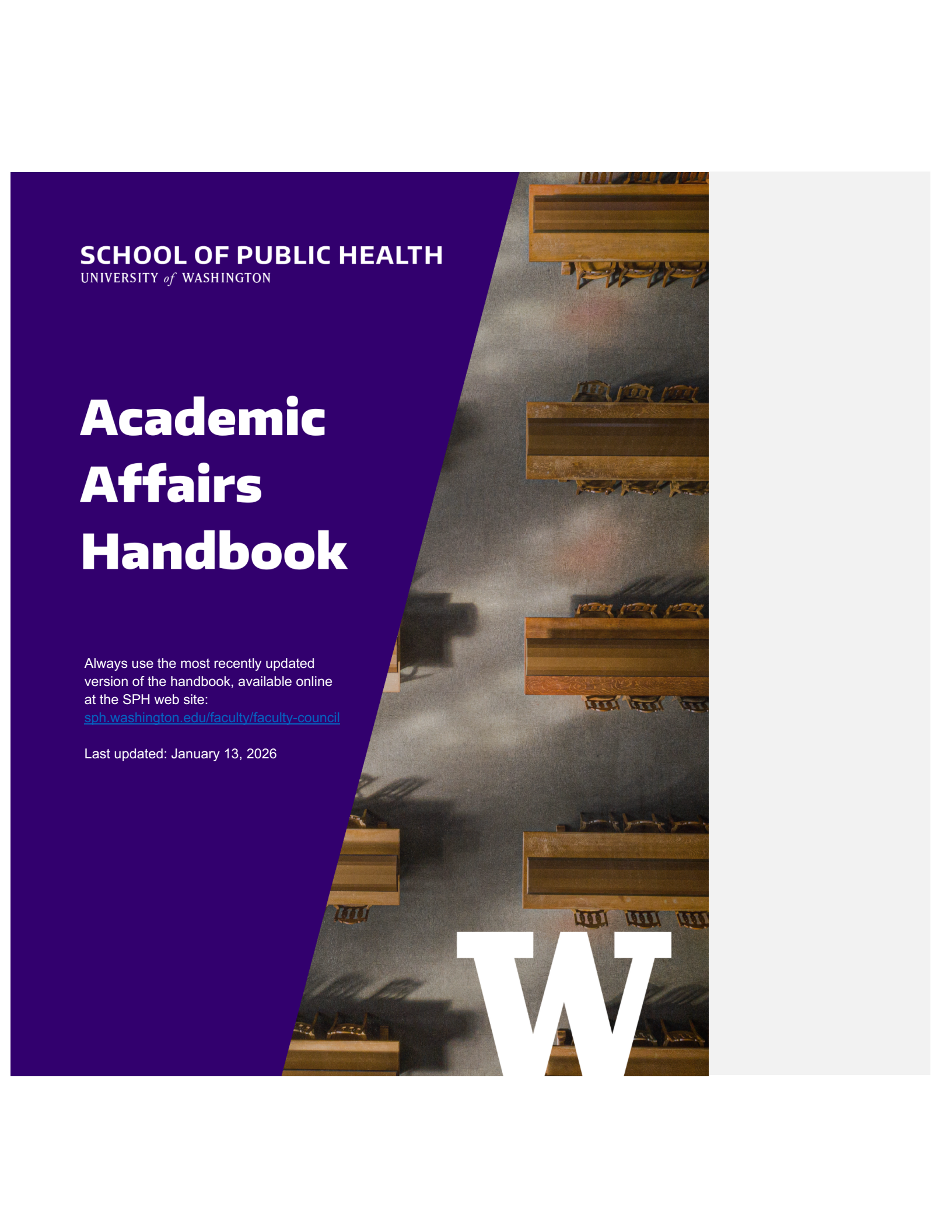




SCHOOL OF PUBLIC HEALTH
UNIVERSITY *of* WASHINGTON

Academic Affairs Handbook

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

sph.washington.edu/faculty/faculty-council

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Part One

Introduction and General Academic Affairs Information

Section 1—Introduction

1.1 Purpose of the SPH Academic Affairs Handbook

The Academic Affairs Handbook (AAH) of the School of Public Health (SPH or the School) at the University of Washington (UW or University) is a School-specific document describing policy and procedures regulating academic affairs within the SPH.

