

DATE: March 19 2026

TO: Fred Nafukho, Marjorie Olmstead, and Deepa Rao (Office for Academic Personnel and Faculty)

FROM: Stephanie Farquhar (Associate Dean for Faculty) and Hilary Godwin (Dean, School of Public Health)

SUBJECT: Response to the Provost Memo dated October 24 2025.

In response to the Provost's *Charge to Review and Update Promotion and Tenure Guidelines* of October 14, 2025, the School of Public Health (SPH) has carried out an extensive review of the Academic Affairs Handbook (AAH), led by the elected Faculty Council and Department Chairs, and the Office of the Dean. We detail here our review and proposed edits of the SPH AAH based on the guidelines described in the Provost's charge letter. A preliminary draft of these changes is attached to this memo. These proposed edits to the AAH will be shared at all SPH department faculty meetings during Spring Quarter 2026, followed by a vote of the full faculty. We anticipate that the faculty vote and finalized AAH edits will be completed by May 31, 2026.

Research, Scholarship, and Creative Works

How do the Promotion and Tenure Guidelines fully recognize faculty achievements across the spectrum of activities, including traditional research, scholarship, creative works (such as performances, artistic productions, design, and digital media), and other forms of scholarly activity? How do assessments recognize the variety of forms that impact can take, including influence on other researchers, influence on policy, benefits to communities, etc.?

The School of Public Health (SPH) undertook a major overhaul of our Academic Affairs Handbook (AAH) in 2024 with an explicit goal of expanding exemplars for faculty promotion and tenure criteria so that more faculty see themselves and their work represented and valued. The revisions moved from an individualistic to a collective definition of excellence to explicitly acknowledge the diversity of scholarship and lived experience that is essential to provide a comprehensive body of expertise for students and our public. The revisions explicitly outline how productivity, quality, impact, and sustainability should be considered holistically in evaluating a promotion candidate's record.

One of the main components of the revised AAH is the inclusion of a table of exemplars that:

- Normalizes expanded ways in which faculty can satisfy promotion and tenure criteria;
- Normalizes collaboration in research, teaching, practice, and service;
- Recognizes faculty contributions to undergraduate student success and student mentoring across degree programs;
- Recognizes scholarly contributions that are not research; and
- Recognizes community-engaged scholarly activities.

The exemplar tables are included in Appendix 2 of the AAH "Example Activities for Effectiveness." The tables focus on the three primary functions of faculty as defined in the Faculty Code: *Scholarship and Research* (Table 10), *Teaching* (Table 11), and *Service* (Table 12). Each table has columns for expectations at the Assistant, Associate, and Full Professor level.

Open Science and Open Scholarship

How do the Promotion and Tenure Guidelines value open science and open scholarship practices, including publishing data and code dispositions in peer reviewed open-access venues, transparent research practices, and contributions to open educational resources and public knowledge platforms? How do criteria address the responsible and ethical sharing of data, with explicit attention to data security, privacy, and compliance with relevant legal and institutional requirements? How should faculty demonstrate awareness of best practices in data management, including protecting sensitive information and ensuring data is shared in ways that advance knowledge while maintaining appropriate safeguards?

The current version of the SPH AAH does not explicitly value open science and open scholarship practices, although they do not explicitly contradict the goals either. Our proposed edits to the AAH to make the value of open science and open scholarship clearer include:

- In Section 2 "Values and Expectations of the School of Public Health Academic Community", add a new Section 2.4 titled "Open Science and Open Scholarship" with the following text:

“Faculty should demonstrate awareness of best practices in data management, including protecting sensitive information and ensuring data is shared in ways that advance knowledge while maintaining appropriate safeguards.”

- In Appendix Table 10 (Example Activities for Research and Scholarship Effectiveness) add a row with the following text in the Dissemination and Impact section:
“Engages in reproducible science, including publishing data and code in peer-reviewed open-access venues, while ensuring appropriate care for the responsible and ethical sharing of data, and with explicit attention to data security, privacy, and compliance with legal and institutional requirements.”

State and federal security requirements on NIH-sponsored or human genomic data require strict data sharing restrictions, data use agreements, an annual audit and researcher training requirements. Our faculty researchers continue to partner with OSP (contracts) and IRB (human subjects) to meet data security requirements with the assistance of the SPH Chief Information Officer.

Teaching

How do the Promotion and Tenure Guidelines explicitly recognize, and reward effective teaching as defined by the Faculty Code and ensure that the elements of effective teaching are consistent for all faculty tracks at UW? This includes innovative pedagogy; patient care; the use of formative assessment to support effective course and curriculum development; mentoring and advising; and evidence of positive impact on student academic success.

