Status by their SPH department. Graduate Faculty Status allows membership on graduate student master's thesis and PhD dissertation committees. Appointment to Graduate Faculty Status is based on departmental faculty vote, which requires the review of the faculty member's academic qualifications and level of participation in research and instructional activities. Highly qualified faculty members may also be approved by faculty vote to chair PhD dissertation committees.

E. Promotion of SPH Faculty Based at an External Institution

An individual can have titles at different ranks at the two institutions. Generally, when both institutions have a comparable set of titles, promotion at the secondary institution occurs concurrently or after promotion at the primary institution. When possible and appropriate, comparable rank promotions should be coordinated between the institutions to occur concurrently, to reduce the administrative burden (e.g., to avoid soliciting separate outside letters of review. Nevertheless, SPH/UW procedures, criteria, and timeline for promotion must be followed. In particular, the letters of recommendation in the promotion packet for

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tenure/WOTRF/research/teaching faculty members should conform to section F below.

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F. Letters of Recommendation for Appointment and Promotion Packets

For tenure/WOTRF/research faculty, the letters of recommendation in the appointment or promotion packets should conform to the guidelines specified in the SPH Academic Affairs Handbook (see Checklist). Specifically, they must:

1. Address the qualifications of the candidate that are pertinent to the UW appointment or promotion, not only to the appointment or promotion at the external institution.
2. Conform to the SPH requirements for the minimal numbers and types of letters from references.
3. Have been written within one year of the date they are submitted.
4. Meet SPH submittal deadlines.

G. Other Appointment Issues

1. For tenure/WOTRF/research faculty in the SPH, the maximum total effort and salary between UW SPH and the outside institution is 100%, regardless of whether the UW portion is for teaching, research or administration.

For UW SPH faculty members who are employees of the Veterans Affairs Puget Sound Health Care System (VA PSHCS), and who receive paychecks from both UW and VA PSHCS, an annual MOU is required. See the "Forms" section of the SPH Academic Affairs Handbook website for this procedure and form.

SPH Guidelines for Interim Departmental Funding

The University of Washington Faculty Code (University Policy Directory, Faculty Code, Chapter 24, volume 2, Section 24-40) requires departments or schools to "develop a process to identify and evaluate the availability of alternative salary sources" for WOT (without tenure for reason of funding) faculty. While the Faculty Code only refers to WOT faculty, these SPH guidelines are for all faculty at the rank of Assistant Professor and above (except Acting titles) with primary appointment in any department of the School. All of the departments in the SPH have approved these guidelines.

The SPH teaching mission is supported largely through University funding of the departments, while the research mission is ordinarily supported through external sources. SPH faculty members are expected to bring in a significant portion of their salary from external funding for research and other activities

The Faculty Code, Chapter 24, Sections 24-40 and 24-41 are quite explicit that "the University is not obligated to provide replacement funding during lapses of a faculty member's external support" (Faculty Code, Chapter 24, Section 24-41 J), beyond any tenure commitments. While the departments in the SPH usually do not have funds to provide substantial interim (or "bridge") funding, occasionally resources are available to support some bridge funding.

These guidelines are for the procedures department chairs should use to identify alternative sources of funding and the criteria for decisions about interim funding from unallocated departmental funds, if such funds are available. The availability of unallocated funds does not obligate the chair to use these funds in total or in part for bridge funding. The chair may consider other uses of these funds to be a higher priority to meet the needs of the department, faculty, students and staff.

A faculty member at the rank of Assistant Professor and above, partially tenured or WOT, research or teaching, who has a primary appointment in a department in the SPH and is in need of interim funding, may request partial salary support from his/her department chair. The Chair of each department will establish the

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application procedure and timeline. Chairs may set a yearly deadline for such requests or may allow requests at any time. Ordinarily requests should be in writing and outline the amount of FTE needed, the expected length of time salary will be needed, and should provide support for the criteria below.

The Chair will help the faculty member identify the availability of alternative salary sources, such as grant no-cost extensions and compensation potentially paid as "excess compensation," that are available to cover the salary shortfall. If these are not sufficient, and if there are available departmental funds to cover interim support, the chair will prioritize any requests based on the following guidelines:

1. The effort of the faculty member suggests good likelihood of future external funding, based on grant proposals currently under review and planned submissions during the time of interim funding.
2. Consideration will be given to the faculty member's contributions to the department in terms of research, indirect costs brought into the University through the department, teaching, mentoring, and service.
3. Faculty members whose FTE would otherwise drop below 50% with resultant loss of benefits will be given special consideration.
4. The amount requested, length of time requested, whether the faculty member has asked for prior interim support and other factors deemed important by the chair may also be considered.

The chair will respond in writing as to whether the request is denied, approved as requested or approved at a reduced amount or reduced duration. Interim funding would end earlier than specified if and when external funding is received to cover the shortfall. If a faculty member's request is approved for more than 6 months,then the chair will review the faculty member's situation after 6 months (e.g., to review the outcome of recently submitted proposals and to review proposals submitted in the prior 6 months), and at that point, the interim support could be stopped, reduced or continued.

Items not covered by this policy:

1. Departmental activities to be performed for salary for fully tenured faculty or for the part of salary covered by partial tenure are negotiated between the chair and the tenured faculty member and are not part of this policy (e.g., see SPH Instructional Responsibility Policy).
2. Salary support for course teaching and specified administrative responsibilities is not considered interim funding and is allocated by the chair according to the policies, obligations and needs of the departments.
3. Acting faculty (any rank), instructors (except as noted above), faculty with primary appointment in another department or institution, and research staff are ordinarily not eligible for interim funding.
4. Newly recruited faculty may have received specific commitments for salary support for some time period in their appointment letter. This type of support is not considered interim funding.
5. This document does not cover cost overruns on grants. Principal Investigators must monitor their grant expenditures and are expected to avoid cost overruns.

SELECTED SPH RESEARCH POLICIES AND PROCEDURES

Academic Titles Eligible to Serve as Principal Investigators on Grants & Contracts

It is generally assumed that Principal Investigators on grants or contracts submitted through the UW Office of Sponsored Programs (formerly Grant and Contract Services) are faculty members (Lecturer (all ranks), Assistant Professor, Associate Professor, Full Professor; Research Assistant Professor, Research Associate Professor, Research Professor). However, there is no explicit University prohibition against other UW

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scientists serving as PIs on grants, except by Faculty Code (UW University Policy Directory Chapter 24, Section 24-35) Research Associates may not be Principal Investigators on research grants or contracts. Rather, it is left to individual Schools/Colleges to establish their own policies.

The SPH policy is as follows:
Researchers who are primary or joint faculty members of a department (titles in first sentence above), may submit grants through that department.