The purpose of the AAH is to aid faculty in understanding processes related to academic recruitments, appointments, and promotions as implemented in the SPH.

1.2 Foundation Underlying the SPH Academic Affairs Handbook

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

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

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

1.3 Principles Followed in the SPH Academic Affairs Handbook

Revisions reflected in this version of the handbook (as of August 30, 2024) have been made to respond to faculty concerns regarding attention to anti-racist principles, and to The goal of the AAH is to provide faculty greater transparency in the processes of academic affairs, at the UW and SPH.

This AAH now explains the life course of faculty positions and expectations for faculty with respect to appointments and promotions. Case examples are also now provided as part of the appendices.

The principles followed in this version AAH aims to:

- Ensure an inclusive AAH that recognizes the diverse areas and approaches to scholarship being conducted by faculty that reflect the values of the SPH, with an – This revision includes an expansived range of activities considered for promotion and an strives for inclusiveity in its definition of scholarship.
- Incorporate academic public health practice (APHP) into the scholarship activities in the AAH rather than considering this a separate domain, and distinct – APHP is now included within scholarship activities and faculty are reminded to distinguish APHP activities from service activities.
- Integrate principles of equity, diversity, inclusion, and anti-racism throughout the AAH. The SPH has embraced a mission and value system that prioritizes diversity of professional and lived experiences to generate innovation and advance social justice in public health, reflected in the School's [strategic plan](#). This approach calls for cultivating inclusive excellence.
 - ♦ According to the Association of Schools and Programs of Public Health ([ASPPH](#), 2024), inclusive excellence is defined as the “cohesive, coherent, collaborative, and measurable integration of inclusion, diversity, and equity, while centering the naming and dismantling of white supremacy culture, in the pursuit of excellence across the research, teaching, and practice mission of academic public health, including all activities by leadership, faculty, learners, staff, alumni, and the broader community.”
 - ♦ Faculty pursuit of inclusive excellence, specifically, is evidenced by approaches to incorporate anti-racism, equity, diversity, inclusion (EDI), and decolonizing principles into scholarship/research, teaching, and service activities. Inclusive excellence and anti-racism are constructs that embrace intersectionality, which recognizes multiple marginalized identities to work against all forms of discrimination (see Glossary for definitions).
- Expose the 'hidden curriculum' and help faculty understand how the promotion process works, through – In other words, this revision strives for transparency and clarity – (see Glossary for definitions).
- Articulate expectations for effectiveness by track and rank. The FCG refers to both effectiveness and excellence. The AAH focuses We focus here on defining effectiveness and recognizes s that all SPH faculty strive for inclusive excellence, per the definition above.

Commented [KL1]: Justification for changes:

The existing text was written to reflect changes made in August 2024. Edits were made to make the text follow the header of this section-- "Principles Followed" rather than a recounting of recent changes made to the handbook.

- Adopt language and perspective used in the FCG, specifically:
 - ♦ Referring to “scholarship and research” as one domain, where scholarship includes research ~~(–In this revision, this is often shortened here to “scholarship/research.”)~~
 - ♦ Reflecting FCG’s recognition that contributions to diversity and equal opportunity are explicitly considered among professional contributions for appointment and promotion (FCG [Section 24-32](#)).
- ~~Limit details (at this time) on appointments other than the professorial tracks. Department level guidelines and expectations for other types of faculty appointments are in development (at the time of this writing), and more time is needed to provide the same attention to the principles addressed here for the remaining appointment types. Section 3 includes a brief reference to non-professorial appointments, with links to UW guidance.~~
- Eliminate duplication, redundancy, and possible discrepancies by referencing existing policies rather than including them in the body of the AAH. Broad summaries are provided only as needed.
- ~~Add a glossary of definitions and a list of abbreviations to improve clarity of understanding.~~