The Faculty Council (FC) appointed a Subcommittee to address this area. The Subcommittee was chaired by a member of the FC and primarily composed of teaching faculty at the SPH representing most SPH departments and a variety of teaching roles. Ex-Officio members included the SPH Associate Dean for Faculty, the SPH Associate Dean for Education, and the Faculty Council Chair.

The Subcommittee’s review of the existing AAH found several areas that needed to be addressed in Part Two: Reappointment, Promotion, and Tenure of Faculty in Professorial Titles, and in the appendices.

The proposed changes include:

- Incorporating the core elements of effective teaching as defined in Section 24-32 of the [UW Faculty Code](#) for all faculty tracks throughout the AAH
- Major revision to Section 6.8, Evaluation of Effectiveness in Teaching
- Many tables were revised to include the five elements of effective teaching, including:
 - Tables 1-9 (Expectations for Effectiveness across all tracks)
 - Table 11. Example Activities for Teaching Effectiveness
- The Promotion Packet Materials List in Appendix 1 was revised to include optional teaching artifacts to support a candidates’ packet, with documents demonstrating how the five elements of effective teaching were incorporated into their teaching.
- A new table on Incorporating the “5 elements of effective teaching” and “4 criteria for reviewers to consider” into promotion packet materials was added to Appendix 2—Example Activities for Effectiveness.
- Details on teaching effectiveness were added to the text and tables in Appendix 3—Metrics for Faculty Promotion
- In Appendix 4, a scenario with examples of candidate evidence for promotion was revised to include the five elements of effective teaching.

Service

How do the Promotion and Tenure Guidelines acknowledge and reward high-quality and impactful service contributions, including significant service to the department, college, school, campus, university, professional societies, and the broader community—such as committee work, leadership roles, peer review, editorial service, conference service, and other forms of professional service that advance the mission and reputation of the University of Washington? How will evaluations acknowledge significant efforts and output in local, national and international advocacy and policy efforts?

Exemplars for contributions to Service are indicated in Appendix 2 of the AAH, *Table 12: Example Activities for Effectiveness in Institutional, Professional, and Community-Based Service*. The table distinguishes between Institutional Service and Professional & Community-Based Service.

We judged these tables to meet the Provost's charge to "acknowledge and reward high-quality and impactful service contributions" in both areas.

Interdisciplinary Research

How do the Promotion and Tenure Guidelines explicitly value and support interdisciplinary collaboration and research? How will evaluations consider contributions to interdisciplinary teams, leadership or substantial roles in cross-departmental or cross-institutional projects, and recognition from multiple academic or professional communities?

Section 7 of the AAH lists *Expectations for Appointment, Reappointment, and Promotion*. The following expectation is listed in the Research/Scholarship Domain for all tracks and levels (Tables 1-9; optional for Teaching Track faculty): "Demonstrates evidence of research/scholarly partnerships or **interdisciplinary** collaborations and/or dissemination activity for areas of research/scholarship appropriate to rank." [emphasis added]

Our exemplar tables for contributions to Research and Scholarship are indicated in Appendix 2 of the AAH, *Table 10: Example Activities for Research and Scholarship Effectiveness*. Interdisciplinary research is explicitly addressed with the following exemplar activities:

- Assistant level: Establishes interdisciplinary and/or cross-sectoral relationships to pursue research activities.
- Associate level: Sustains interdisciplinary and/or cross-sectoral partnerships in focused areas of research.
- Professor level: Establishes and/or leads cross-sectoral coalitions in focused area of research.

In addition, in Appendix 3 – *Metrics for Faculty Promotion* the AAH includes tables for *Pertinent SPH Minimum Expectations for Promotion*. Interdisciplinary research is explicitly addressed with the following minimum expectations in the *Research/Scholarship Domain*:

- Promotion to the Associate Rank: Demonstrates evidence of research/scholarly partnerships or **interdisciplinary collaborations** and/or dissemination activity for areas of research and/or scholarship appropriate to rank. [emphasis added]
- Promotion to the Professor Rank: Demonstrates evidence of research/scholarly partnerships or **interdisciplinary collaborations**, and/or dissemination activity for areas of research and/or scholarship appropriate to rank. [emphasis added]

In addition, encouragement of interdisciplinary work appears in other areas of the AAH, for example: Section 6.6: "Evaluation of a faculty candidate's breadth of scholarly and research activity requires multiple considerations. First, faculty may or may not conduct scholarly and research activities in partnership with **interdisciplinary** colleagues or practice/community-based partners. Conducting partnered, clinical trials, or interdisciplinary scholarship takes more time and may not result in first authorship on dissemination products." [emphasis added]

We judged these tables to meet the Provost's charge to "value and support interdisciplinary collaboration and research."