Researchers with primary appointments in the SPH holding non-faculty titles of Research Scientist postdoctoral scholars or those holding faculty titles of Adjunct Faculty (any rank), Clinical Faculty (any rank), Affiliate Faculty (any rank) or Acting Faculty (any rank) in the SPH may serve as Principal Investigators on grants only if the following criteria are met:

1. A faculty member with a full-time tenure/WOTRF/research faculty appointment (excluding Research Associate) with primary appointment in the department through which the grant is to be submitted must agree to serve as a 'sponsor' of the candidate and the research project (typically, the sponsor will be listed on the grant as a co-investigator or co-PI, but, at the discretion of the Chair and Dean, this may not be required).
2. Unless otherwise stated, the sponsoring faculty member assumes responsibility to provide necessary space, equipment and other resources not provided by the grant (unless other specific arrangements are made and agreed to by the Chair in advance of submission of the grant).
3. The Chair of the Department confirms that the previous conditions have been met; and
4. Department approval is confirmed using the eGC1 approval process in SAGE. The eGC1 Preparer or the Department-level approver should ensure that the sponsoring faculty member is listed in the "PI &Personnel" section on the eGC1. The Department-level approver should also note the name of the sponsoring faculty member in the eGC1 comments section prior to completing the SAGE approval for the Department.

Other staff, students and part-time employees may only serve as Principal Investigators on grants if the funding program specifically pertains to this type of appointment (e.g., student research fellowships). In such cases, the criteria above shall be applied.

It should be recognized that, in most circumstances, the Department will have an obligation to provide space for the funded research throughout the active funding period, even if the sponsoring faculty member leaves the University and the Principal Investigator remains. Should the sponsoring faculty member leave the University prior to completion of the project, the Chair will appoint another faculty member to serve as the interim faculty sponsor for the remainder of the funded period. However, there is no obligation on the part of the Department or the appointed interim faculty sponsor to support a competing renewal.

SPH Policy on Managing Non-Grant and Contract Effort by Grant-Funded Faculty

(Approved by SPHEC 5/2/07, SPH Faculty Council 5/14/07, Sue Camber 5/17/07)

Background

Based on University guidelines and Federal regulations, faculty effort put toward grant writing and university service above a de minimis amount must be funded from sources other than federal funds.

Grants Information Memorandum #35 states:

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The total UW institutional base salary, including administrative and endowed supplements (ADS and ENS), must be distributed across all of a faculty member's university research, instruction, administration, service and/or clinical activities. This requirement may not be avoided by characterizing true UW activities such as proposal writing, instruction, university-related administrative duties, service or clinical activities as "unfunded" or "volunteer" activity for which no UW salary is paid.

Although all university activities must be included in a faculty member's effort for reporting purposes, not all of a faculty member's professional activities must necessarily be considered university activities. For example, outside professional work and volunteer community or public service are types of activity that would normally be deemed non-university activities….Service on review panels or other advisory activities for federal sponsors that include an honorarium and/or travel reimbursement are also considered outside of total effort.

Definitions

- Non-grant and contract related effort: instruction, university service, clinical activity, administration, proposal writing.
- De minimis amount—in their aggregate, their inclusion in or exclusion from total effort would not affect the percentages of effort allocated to sponsored research.

Process

At least once a year, the department chair should review each faculty member's effort on both grant and non-grant activities to determine the appropriate assignment of non-grant and contract activity and the corresponding amount of non-grant and contract salary funding. To indicate that the non-grant-funded part of a faculty member's salary covers a range of activities, that salary component should be stated to be for "instruction and other departmental and university activities" or if the faculty member does not teach, then for "departmental and university activities." Faculty members who are primary in the SPH should receive at least 5% of their University salary support from non-federal sources and more if non-grant activities exceed 5%. Eligible faculty members include 100% FTE faculty members as well as those who are part-time or partially without salary (forthe latter two groups, the 5% is based on their actual salary, not on their 100% FTE salary). In rare circumstances, an exception could be made for faculty members who have no non-grant and contract effort as part of their university activities.

Faculty members are responsible to ensure that their percent effort and percent salary charged are consistent for each grant or contract, when averaged over an effort-reporting period.

Sources of funding for non-grant and contract activities

The salary for non-grant and contract related activities will come from non-federal sources including departmental state funds, research cost recovery, gifts or endowments. The primary responsibility for meeting the salary objective resides with the department chair using department-based resources. If departmental resources are not available, the chair may request 5% of a faculty member's salary from the Dean.

Submission of Grant through Other than the PI's Primary Department

(approved SPHEC 10/08, Faculty Council 10/08, SPHEC updated 11/08)

A Principal Investigator whose primary appointment is in one of the SPH's departments is expected to submit his/her grants and contracts through his/her primary department. However in certain situations, the PI's department chair may approve an exception to allow a grant to be submitted through another department or institution. In such cases, agreement must be reached between the PI's chair and the chair of the submitting

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department before the Dean's Office approval of the eGC-1.

The PI's primary department chair may wish to consult with the PI to accommodate grant submittal through the PI's home department and/or with the chair of the department through which the grant will be submitted before approving submittal through that department with or without certain conditions. Department approval (for both the primary and non-primary departments) is confirmed using the eGC1 approval process in SAGE. The Department-level approvers should include any conditions or other relevant information in the eGC1 comments section before completing the SAGE approval for the Department.

Notes

1. This process is required for faculty who are primary in Global Health, whether they are primary in SOM or SPH.
2. This process is not required for PI's who are primary in a department outside the SPH and who wish to submit a grant through a SPH department, although it would be appropriate in such situations for the PI to discuss this with the chair of his primary department and the chair of the department through which he/she would like to submit the grant. Also in such cases, see the SPH policy on who may be PI of a grant in the SPH.

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Academic Affairs Handbook Revision Tracking

The following table is used to track changes and versions of the Academic Affairs Handbook.

Academic Affairs Handbook Revision Tracking				
Change Date	**Version Number**	**Revision Details**	**Page Number(s)**	**Faculty vote required?**
4/20/2022	2022v2	Updated Section 10: Contents of Promotion Packet - to add back in voting language that was unintentionally removed. Updated table of contents to reflect the new organization of the sections.	1,2,33	N/A

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Appendices

Appendix 1: SPH Faculty Bylaws

SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF WASHINGTON

In order to exercise the powers granted under Faculty Code, Section 23-43, and to advise the Dean as required in Section 23-43B in an orderly and expeditious manner, the faculty of the School of Public Health establishes herewith, under Faculty Code Section 23-45A, its organization and rules of procedures.