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

The SPH AAH is maintained, updated, and revised by the SPH Faculty Council (FC). The SPH FC is an elected body of the SPH faculty that contributes to the shared governance of the School and its academic affairs. Its membership comprises voting faculty across departments and programs in SPH. The authority of the FC is provided by the [SPH Faculty Bylaws](#), which detail the responsibilities, membership, elections, officers, procedures and meetings, written records, and vacancies of the FC. Briefly, the FC advises the dean on matters of faculty promotion and tenure, and advises the dean on matters involving academic policy, including priorities, resource and salary allocation, and budgets (FCG [Section 23-45C](#)). The SPH FC has additional responsibility for providing secondary review of new appointments at the rank of ~~A~~associate ~~P~~rofessor (tenure/tenure-track/research/teaching) and above, as well as promotions in the tenure/without tenure (WOT)/research/teaching tracks. Based on these reviews, the FC shall, in a timely fashion, make recommendations to the dean regarding these proposed appointments and promotions.

The SPH FC revises the AAH as needed to reflect changes in the UW Faculty Code, and changes to the policy and procedures regulating academic affairs within UW or the SPH. While the intent is for the FC to consider annually whether changes to the AAH are needed, at minimum, the FC will review promotion criteria every five years to confirm that these criteria reflect the breadth of scholarly activities of SPH faculty. Anytime modifications are made to the AAH by the SPH FC, the FC will assess which constituents are involved and will decide whether the vote of approval of the modifications can be at the level of the FC (for house-keeping and minor changes) or at the level of the SPH ~~voting faculty~~[faculty eligible to vote](#) (for substantive changes). At the request of any FC member, the vote will go to SPH ~~voting faculty~~[faculty eligible to vote](#).

Commented [MH2]: Justification for changes in this section: reflecting eligible to vote to capture that voting faculty are not always eligible to vote

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

2.1 School of Public Health Values

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

~~As a member of the SPH community, all faculty must conduct themselves and their interactions with UW peers, staff, and students in a way that shows respect for the individual and the SPH community.~~ The values for the School are:

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

- ~~As a member of the SPH community, all faculty must conduct themselves and their interactions with UW peers, staff, and students in a way that shows respect for the individual and the SPH community.~~

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

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

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

Commented [KL3]: Justification for changes in this section:
Revised to eliminate reference to revisions, and to keep the mission, vision, and values statements together.

Commented [KL4]: Justification for changes:
Repetitive and outdated (strategic plan was for 2020-2025)

professional activities in research and scholarship, teaching and mentoring, as well as University and community service.

Embracing these principles ~~also~~ entails that faculty actively engage in building and sustaining a diverse, equitable, and inclusive professional workplace committed to anti-racism and social justice. The AAH provides extensive examples for how faculty can prepare for reappointment and promotion in support of these core values. The AAH helps faculty understand the various ways they can include EDI activities in their promotion ~~packet~~case materials, if they choose, in order to acknowledge 'hidden labor:' (see Glossary for definitions).

Much of the foundation for SPH's commitment to equity, diversity, inclusion, and anti-racism is based on the public health critical race praxis (PHCR) (Ford & Airhihenbuwa, 2010).

2.3 UW and SPH Academic and Personal Conduct Expectations

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

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

2.4 Open Science and Open Scholarship

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.

Commented [KL5]: Justification for change:
Added text to address the provost's charge for open science and open scholarship

Section 3—Qualifications for Appointments and Reappointments for Academic Tracks and Ranks, and Changes in Faculty Appointments

3.1 Introduction

Section 3 ~~is intended to~~ briefly summarize information about professorial and non-professorial positions in the School of Public Health. While this section refers to positions in SPH, note that these positions are University-wide rather than specific to the School.

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

- Tenure/tenure-track and without-tenure- (WOT) track faculty, both of which have the same teaching and research responsibilities.
- Research track faculty, who have primarily research responsibilities.
- Teaching track faculty, who have primarily teaching responsibilities.

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

There are also a variety of other academic titles, which are discussed briefly in Section 3.3 below. The APF "[Academic Titles and Ranks](#)" web page lists all UW academic titles that are professorial, non-professorial, and postdoctoral scholar titles. Choosing any linked title from that list provides further details in a table, including service period, what can be full- and/or part-time, tenure eligibility, voting rights eligibility, etc. FCG [Section 24-32](#) provides the scholarly and professional qualifications of faculty members. Further details regarding the qualifications for appointments at a specific rank within a track can be found in the FCG [Section 24-34](#).