Changes in Funding Policies

How do the Promotion and Tenure Guidelines reflect the realities and challenges faculty face, in the current research funding landscape, in securing and maintaining diverse sources of support? How do the Promotion and Tenure Guidelines reflect and accommodate policy shifts that may directly or indirectly impact some types of research and scholarship in other ways, including work that is not externally funded?

In Section 6.2 (*Overall Assessment of Faculty Effectiveness in the Promotion Review*) the SPH AAH explicitly outlines the four key criteria to be considered in the qualitative review of promotion packets: Productivity, Quality, Impact, and Sustainability. The AAH states: "Each of these criteria need to be evaluated holistically, rather than in isolation."

Sustainability is further defined as follows:

Sustainability

- Has the candidate invested in one or more disciplinary areas over time, and how is this expected to continue in the future?
- Is there evidence that the faculty member will be able to sustain their work in the future, e.g., through funding or ongoing collaborations?
- What is the candidate's expected trajectory?

This definition of Sustainability in the SPH AAH therefore encompasses more than external funding.

Sustainability is also mentioned in other areas of the AAH, in particular in Section 6.7 *Evaluation of Effectiveness in Scholarship/Research*: "Evaluation of sustainability will consider both funding history and trajectory as well as the candidate's investment in one or more scholarship/research areas over time."

We judged these excerpts to meet the Provost's charge to "secure and maintain diverse sources of support" and to consider work "that is not externally funded."

Entrepreneurship and Innovation (E&I)

How do the Promotion and Tenure Guidelines acknowledge and reward faculty entrepreneurial achievements, innovation, and commercialization activities in addition to traditional scholarly accomplishments?

The current version of the AAH does not explicitly value entrepreneurship and innovation. There is value placed on creative work and external support, and these could potentially be applied to scenarios of innovation and commercialization, however, they are not explicitly recognized as meritorious.

As such, our proposed edits to the AAH to acknowledge and reward faculty entrepreneurship and innovation include:

- Section 6.7 *Evaluation of Effectiveness in Scholarship/Research*: Edited the following paragraph: "Scholarly activities may fall across a spectrum ranging from research, to practice (i.e., to generate new knowledge about the state of public health; the design, implementation, and impact of public health strategies and interventions; as well as methods to examine issues related to public health), **to development of methods or tools to examine issues related to public health (e.g. tools or processes that are adopted by industry, government, or academic partners)**; to dissemination of methods for education and pedagogy (i.e., to advance knowledge of how best to prepare the public health workforce), **to entrepreneurial activities resulting from their work (e.g. patenting or licensing an effective product or intervention.)** Some SPH faculty, therefore, may choose to focus their scholarly activities within traditional research, while others may focus their activities within educational practice/pedagogy or academic public health practice (APHP) areas."
- Appendix 2, Table 10: *Example Activities for Research and Scholarship Effectiveness – Research*: Added a new row in the Dissemination & Impact area: "Participates in [Assistant level] / Significantly contributes to [Associate level] / Leads [Professor level] entrepreneurial, innovation, and commercialization efforts arising from scholarly work"

Community Engagement

How do the Promotion and Tenure Guidelines reflect the importance of faculty engagement and leadership within local, regional, and broader communities—including public scholarship, community- engaged teaching, private/public sector outreach, and/or research? How do the criteria recognize that the development of meaningful community, regional, national, and global partnerships often require efforts that extend over multiple years?

The extensive mention of community engagement throughout the SPH AAH reflects that the School values community engagement in a meaningful way. There are many examples throughout the AAH, and we highlight just a few of them here. **This format** indicates our emphasis added.]

- Section 6.6 *Identifying and Mitigating Bias in Reappointment, Promotion, and Tenure Review*:
 - o "Evaluation of a faculty candidate's breadth of scholarly and research activity requires multiple considerations. First, faculty may or may not conduct scholarly and research activities in partnership with interdisciplinary colleagues or practice/**community-based partners**. Conducting partnered, clinical trials, or interdisciplinary scholarship takes more time and may not result in first authorship on dissemination products."
 - o "Second, faculty may or may not engage in scholarship/research prioritized by large funding bodies or prominent journals. It is well established that **community-engaged scholarship** and research related to health disparities or underserved populations have lower award rates from large federal funders like the National Institutes of Health (NIH) (Hoppe et al., 2019), a funder often used as a benchmark for reappointment, promotion, and tenure decisions. Furthermore, women and faculty of color are more likely to pursue these lines of scholarly inquiry (Hoppe et al., 2019).