ARTICLE I

PURPOSE AND FUNCTION

Section 1. Purpose

The purpose of the School of Public Health shall be to provide programs within the larger context of the University of Washington, whose mission is defined in University Handbook, RCW, 28 B-20.020 Vol. 1-1.

Section 2. School's Governing Body

The faculty of the School of Public Health, University of Washington, is the School's governing body under The Faculty Code, Section 23-41.

Section 3. Function of the Faculty

Pursuant to Section 23-43 of the Faculty Code, the faculty of the School of Public Health shall:

A. with respect to academic matters,

   1. determine the School's requirements for admission and graduation;
   2. determine the School's curriculum and academic programs;
   3. determine the scholastic standards required of the School's students;
   4. recommend to the Board of Regents those of the School's students who qualify for University degrees;
   5. exercise the additional powers necessary to provide adequate instruction and supervision of the School's students;

B. with respect to academic personnel matters, make recommendations to the School's dean in accord with the provisions of Chapter 24 and of Section 25-41.

ARTICLE II

VOTING MEMBERSHIP

A. Members of the School faculty who are voting members of the University faculty shall be voting members of the School faculty, in accordance with the Faculty Code, Section 21-32A:

professor, 50% appointment or greater

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research professor, 50% appointment or greater
teaching professor, 50% appointment or greater
associate professor, 50% appointment or greater
research associate professor, 50% appointment or greater

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associate teaching professor, 50% appointment or greater
assistant professor, 50% appointment or greater
assistant teaching professor, 50% appointment or greater
research assistant professor, 50% appointment or greater
lecturer full-time temporary,
full-time senior artist in residence,
full-time artist in residence, or
a retired assistant professor, associate professor, or professor during the Quarter(s) he or she is serving on a part-time basis, or
a retired research assistant professor, research associate professor or research professor during the Quarter(s) he or she is serving on a part-time basis.

B. Faculty in these ranks who hold a joint appointment where the primary appointment is in the School of Public Health are voting faculty. In addition, faculty in these ranks who hold a joint appointment where the secondary appointment is in the School of Public Health will be considered to be voting faculty in the School of Public Health if they are voting faculty in a department of the School of Public Health.

C. Notwithstanding the rank held, the following are not voting members of the faculty in accordance with the Faculty Code, Section 21-32B:

persons serving under acting or visiting appointments;
persons on paid professional leave or leaves of absence for more that 50% FTE, during the time that they are on such leave;
persons serving under clinical or affiliate appointments;
persons of emeritus status unless receiving salary from a department in the School of Public Health;
persons serving under adjunct appointments insofar as their adjunct appointments are concerned.

In accordance with the Faculty Code, Section 21-32C, research faculty may vote on all personnel matters as described in the Faculty Code except those relating to the promotion to and/or tenure of faculty to the following ranks:

Senior Lecturer
Assistant Professor
Associate Professor
Professor
Associate Professor WOT
Professor WOT

ARTICLE III

FACULTY COUNCIL AND STANDING COMMITTEES

Section 1. Faculty Council

A. Responsibilities: There shall be a Faculty Council whose responsibilities shall be to advise the dean on matters of faculty promotion and tenure, and to advise the dean on matters involving academic policy, including priorities, resource and salary allocation, and budgets. (Sec. 23-45C). The Dean shall present budget proposals and priorities at least annually to the Council, prior to submission to the University Administration. The Faculty Council shall review the proposals and priorities and provide advice to the Dean. The Faculty Council also shall advise the Dean on the day-to-

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day operations and long-term plans, develop statements of common goals, coordinate areas of common interest, review facility requirements, and promote community relations. Department faculty in the School of Public Health shall review and vote on all appointments and renewal of appointments as stated Faculty Code 24-52.B&C. The Faculty Council of the School of Public Health has additional responsibility for providing secondary review of new appointments at the level of

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Associate Professor (tenure/WOTRF/tenure-track regular, research and teaching) and above, as well as promotions in the tenure/WOTRF/tenure-track regular, research, and teaching tracks. Based on these reviews the Faculty Council shall, in a timely fashion, make recommendations to the Dean regarding these proposed appointments and promotions.

The Faculty Council shall be concerned with all domains of faculty authority and duties of the School of Public Health faculty and the professional and personnel issues affecting faculty. The Faculty Council is directly accountable to the faculty as a whole, from which it is elected. It acts on behalf of the School of Public Health faculty and shall account to the School of Public Health faculty for those acts.

The Dean may assemble an executive advisory committee of department Chairs or other persons as the Dean sees fit, known as the School of Public Health Executive Committee (SPHEC). SPHEC shall be advisory to the Dean. The Chair of Faculty Council (and Vice-chair as alternate) shall be a member of SPHEC to facilitate interactions. They will represent the Council in SPHEC meetings, and report back to the Council. The SPHEC meetings will not replace nor substitute for the regular meetings between the Dean and the Faculty Council.

The Faculty Council shall also provide for the oversight and coordination of the activities of School of Public Health standing committees and ad hoc committees that the Faculty Council establishes.

B: Membership: The Faculty Council shall consist of one regular representative and one alternate from each department in the School who shall be elected by the faculty of each department. The primary responsibility of the alternate member is to substitute for the regular member when he/she is unable to attend meetings of the faculty council. Other duties may be assigned by the Council chair on an ad hoc basis. The Dean (or the Dean's delegate) shall attend meetings of the Faculty Council except for discussions of proposed faculty appointments and promotions, or if the Council calls an executive session (Article III, Section 1.E), and shall serve as an Ex Officio, non-voting member of the Council. Regular and alternate representatives to the Faculty Council must be elected from the list of professors of a department with voting privileges. In such cases where the elected representative is a research professor, the other representative must be a tenure/WOTRF/tenure-track regular track professor, who would vote on tenure/WOTRF/tenure-track regular-track promotion cases where the research faculty member is not eligible to vote. [Note: Faculty who hold clinical or affiliate titles are not eligible to serve as regular or alternate members of the faculty council.] All voting members of Faculty Council shall serve three-year terms of office. Regular council members may be re-elected for a second consecutive term. There is no limit on the number of terms that a person may serve as an alternate member. The Council election shall take place in Spring Quarter, and members shall serve beginning 15 September following their election.

The Faculty Council also shall include a representative from the interdisciplinary programs (Nutritional Sciences and Public Health Genetics) in the School of Public Health. The interdisciplinary program representative is eligible to vote on all issues, except proposed faculty appointments or promotions. This representative shall be selected from faculty members of these programs at the associate professor or higher level whose primary appointment is in the School, according to a procedure determined by the faculty of these programs. This is a one-year, renewable term. This representative will be invited to attend all regular meetings of the Faculty Council except for discussions of proposed faculty appointments and promotions, or if the Council calls an executive session (Article III, Section 1.E).