3.2 Qualifications for Appointments for Professorial Tracks and Ranks

This section gives a general overview of appointments in the professorial tracks and provides links to the key sections in the FCG and APF. The specific qualifications SPH uses for appointment or promotion into the various tracks and ranks are listed in the *Expectations for Effectiveness* below in Sections 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3 (Tables 1-9). Those in professorial tracks are eligible for appointment to the [UW Graduate Faculty](#), and may be eligible for [doctoral endorsement](#), and are eligible to be [Principal Investigator](#) (PI) of grants and contracts in SPH.

PROMOTION CLOCK

Assistant professors in the WOT, tenure, and research tracks have an initial term of three years, followed by a second three-year term, and have a mandatory promotion clock of six years, meaning they are clock-managed ([see Glossary for definitions](#)). There is a mandatory [academic review](#) during the second year of their second three-year term, and the promotion and tenure (if applicable) decision must be made in the final year of the appointment. There are several possible outcomes from the academic review: favorable promotion; favorable promotion with award of tenure; postponement; unfavorable due to denial; and unfavorable due to withdrawal.

More information is outlined on the APF [Clock Managed Ranks](#) web page.

CLOCK WAIVER

Faculty in clock-managed tracks and ranks are reviewed for consideration of promotion and/or tenure in a mandatory and specified timeframe or probationary period. Generally speaking, if the faculty member works less than six months during an academic year (July 1-June 30), the year will be waived and will not count toward the promotion and/or tenure clock. Thus, [for](#) faculty who begin July 1-January 1, ~~that the academic year in which they begin~~ counts on their clock (and years in rank) since ~~that means they are working for~~ six months or more [during that academic year](#). ~~but if~~ Faculty starting January 2-June 30 have a clock that doesn't begin until the following July since they ~~did not work aren't working a for a~~ full six months [during that academic year](#).

Candidates are encouraged to talk with their Academic Human Resources (AHR) manager if they have questions about clock starts and waivers. The six-year timeframe is otherwise known as a faculty member's "promotion and/or tenure clock". A [clock waiver](#) extends the faculty's mandatory clock and can be requested for reasons such as birth or adoption of a child, a serious health condition, providing care for a family member with a serious health condition, and other extenuating circumstances outside the faculty member's control. Faculty who wish to explore a clock waiver should reach out to their department AHR manager for details.

Commented [KL6]: Justification for changes: Clarified writing.

QUALIFICATIONS FOR APPOINTMENT AND PROMOTION IN THE TENURE AND WOT TRACKS AND RANKS

- Qualifications for appointment at the level of assistant professor in the tenure/tenure-track and WOT track are noted in FCG [Section 24-34A.1](#). This is a clock-managed position and the required academic review for this position is detailed on the APF's [Academic Reviews](#) web page.
- Qualifications for appointment or promotion to associate professor in the tenure/tenure-track and WOT track are noted in FCG [Section 24-34A.2](#).
- Qualifications for appointment or promotion to professor qualifications in the tenure/tenure-track and WOT track are noted in [Section 24-34A.3](#).
- Criteria for tenure related to these appointments are identified in the FCG [Section 25-32D](#).

In this AAH, all WOT appointments are assumed to be “without tenure by reason of funding” (WOTRF). Noted in FCG [Section 24-40](#), faculty members appointed as WOT do not hold tenure because all or part of their annual University-administered salary is derived from sources other than regularly appropriated state funds. Except for this distinction, WOT faculty members have the same rights, responsibilities, and obligations as tenure-track and tenured faculty members at those ranks. Criteria for appointment and promotion are the same as tenure/tenure-track, except WOT appointments have additional funding-related expectations noted in Section 24-40 of the FCG. In addition, [Executive Order 45](#) states that teaching is an essential qualification for the granting of tenure.