- Section 6.8 *Evaluation of Effectiveness in Teaching*:
 - o "Teaching activities may be conducted within academic structures of all UW schools and colleges, including **continuing education**, as well as across virtual and physical environments, which includes campus and **community venues** and sites for **practice-based education**." [emphasis added]
 - o Evidence of quality and impact in teaching can be assessed with degrees of accomplishment at each rank with metrics that may include: "**Integrating community practitioners in co-teaching practice courses**." [emphasis added]
 - o Other course teaching: "Courses taught in other formal settings, such as **continuing education programs, trainings in collaborating institutions** (e.g., ministries of health, national health systems), or **grant-funded training of community partners**, can also be considered as part of teaching activities for promotion, as long as the elements of the teaching experience that qualify it as a course are met (see the above list, 'UW Course Teaching')."
 - o Non-classroom teaching: "Faculty members also participate in various activities outside of formal course teaching. These activities may involve long-term or short-term commitments to students, trainees, or professional or **community-based learners**."
 - o These values are reflected in the corresponding tables in Section 6.8

- Section 6.9 *Evaluation of Effectiveness in Service*:
 - o "As an example of impact for service to the community, **the candidate may be able to provide or cite evaluations from collaborating organizations or outcomes based on their service**."
 - o Community engagement is featured extensively in the corresponding tables.

- Section 11 *Preparing for Promotion and Tenure Review*
 - o Depending on the nature of the candidate's scholarship, the scholarship products may include: Policy documents; Newspaper editorials; Links to films, podcasts, and other audio-visual media; Workshop agendas/slides, with the candidate's role documented.

- Appendix 2 Exemplar Tables
 - o Table 10 *Example Activities for Research and Scholarship Effectiveness – Research*: "Uses [Assistant level]/Develops or sustains pathways [Associate level]/Mentors others to promote [Professor level] diverse modes of generating knowledge with communities (e.g., community-based organizations or groups) and practice partners (e.g., government, healthcare, or other institutional entities)."
 - o Table 10 *Example Activities for Research and Scholarship Effectiveness – Academic Public Health Practice*: Examples too numerous to quote here.
 - o Table 11 *Example Activities for Teaching Effectiveness*:
 - "Engages practice- and community-partners in course development and/or implementation."
 - Non-classroom teaching: Establishes [Assistant level]/Demonstrates competence or strength in [Associate level]/Demonstrates excellence in [Professor level] mentoring or bi-directional learning opportunities with community and practice partners.

- Table 12 *Example Activities for Effectiveness in Institutional, Professional and Community-Based Service*: Examples too numerous to quote here.
- Appendix 4 *Case Study Scenarios to Demonstrate Assessment of Criteria* includes several case studies that demonstrate the value of community engagement

We judged the SPH AAH to meet the Provost's charge to develop "meaningful community, regional, national, and global partnerships."

Mentoring of Undergraduate and Graduate Students and Colleagues

How do the Promotion and Tenure Guidelines formally recognize and reward faculty who demonstrate sustained, high-quality mentoring, sponsorship, coaching, providing effective guidance, support, and professional development of undergraduate and graduate students, postdoctoral scholars, and colleagues.

Mentoring is highlighted and explicitly valued throughout the SPH AAH:

- In Section 6.8 *Evaluation of Effectiveness in Teaching*: "The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students in traditional classroom settings, course (re)design, mentoring and supervision of students and trainees in research and practice settings, mentoring of preceptors and advisors of practice, as well as continuing education for practitioners, community members, and other learners. Therefore, the educational function of a university requires faculty who can teach effectively to a broad range of learners in a broad range of settings."
- Elements to Consider in Evaluating Effectiveness in Teaching:
 - Successful mentoring/advising (including supervision of undergraduate and graduate students) as reflected in student feedback, reports, on-time graduation rates, awards, or other indicators of student progress or development.
 - One element of quality includes "Development or implementation of useful new teaching or mentoring approaches."
 - Examples of Non-classroom teaching include:
 - Extended Mentoring: "Responsibilities in which the faculty member is the major supervisor and mentor for a graduate student or postdoctoral fellow (e.g., serving as chair of a student's dissertation (PhD), master's thesis (MS, MPH), or master's capstone (MPH, MS) committee)."
 - Project Mentoring: "Responsibilities in which the faculty member supervises a student or fellow for a project of limited activity or duration (e.g., serving as faculty mentor for a student practicum or independent study; supervising a graduate student, medical student, or postdoctoral fellow)."
 - Advising and Committees: "Responsibilities in which the faculty member is not the primary supervisor and mentor for a graduate student or postdoctoral fellow (e.g., serving on a graduate degree committee in a capacity other than chair or formal academic advisor to a graduate student)."
- Section 7 of the AAH lists *Expectations for Appointment, Reappointment, and Promotion*. The following expectation is listed in the Research/Scholarship Domain for all tracks and levels (Tables 1-9; optional for Teaching Track faculty): "Demonstrates competence [Assistant level] / strength [Associate level] / excellence [Professor level] in student supervision, mentoring, and advising as evidenced by the department chair or educational program director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring and/or advising awards/nominations."
- In our exemplar tables for contributions to Research and Scholarship (Appendix 2), mentoring is extensively addressed in the **Educational Scholarship** section of Table 10: *Example Activities for Research and Scholarship Effectiveness* and in the **Non-Classroom Teaching (e.g., Mentoring)** section of Table 11: *Example Activities for Teaching Effectiveness*.
- Appendix 3 *Metrics for Faculty Promotion* includes criteria of "Demonstrates strength in student supervision, mentoring, and/or advising as evidenced by department chair or educational program director reports

(annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; developing the teaching practice of teaching associates through mentoring, post-graduation outcomes/placements; or mentoring and/or advising awards/nominations”.

- Appendix 3 also includes data on average numbers of students formally mentored.

We judged the SPH AAH to meet the Provost’s charge to “formally recognize and reward faculty who demonstrate sustained, high-quality mentoring, sponsorship, etc.”

Global Engagement

How do the Promotion and Tenure Guidelines recognize, support, and reward faculty involvement in international collaborations, global learning and teaching, global research, and engagement with partners and communities outside the United States?

See **Community Engagement** response above. Many of our faculty engage in global health research and are otherwise engaged in scholarship and teaching with partners and communities outside the United States. In addition, international engagement is also explicitly called out in the Appendix 2 Exemplar tables and two of the Appendix 4 *Case Study Scenarios to Demonstrate Assessment of Criteria* include examples of globally engaged work.

Aligning Regular Conference, Merit Reviews and Promotion and Tenure Reviews

How do the revised Promotion and Tenure Guidelines align with the regular conference for assistant professors (FCG 24-57C), merit reviews, conferences for associate and full professors? How does the alignment of Promotion and tenure guidelines, regular conference, and merit reviews reduce confusion, provide clarity, ensure transparency, and allow faculty to plan and prioritize their efforts in ways that directly support both their professional growth and the university’s mission?

The alignment among regular/annual Chair-faculty conferences, merit reviews and promotion and tenure reviews are addressed in Section 11.3 of the SPH AAH. This section outlines the role of the candidate’s department chair, which is to communicate departmental norms and processes clearly and consistently to all faculty candidates. The department chair should take the following opportunities to do so:

- **Conduct regular conferences with faculty.**
- **Ensure merit reviews are completed annually.**

Regular Conferences. The department chair is responsible for holding regular conferences with faculty, as identified in Section 24-57C of the FCG. This meeting is required annually with each assistant professor, at least once every two years for associate professors, and at least once every three years for full professors. **This meeting is a chance for both parties to discuss the candidate’s career progress and actions they may take to improve their record before going up for promotion.** For example, this conference provides the opportunity for the chair to review and provide feedback on teaching evaluations. The chair is required to provide a written summary of the discussion to the candidate in a timely manner to formally document faculty strengths, weaknesses, and areas for improvement as they prepare for promotion and/or tenure.

Merit Reviews. Merit review meetings occur toward the end of each academic year. Eligibility is outlined in the Merit Voting Matrix on APF’s web site. Associate professors vote on assistant professors, full professors vote on assistant and associate professors, and full professors vote on assistant, associate, and full professors. **During these meetings, the trajectory of a candidate’s readiness for promotion is often discussed. It is most common for chairs to hold their regular conferences with faculty ahead of the merit review meeting,** so they are informed before the merit review discussion.

We appreciate the opportunity to review our current and proposed language in the School of Public Health AAH in light of the guidelines in the Provost’s *Charge to Review and Update Promotion and Tenure Guidelines*, October 2025.

Please contact Dr. Stephanie Farquhar, Associate Dean for Faculty (farqs@uw.edu), with questions about this memo or the proposed revisions to the AAH.