C. Elections: During spring quarter of the third year of a regular or alternate member's term, Departments shall elect one member and/or one alternate from the list provided by the Dean's office of persons eligible to serve on the Council. All voting members of the departments in the School as described in Article II are eligible to vote in the election of the Council. The departments must notify the Faculty Council Chair and the Dean's Office about the results of these elections by the end of the spring quarter in which the election is held.

D. Officers: Each Spring quarter, the Council shall elect a Chair and Vice Chair from among the members of the Council. The term of office of the Chair and Vice Chair shall be one year.

E. Procedures and Meetings: Subject to the provisions of the University Handbook and these Bylaws, the Faculty Council shall determine its own procedures, including appointment of subcommittees as appropriate. The presiding

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officer at Council meetings shall be the Faculty Council Chair or the Vice-Chair in the absence of the Chair. Meetings of the Faculty Council may be called at the request of the Council Chair, the Dean, or by a request of a majority of members.

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The Council may meet in executive session (i.e., only the five departmental representatives) when addressing personnel or other confidential matters. Voting on any item of business in any meeting of the Council shall be by secret ballot if requested by any Faculty Council member. Approval shall require an affirmative vote from more than 50% of the voting membership of the Council. Members shall recuse themselves from votes on appointment or promotion of individuals from their departments.

F. Written Records: The Chair of the Council, with support from the staff of the Office of the Dean, shall be responsible for preparing a written summary of all Faculty Council proceedings, including votes and formal recommendations of the Council, which shall be part of the permanent record of the School and shall be available (subject to University Handbook provisions and University regulations regarding personnel matters) upon request to any member of the School.

G. Vacancies: A vacancy in either regular or alternate membership can occur through such processes as resignation, termination of employment, leave, or failure to attend three consecutive meetings without advance notification. If a vacancy should occur during the term of any office, the respective department shall provide for an election to fill the duration of the term of office for that position.

Section 2. Committees

A. Standing Committees of the School of Public Health: The School of Public Health has a Curriculum and Educational Policy Committee. The Faculty Council and the Dean shall jointly determine and form additional standing committees for the School to address appropriate issues such as student life, etc., that cannot be adequately addressed by the Faculty Council. Standing committee members shall consist of at least one regular representative from each department in the School, and other members as necessary to conduct committee business, who shall be elected by the faculty of each department during the same annual election cycle and 3-year term of office as Council representatives described in article III (1-B) of the By-laws.

The Faculty Council, shall provide a charge for each committee describing its purpose and responsibilities, as well as its criteria and procedures for determining eligible membership. This document must be approved by the Dean and the Faculty Council and reviewed periodically. Each committee may set its own internal procedures as appropriate to its charge.

Students may participate as non-voting members of committees, as appropriate. Nominations of student members shall be made at the beginning of Autumn Quarter. Terms of student members shall be for one year; reappointment is allowed.

Committee Chairs shall be responsible for preparing a written summary of all committee proceedings, including votes and formal recommendations to the Council, which shall be part of the permanent record of the School and shall be available (subject to University Handbook provisions regarding personnel matters) upon request to any member of the School.
Committees shall elect a chair from among the members to serve a one year term: reappointment is allowed. The standing committees shall report on their proceedings to the Faculty Council periodically or when asked to do so by the Council Chair.

B. Ad Hoc Committees of the Faculty Council: In addition, the Faculty Council may form ad hoc committees as required in the exercise of its responsibilities to assist with business before the Council. Each committee established under this authority shall be given a specific charge and terms of membership by the Council. Each committee may set its own internal procedures as appropriate to its charge.

ARTICLE IV

QUORUM

A quorum for any meeting of School of Public Health faculty (e.g., the Faculty Council, departmental faculty meetings,

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etc.) shall consist of at least half the voting members of the faculty.

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ARTICLE V
VOTING

A proposed action of the School of Public Health faculty under the authority of the Faculty Code, Sections 23-43 and 23-44, is effective if passed by a majority of its eligible voting members. All voting will occur by paper ballot, mail or electronic ballot.

For voting by mail or electronic ballot, actions are approved by a simple majority of faculty eligible to vote.

ARTICLE VI

SCHOOL-WIDE FACULTY MEETINGS, ORDER OF BUSINESS, AND AGENDA

Section 1. Meetings

The Faculty Council shall call a meeting of the whole School faculty at least annually. An annual meeting date shall be established prior to the end of the Autumn Quarter by the Faculty Council. Meeting dates will not be changed unless there is a major emergency, with information provided to the faculty regarding cause for change. Special meetings shall be held when called by the Faculty Council, when requested by the Dean, or when requested in writing by ten percent of the voting membership of the School/College faculty. The Chair of the Faculty Council presides at the meeting of School's faculty.

Section 2. Order of Business

The Faculty Council shall determine the order of business.

Section 3. Agenda

The agenda shall be developed by the Faculty Council with input from individual faculty members, departments, divisions, councils, committees, task forces, and the Dean. Agenda items must be submitted in writing to the Chair of the Faculty Council three week(s) prior to each School faculty meeting. A copy of the agenda shall be distributed to the School faculty at least two week(s) prior to each meeting.

ARTICLE VII

PARLIAMENTARY AUTHORITY

Roberts' Rules of Order Newly Revised shall be the parliamentary authority. The rules contained in the School of Public Health Faculty Bylaws shall govern the faculty in all cases to which they are applicable and in which they are not inconsistent with the bylaws or special rules of order of this University.

ARTICLE VIII

AMENDMENTS

The bylaws may be amended by mail or electronic ballot by two-thirds of the voting faculty. A voting period of at least three weeks shall be provided for the return of mail or electronic ballots; the Council may extend this voting period up to six months if such action is considered necessary to allow for full consideration by the School faculty.

ARTICLE IX

DELEGATION OF POWERS TO DEPARTMENTAL

This page was not updated during AY21-22 revision and will be updated as necessary during future revisions.

FACULTIES

The faculty of the School of Public Health delegates to the faculty of its several departments or interdisciplinary programs, as appropriate, the following powers and duties (23-43):

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- establish requirements for admission;
- establish curricula and academic programs;
- establish the scholastic standards required of its students;
- recommend to the Board of Regents those of the students who qualify for University degrees; and
- exercise the additional powers necessary to provide adequate instruction and supervision of its students.