QUALIFICATIONS FOR APPOINTMENTS IN THE RESEARCH TRACKS AND RANKS

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

- Information related to the qualifications and duration of research assistant professor appointments is in FCG [Section 24-41](#). This is a clock-managed track with a required academic review. See the *Promotion Clock* section above for additional information.
- Additional information related to position qualifications and duration for research associate professor and research professor appointments are in the FCG under [Section 24-34A](#) and [Section 24-34B.5](#).
- Appointment lengths are also reviewed on APF's web page for [Professorial Tracks](#). These are multi-year appointments with no limit to the number of reappointments. This track is not eligible for tenure.

QUALIFICATIONS FOR APPOINTMENTS IN THE TEACHING TRACKS AND RANKS

Information about teaching professor appointments is available in the FCG under [Section 24-35B](#) and on APF's web page for [Professorial Tracks](#). Teaching faculty ~~are have~~ multi-year fixed-term appointments and are not clock-managed (meaning there is no mandatory promotion clock).

This track is not eligible for tenure. Terms are provided in FCG [Section 24-41](#).

- Additional information about the qualifications and duration of appointments for assistant teaching professor is in [Section 24-41C.1](#) of the FCG. [Section 24-34A.1](#) reviews qualifications for appointments in this rank.
- Qualifications for appointments and promotions to associate teaching professor are noted in FCG [Section 24-34A.2](#). [Section 24-41C.2](#) has additional information related to the duration of these appointments.
- Information about appointments and promotion to teaching professor is provided in FCG [Section 24-34B.3](#) and [Section 24-41C](#).

3.3 Qualifications for Appointments for Other Academic Tracks and Ranks

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

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

Each title on the web page provides a table of information, including service period, length of appointment, full- or part-time, reappointment eligibility and terms, tenure and voting status, and many other key details. Additional information for these titles is also available within the FCG in the following sections:

Faculty Code	Topic covered
Section	
24-34B	Qualifications for Appointments with Specific Titles
24-41	Duration of Nontenure Appointments
24-45	Appointment of Part-Time Professors
24-53	Procedure for Renewal of Appointments

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

3.4 Faculty Appointment Actions

JOINT APPOINTMENTS

A joint appointment is one that recognizes a tenure/tenure-track, WOT, research, or teaching faculty member's long-term commitment to (and participation in) two or more UW departments. Joint appointments are secondary appointments whose title and rank match that of the primary appointment. Only professorial faculty may hold a joint appointment. One department is designated the primary department; the others are secondary. This designation can be changed only with the concurrence of the faculty member and the appointing departments; the same is true of relinquishing a joint appointment. Personnel determinations (salaries, promotions, leave, etc.) originate with the primary department but may be proposed by a secondary department; all actions must have the concurrence of the secondary departments.

If a faculty member is being proposed for a joint appointment, the joint department faculty must vote specifically whether or not to offer voting privileges with the appointment. The outcome of that vote is shared through an agreement in writing and will be used for determining the quorum for faculty votes. The agreement can be revised with the concurrence of the faculty member and the department involved. Faculty with joint appointments are expected to be full members of both departments, with the expectation that they will meet the service requirements in both departments, unless negotiated differently between departments. Faculty with joint appointments should discuss their service responsibilities with both department chairs to ensure an appropriate workload. Faculty are required to meet expectations in both departments, including appointment and promotion criteria.

ADJUNCT APPOINTMENTS

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

ENDOWED APPOINTMENTS

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

APPOINTMENT TO THE UW GRADUATE FACULTY

The [Graduate Faculty](#) consists of those members of the University faculty who have been designated by the dean of the Graduate School as actively participating in graduate education. Graduate Faculty members who substantively engage in doctoral education must also have a specific "doctoral endorsement." A doctoral endorsement is required to chair a doctoral supervisory committee or to serve as a Graduate School Representative (GSR) to doctoral supervisory committees.

Powers and duties of the Graduate Faculty are given in FCG [Section 23-42](#) and [Section 23-44](#). Additional information can also be found on the Graduate School [website](#). Refer to local level processes for obtaining Graduate Faculty status and endorsement to chair.

APPOINTMENT AND FULL-TIME EMPLOYEE CHANGES

There are several personnel actions through which UW faculty or other academic personnel might permanently reduce their appointment or temporarily reduce their Full-Time Equivalent (FTE) status. Information is provided on the APF [Appointment and FTE Reductions](#) web page.