With respect to academic personnel matters and making recommendations to the School's Dean for appointments and promotions in accord with the provisions of Chapter 24 and of Section 25-41:

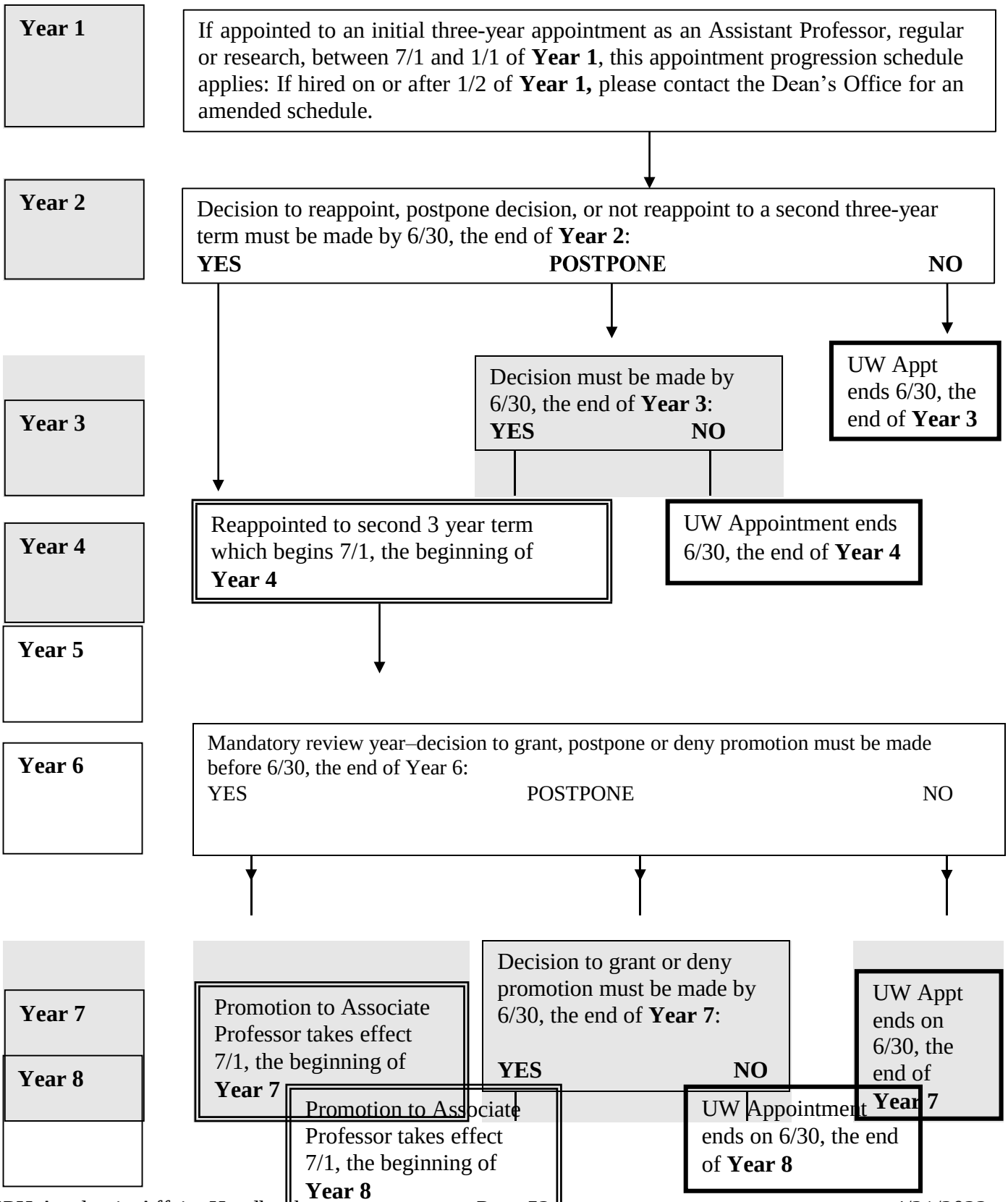
- The faculty of the SPH delegates recommendations for appointments to Instructor, Lecturer, and Assistant Professor to the faculties of the various departments.
- All other academic personnel appointments will be initiated by department faculty and reviewed by the Faculty Council in accordance with Article III, Section 1.A of the Bylaws.

Standards.
In exercising the authority granted in Article IX, individual departments may not set standards lower than those established by the School, nor may a unit take action when it is contrary to academic or research policies adopted by the School through its governing body, the Faculty Council. The School faculty, through its Faculty Council, reserves the right to reject or modify any departmental action taken under Article IX.

University Handbook Governs.
In exercising powers delegated by the School faculty, departmental faculties shall note that they are bound by the provisions of the University Handbook, Volume II, Chapter 13 and Sections 23-43, 23-45, 23-46, 23-47, and 23-48, and that their actions must conform with all applicable rules set forth in the University Handbook.

This page was not updated during AY21-22 revision and will be updated as necessary during future revisions.

Appendix 2: UW Appointment Progression for Assistant Professors (A "Year" begins 7/1 and ends 6/30)



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Appendix 3: SPH Number of Peer Reviewed Publications 1997-2011

Overview of peer-reviewed publications* for faculty candidates successfully promoted in the UW SPH from 7/1/2010 to 7/1/2014 (date promotions took effect) by type of promotion

Type of Faculty	Promotion	Median	25th Percentile	75th Percentile
WOT and Tenured	to Associate Professor	28	24	30
	to Professor	43	32	72
Research Faculty	to Research Associate Professor	31	20	35
	to Research Professor	69	58	86

* It is recognized that the number of peer-reviewed publications prior to promotion may vary between the various disciplines represented in the School of Public Health.

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Appendix 4: General Minimal Research and Teaching Expectations

General Minimal Research Expectations for Promotion

	Minimum Number of Peer-reviewed Publications	Grants & External Funding	Other
Assistant Professor -> Associate Professor	"10+" high-quality, peer- reviewed publications with 5+ as first/senior author	Success in competing for one or more major outside research grants as PI OR as substantive scientific contributor (documentation of candidate's role required) OR Similar substantive	• Significant contributions to the field • national reputation • sustained productivity
Associate Professor -> Full Professor	"20+" high quality, peer- reviewed publications with 10+ as first/senior author	Success in competing for one or more major outside research grant as PI OR as substantive scientific contributor (documentation of candidate's role required) OR Similar substantive	• Record as an independent investigator • Significant contributions to the field • national/ international reputation • sustained productivity
Research Assistant Professor -> Research Associate Professo	"10+" high-quality, peer- reviewed publications with 5+ as first/senior author	Success in competing for one or more major outside research grant as PI OR as substantive scientific contributor (documentation of candidate's role required) OR Similar substantive	• Significant contributions to the field • national reputation • sustained productivity
Research Associate Professor -> Research Professor	"20+" high quality, peer- reviewed publications with 10+ as first/senior author	Success in competing for one or more major outside research grant as PI OR as substantive scientific contributor (documentation of candidate's role required) OR Similar substantive	• Record as an independent investigator • Significant contributions to the field • national/ international reputation • sustained productivity

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General Minimal Teaching Expectations for Promotion

	Regular/In-Class Teaching		Other or Out-of-Class Teaching
Assistant Professor -> Associate Professor	Three courses*, at least 8 credits, with evidence of effectiveness** OR [if prior experience], two courses, exceptionally taught AND	AND	Chair, one completed PhD dissertation OR Two of the following: Chair completed MPH or MS thesis or chair PhD candidate through the General Exam OR "extensive involvement in other training activities" [must be documented by faculty member and chair]
Associate Professor -> Full Professor	Two courses*, with evidence of effectiveness** OR [if prior experience], one course, exceptionally taught AND	AND	Chair, one completed PhD dissertation OR Two of the following: Chair completed MPH or MS thesis or chair PhD candidate through the General Exam OR "extensive involvement in other training activities" [must be documented by faculty member and chair]
Research Assistant Professor -> Research Associate Professor	Two courses*, with evidence of effectiveness* OR*	OR	Chair, one completed PhD dissertation OR Two of the following: Chair completed MPH or MS thesis or chair PhD candidate through the General Exam OR "extensive involvement in other training activities" [must be documented by faculty member and chair]
Research Associate Professor -> Research Professor	Two courses*, with evidence of effectiveness** OR	OR	Chair, one completed PhD dissertation OR Two of the following: Chair completed MPH or MS thesis or chair PhD candidate through the General Exam OR "extensive involvement in other training activities" [must be documented by faculty member and chair]

* - see Handbook ("Teaching", Section I.A.) for what qualifies as a "course"

* *- effectiveness must be documented with student and peer evaluations

This page was not updated during AY21-22 revision and will be updated as necessary during future revisions.

Appendix 5: Documentation Guidelines for Academic Public Health Practice

	Examples	Evidence
Scientific Rigor	Achievements reflect or embody sound scientific evidence, theoretical frameworks, and rigorous public health methods	Documentation of approaches used in public health practice projects that are being evaluated for promotion
Impact	Improvement in public health programs, conceptualization, or methods and/or in community risks or health outcomes	Documentation of changes in public health practice or community health as a result of the health practice projects that are being evaluated for promotion Awards or other recognition for this work
Dissemination	Peer-review articles Policy documents Technical reports Educational or training materials	Articles, reports, and other materials, annotated to explain how these reflect or have contributed to scholarship in public health practice
Leadership	Chair of public health task force, committee, or panel Leadership of public health campaigns or partnerships Major administrative role in public health organization	CV (Leadership roles) Letters of reference that speak to the quality and contributions of the candidate's leadership Awards

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Appendix 6: Outline for the SPH Faculty CV

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)

a) 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]
b) Other refereed scholarly publications (include information as above)
c) Books and book chapters
d) 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

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9. Funding History (Entire history; include Title, PI, Funding Agency, Total Direct Costs, Role, % Effort, Dates)

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a) Funded projects (Research, Training Grants, Contracts etc)
b) Pending Applications

10. Public Health Practice Activities (Activity, Organization, Role, Dates)
This section should take a thematic approach, emphasizing a few specific area's in public health practice. Within each theme, the faculty member should trace the trajectory and impact of their career to enable reviewers to better understand the faculty member's accomplishments in this field.

An example of an effective format is as follows:

Thematic area 1
Description of the area, the early contributions, how these grew, how leadership is evident, the most significant product, and how this impacted public health practice. (this should show in narrative form the elements of trajectory, leadership and impact)

- Citation 1 (using the number from the bibliography)
- Citation 2 (using the number from the bibliography)
- Citation 3 etc.

It does not matter that the citations are repeated here – it puts them in context. The citations can be from any bibliographic category a) through d).

Thematic area 2 would be organized in the same way and may include some of the citations already used in thematic area 1.

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

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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

17. DIVERSITY, EQUITY AND INCLUSION ACTIVITIES:

a) Committees served on relating to DEI
b) Events organized
c) Incorporation of DEI into course materials

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Appendix 7: University of Washington Instructional Responsibility Policy

One of the University's highest priorities is to provide superior instruction to its undergraduate, graduate, and professional students, residents, fellows, and postdoctoral trainees. Instruction takes many forms, and course instruction varies from the traditional lecture hall to such venues as the laboratory, studio, clinic, or hospital. To accomplish this mission, faculty need to be available to students and courses need to be scheduled across the year and in patterns that maximize student access.

Colleges, schools, and departments are responsible for ensuring that these objectives are met. In so doing, each academic unit shall establish its appropriate teaching requirements and implement them. It is expected that faculty members who are fully funded from instructional budgets will be in residence (except when on approved professional leave) and will have assigned course instructional responsibilities in every quarter when so supported. Faculty members who are partially supported from instructional funds will have proportional instructional responsibilities.

Departments, colleges, and schools may not adopt policies which relieve faculty of course responsibilities in quarters when they are supported by instructional funds. To meet the University's other responsibilities, it may be appropriate in exceptional situations for a faculty member to have no course load distributed across the remainder of the year. Each such exceptional arrangement must be requested in advance by the department chair and approved by the dean and provost.

School of Public Health Instructional Responsibilities Policy

For faculty receiving partial support from state funds, we aim to have course teaching in proportion to the level of partial support, i.e., 3 quarters for 63-90, 2 quarters for 38-62, 1 quarter for 13-37, and none if equal to or less than 12 support. If necessary, we will propose that faculty not only offset state-funded time with external funds, but also consider converting to part-time employment, if there is not sufficient teaching opportunity (and not sufficient offset). The instructional time of chairs, graduate program advisors, and others in academic administrative positions would be divided between the leadership role and course teaching.