- **Voluntary FTE Change:** A voluntary FTE change is a permanent adjustment to the contracted appointment. If an appointment is reduced, the appointment percent ("roster" in Workday) cannot be increased for the remainder of the appointment term. Some academic personnel titles and ranks are not eligible for a reduction, others have limitations to the extent they may be reduced. Decisions about a reduction in teaching load and other faculty assignments are determined at the local level and are generally commensurate with the reduction in FTE.
- **Reduced Responsibility:** Many SPH faculty members are responsible for securing a portion of their salary through external sources. When such faculty are temporarily unable to meet this obligation, they are placed in the Reduced Responsibility status. UW's [Office of Research](#) oversees this policy and process. Information can be found on the web page that covers [GIM 38](#): 'Faculty Reduced Responsibility Status Involving External Funding'.
- **Leave-Related FTE Changes:** Academic personnel who have been approved for a full or partial leave of absence require an FTE change in Workday. Instructions on how to submit this information are on the [UW Employee Workday Help](#) web site (requires UW NetID log in to access). The APF web site also provides information on [Time Off and Leaves](#).

CHANGING PROFESSORIAL TRACKS

There are a variety of reasons why faculty members in professorial tracks may wish to change to a different track. It is expected that a faculty member approved to change tracks will enter the new track at the equivalent rank. For example, an associate professor WOT changing to the research track would come in as a research associate professor. Faculty considering a track change should discuss the associated obligations and risks with their chair. More information is provided on APF's [Changing Professorial Tracks](#) web page, including which track changes are allowable and the associated requirements and approvals.

Section 4—SPH’s Budget Model and Faculty Compensation Plan

UW utilizes a method of budgeting called [Activity-Based Budgeting](#) (ABB). This method distributes revenues and budget authority directly to the unit (i.e., school on the Seattle campus) responsible for generating that activity. Each unit then follows their own methodology on distributing ABB revenue.

Beginning in FY21, SPH developed a funding model to support department operations and faculty activities. At the core of this model is the [SPH Faculty Compensation Plan Table](#), which provides specific levels of salary support for tenured/tenure-track, without tenure, research, and teaching faculty (the plan and FAQs can be found on the [Faculty Resources](#) web page).

The plan describes specific expectations for teaching; mentoring; service; scholarly leadership; equity, diversity, and inclusion; and grant/contract writing in relation to the level of provided salary support. The plan also details ways in which faculty may, with chair approval, buy-out of some teaching expectations, participate in the plan's research incentive, and understand expectations for bridging or over-the-cap salary coverage. Departments may develop additional policies and guidance to further clarify local faculty expectations.

All activities in the compensation plan directly map onto promotion expectations, but the criteria for faculty salary support are distinct from the criteria for promotion. The faculty compensation plan, generally speaking, defines amounts of teaching, research, and service expected in order to receive corresponding salary support by faculty track.

While Appendix 3 provides minimum teaching and research expectations for promotion by track, this handbook focuses on quality, rather than quantity, of teaching, research, and service, expected by track.

Please note that the amount of teaching required by the SPH faculty compensation plan may exceed the minimum required teaching for promotion in a specific track.

Section 5—Faculty Recruitment and Appointment Process

5.1 Introduction

The UW has documented policies and procedures for the faculty recruitment and appointment processes. All UW personnel are required to follow these policies and procedures. Schools and colleges at the UW can also create additional policies and procedures, provided it is in alignment with the FCG and the APF.

This section of the AAH provides information for the faculty recruitment and appointment processes that apply to tenure, tenure-track, WOT, research, and teaching faculty in the SPH. All voting faculty have an important role to play when recruiting and hiring new faculty positions in their primary and joint departments.

The information provided here is intended to be a broad overview, rather than to provide specific details. Where appropriate, links to where additional information can be found are provided, rather than repeating language here. Faculty can also contact their department chair, department administrator, or Academic Human Resources (AHR) manager if there are further questions.