SPH Criteria for Course Activities Qualifying Under the IRP:

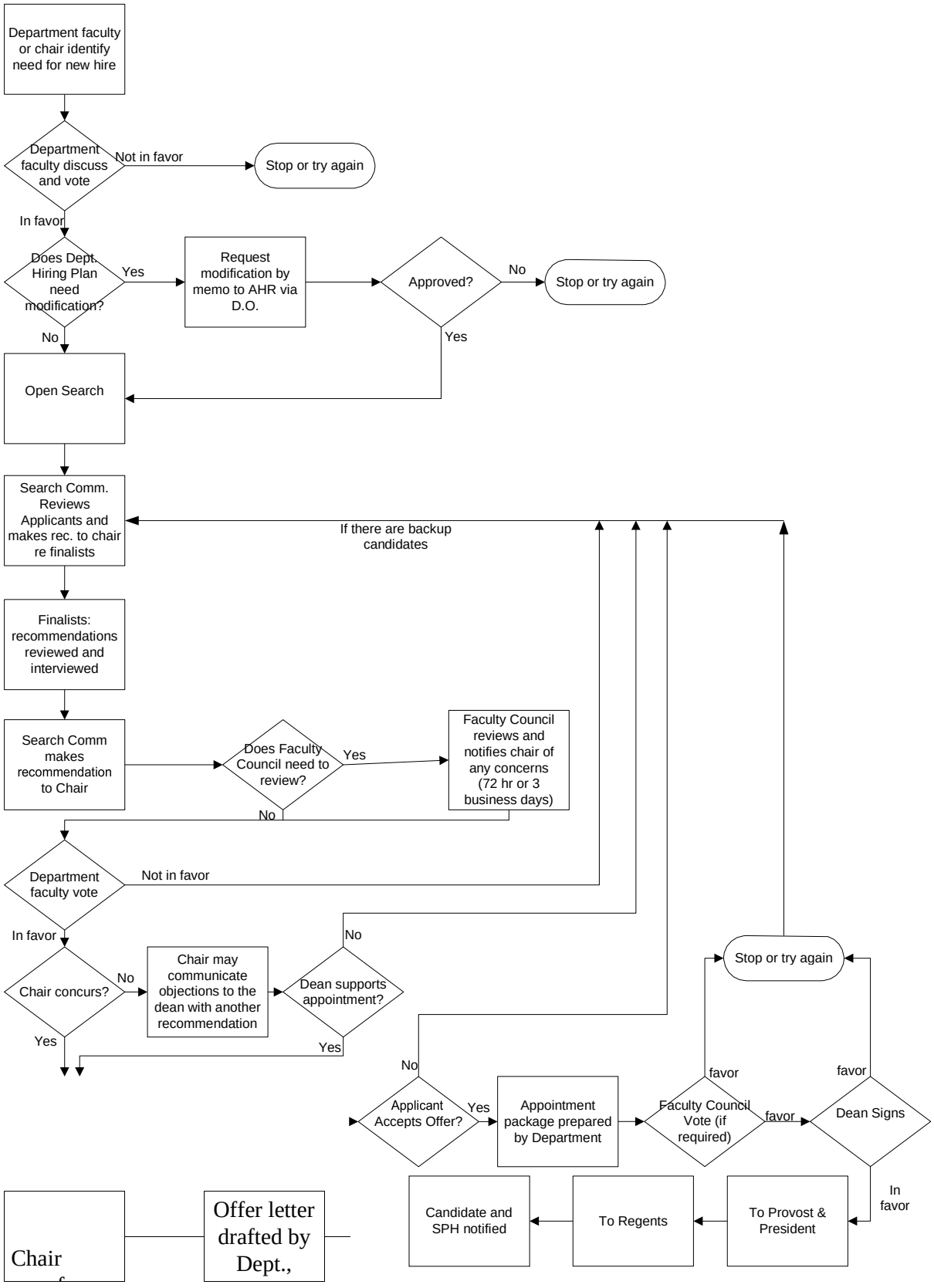
- Serving as the sole instructor or the co-instructor of a course that meets at regularly scheduled times throughout the quarter. A qualifying co-instructor must share responsibility for organizing the content and format of the course, be available to students to provide help, and evaluate student performance.
- Organizing a departmental or program seminar series that students can take for academic credit.
- Precepting a journal club that students can take for academic credit.
- Instructing groups of graduate students and/or postdoctoral fellows in laboratory techniques, on a regular basis.
- In special circumstances, we would give credit for initiative in curriculum development and preparation of new courses.

Assumptions:

- Faculty who receive more than 90% state support teach the equivalent of 4 courses, as defined above
- Co-instructing a course equals 1/2 a course
- Organizing departmental or program seminars, journal clubs, or laboratory instruction for 3 quarters equals 1 course

This page was not updated during AY21-22 revision and will be updated as necessary during future revisions.

Appendix 8: New Faculty Search, Approval and Appointment Process



This page was not updated during AY21-22 revision and will be updated as necessary during future revisions.

Appendix 9: Faculty Council Informal Review Process for Faculty Offers

The Faculty Council would like receive notification at a much earlier stage of the recruitment process. This informal review process would involve the following steps:

1) The Council would receive a regular list of which departments have searches in progress at the level of Associate Professor or higher and for Senior Lecturer positions;

2) Any special situations (e.g. spousal recruitment, requests to recruit without a national search) would go to Faculty Council for review.

3) Once the Departmental Search Committees have narrowed down the candidates (but prior to a vote or offer), an informal packet (CV and recommendation letters) of the candidate or candidates would be sent by the Dean's office to Council for a rapid review. This would not be a formal approval, but would allow the Council members an opportunity to express any substantial concerns prior to an offer being given. The Council is committed to very quick turnaround of this step in the informal review process (within 3 business days). Nonresponse from the Council may be interpreted by the department and Dean that the Council has no immediate concerns about the candidate(s).

This informal review process is not meant to add complications to the recruitment process, but rather to insure that the final approval of appointments can be expedited, while at the same time ensuring that the Council is acting in the best interests of the Faculty for whom we serve. This also allows candidates and Chairs to prepare appointment packet materials and letters that address any specific concerns raised in the informal review process. We look forward to your assistance and input in implementing these proposed changes to make the appointment process operate more effectively.

The Council recognizes that any recommendations to the departments and Dean on further actions with regard to candidates are advisory, and are up to the chairs' and Dean's discretion.

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Appendix 11: SPH Policy on Excess Compensation for Not-for-Credit Teaching

(Approved by SPH Faculty Council 3/5/2013)

Excess Compensation is a University payroll term used for work performed outside the employee's normal appointment and above a full-time (100% FTE) workload. In this context, excess compensation refers only to funds paid through the UW payroll system. The maximum allowable excess payment is 25% above the employee's regular semi-monthly gross salary. Excess Compensation may be paid from research grants and contracts, provided it is not in conflict with Circular A-218 and Executive Order No. 599.

SPH faculty should receive equitable and reasonable compensation for teaching activities paid through the University Payroll System. In the past, most not-for-credit teaching activities were for instruction in courses that were not taught for UW academic credit and fell outside the usual Departmental teaching expectation for that faculty member.

SPH allows faculty to receive excess compensation for not-for-credit teaching (teaching for which students do not receive UW credit) when the following conditions apply: 1) the faculty member is not receiving any bridge funding due to less than 100% (i.e., full) salary support; 2) the activity is not considered part of the normal departmental teaching expectation (as defined by each department); and 3) the teaching is not part of the teaching activities on which she/he will be judged for promotion. For courses that are taught in both in-residence academic credit and via distance learning (e.g., through Professional and Continuing Education), reimbursement for the distance learning portion of the course may be paid to the faculty member as excess compensation, provided that the first criterion above is met.
If all three criteria above are met, then excess compensation is allowed. But, if any of the above criteria are not met, then the activity would be considered part of the department teaching expectations for that person. If excess compensation is disallowed, the activity may still be counted toward promotion if it conforms to the procedures described in the teaching criteria for promotion section of the SPH Academic Affairs Handbook.

In all instances, faculty must receive permission for excess compensation – based on the policy outlined above – from the Department Chair and Dean.

This policy will be reviewed annually and potentially modified as more experience is gained by the SPH about the teaching of courses, certificates, and degrees via distance learning in the future.

8 The Federal Office of Management and Budgeti (OMBi) Circular A-21 establishes cost principles for determining allowability of costs applicable to grants, contracts, and other agreements (also known as sponsored research) with institutions of higher educational. http://www.whitehouse.gov/omb/circulars_a021_2004/.
9 The University of Washington Policy Directory Executive Order No. 59 outlines the University's policy on Excess Compensation. https://www.washington.edu/admin/rules/policies/PO/EO59.html.

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Also, note http://ap.washington.edu/ahr/administrators/compensation/supplements/excess-compensation/.

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Appendix 12: SPH Faculty Council Membership

Faculty Councils are established in the UW faculty code, Chapter 13–31 and Chapter 22. Up until the creation of the SPH Faculty By-laws, the SPH Faculty Council operated mainly as a school-wide committee to review promotions and tenure. Rosters for the SPH Faculty Council since 2010 are listed below, beginning with the year the Bylaws were adopted by the School.

Academic Year: 2010-2011 (SPH Faculty Bylaws Approved May 2011)
Michael Yost, Professor, Environmental and Occupational Health Sciences, Chair
Andy Stergachis, Professor, Global Health, Vice Chair
Jacqueline Benedetti, Professor, Biostatistics
David Grembowski, Professor, Health
Services Emily White,Professor,Epidemiology
Howard Frumkin, Dean (ex- officio)

Academic Year: 2011-2012
Michael Yost, Professor, Environmental and Occupational Health Sciences, Chair
Andy Stergachis, Professor, Global Health, Vice Chair
Karen Edwards, Professor, Interdisciplinary Programs
David Grembowski, Professor, Health Services
James Hughes, Professor, Biostatistics
Emily White, Professor, Epidemiology
Howard Frumkin, Dean (ex-officio)

Academic Year: 2012-2013
David Grembowski, Professor, Health Services, Chair
Joel Kaufmann, Professor, Environmental and Occupational Health Sciences, Vice Chair
Karen Edwards, Professor, Interdisciplinary Programs
James Hughes, Professor, Biostatistics
Jonathan Mayer, Professor, Epidemiology
Andy Stergachis, Professor, Global Health
Howard Frumkin, Dean (ex-officio)

Academic Year: 2013-2014
Andy Stergachis, Professor, Global Health, Chair
Joel Kaufmann, Professor, Environmental and Occupational Health Sciences, Vice Chair
Adam Drewnowski, Professor, Interdisciplinary Programs
Jeffrey Harris, Professor, Health Services
James Hughes, Professor, Biostatistics
Jonathan Mayer, Professor, Epidemiology
Howard Frumkin, Dean (ex-officio)

Academic Year: 2014-2015
Jonathan Mayer, Professor, Epidemiology, Chair
Joel Kaufmann, Professor, Environmental and Occupational Health Sciences, Vice Chair
Adam Drewnowski, Professor, Interdisciplinary Programs
Stephen Gloyd, Professor, Global Health
Jeffrey Harris, Professor, Health Services
Barbara McKnight, Professor, Biostatistics
Howard Frumkin, Dean (ex-officio)

Academic Year: 2015-2016
Joel Kaufman, Professor, Environmental and Occupational Health Sciences, Chair
Barabara McKnight, Professor, Biostatistics, Vice Chair
Clarence Spigner, Professor, Health Services
Stephan Gloyd, Professor, Global Health
Lisa Manhart, Professor, Epidemiology
Adam Drewnowski, Professor, Interdisciplinary Programs

Academic Year: 2016-2017
Lisa Manhart, Professor, Epidemiology, Chair
Clarence Spigner, Professor, Health Services, Vice Chair
Stephen Gloyd, Professor, Global Health
Scott Emerson, Professor, Biostatistics
Terrance Kavanagh, Professor, Environmental and Occupational Health Sciences
Bruce Weir, Professor, Interdisciplinary Programs

Academic Year: 2017-2018
Terry Kavanagh, Professor, Environmental and Occupational Health Sciences, Chair
Lisa Manhart, Professor, Epidemiology, Vice Chair
Clarence Spigner, Professor, Health Services
Jon Wakefield, Professor, Biostatistics
James Pfeiffer, Professor, Global Health
Adam Drewnowski, Professor, Interdisciplinary Programs

Academic Year: 2018-2019
James Pfeiffer, Professor, Global Health, Chair
Terry Kavanagh, Professor, Environmental and Occupational Health Sciences, Vice Chair
Donald Patrick, Professor, Health Services
Jon Wakefield, Professor, Biostatistics
Bruce Weir, Professor, Interdisciplinary Programs
Lisa Manhart, Professor, Epidemiology

Academic Year: 2019-2020
James Pfeiffer, Professor, Global Health, Chair
Nicholas Smith, Professor, Epidemiology, Vice Chair
Peggy Hannon, Professor, Health Services
Susanne May, Professor, Biostatistics
Jerry Cangelosi, Professor, Environmental and Occupational Health Sciences
Bruce Weir, Professor, Interdisciplinary Programs
Jared Baetan, Dean's Delegate (ex-officio)

Academic Year: 2020-2021
Nicholas Smith, Professor, Epidemiology, Chair
Jerry Cangelosi, Professor, Environmental and Occupational Health Sciences, Vice Chair
Susanne May, Professor, Biostatistics
Bryan Weiner, Professor, Global Health
Peggy Hannon, Professor, Health Services
Adam Drewnowski, Professor, Interdisciplinary Programs

Hilary Godwin, Dean (ex-officio)

Academic Year: 2021-2022
Jerry Cangelosi, Professor, Environmental and Occupational Health Sciences, Chair
Peggy Hannon, Professor, Health Systems and Population Health, Vice Chair
Nicholas Smith, Professor, Epidemiology
Susanne May, Professor, Biostatistics
Bryan Weiner, Professor, Global Health
Bruce Weir and Ali Shojaie, Professor, Interdisciplinary Programs
Deepa Rao, Dean's Delegate (ex-officio)