For the School of Public Health, all appointment processes are guided by the FCG and the SPH Bylaws. The following table includes links to relevant Faculty Code sections that pertain to the recruitment and appointment process:

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

5.2 Best Practices for Effective Faculty Searches

The UW and the SPH [provide guidance for running effective and efficient faculty searches](#). The [UW Handbook of Best Practices for Faculty Searches](#) is a live document that is updated on a regular basis and is one of many tools and resources [available to search committees](#). Search committees will be provided the most current resources available at the time their search is [launching](#), recognize the importance of, and are committed to, diversity, equity, and inclusion for all faculty, staff, and students. Resources for conducting faculty searches include:

- ~~The UW Office of Faculty Advancement (OFA)~~[Office for Academic Personnel and Faculty Inclusive Excellence \(APF Inclusive Excellence\)](#) [Handbook of Best Practices for Faculty Searches](#).
- ~~The vice dean for faculty~~[Associate Dean for Faculty](#) ~~Associate Dean for Faculty~~, in the Office of the Dean, provides an ~~OFA~~[APF Inclusive Excellence](#)-developed workshop for search committees. The workshop addresses best practices for effective faculty searches, and includes the below topics:
 - ◆ ~~Developing the job ad with an equity lens.~~
 - ◆ ~~Designing thoughtful rubrics and assessment plans that strive to reduce unintended biases that can enter the review and interview process.~~
 - ◆ ~~Asking candidates for personal written statements on diversity, equity, inclusion, and anti-racism, and how these principles relate to their work.~~
 - ◆ ~~Tips for recruitment of faculty with diverse backgrounds, with personal interactions and discussions of our faculty development resources.~~
 - ◆ ~~Preparing questions for candidates about how they might support under-represented minority students, staff, and faculty.~~
 - ◆ ~~Developing regular communications to update the department on proceedings of the committee.~~
 - ◆ ~~Establishing search committee working norms for committee operations and decisions, including establishment of processes for identifying and mitigating any potential conflicts of interest.~~
 - ◆ ~~Working with student members of search committees.~~

Commented [MH7]: Justification: Updating based on compliance checklist. Striking what needs to be removed. SPH AHR will be assessing our local resources

5.3 Opening a Position and Creating the Search Committee

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

While searches cannot officially be launched until the hiring plan has been approved by the Office of the Provost, chairs typically work with the Office of the Dean to appoint and charge search committees as soon as the hiring plan has been submitted by the Office of the Dean. 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 students.

Commented [KL8]: Justification for change: Updated to reflect current faculty search committee guidelines

5.4 Search/Recruitment Process

Search committees work with their departmental AHR manager to follow both UW and SPH faculty search policies and procedures, **including using the 'SPH Search and Hire Overview' guide that encompasses required steps of a faculty search from both UW and SPH.** When a member of SPH faculty is appointed to a search committee, the departmental AHR manager or search manager will provide members with the current policies and procedures for search committees, as well as templates and sample materials to work from.

Commented [MH9]: Justification for change: Updated to reflect that Meghan is reviewing and updating documents due to compliance with the employment checklist and related changes in APF to search procedures. The document referenced here is currently not available.

The departmental search committees are responsible for:

- writing the job ad;
- advertising the position;
- creating interview questions, assessment plans, and rubrics;
- and, interviewing applicants.

Voting faculty should discuss their desired level of involvement in the faculty search through a shared governance discussion. Search committee members and the committee chair are expected to mitigate conflicts of interest with the AHR manager, and consult the **vice-dean for faculty** **Associate Dean for Faculty** as needed.

The department chair will provide the search committee with a charging letter, which will include how the committee should report about the top candidates. Following the SPH search process, the search committee identifies top candidates via a committee search report that is then presented to the voting faculty and department chair.

Based on the search committee's recommendations, the department chair makes a recommendation to the dean and requests approval to move forward with an offer to a specific candidate, pending a faculty vote. The offer of appointment requires pre-approval from the dean. (According to FCG, if the dean wishes to offer to a different candidate than the one selected by the department, the dean must first consult with the affected faculty.) In cases of an appointment being at the level of associate or full professor, the SPH Faculty Council provides a secondary review, as outlined in the SPH Bylaws. The director of Human Resources in the Office of the Dean will partner with the department on developing the offer letter, consult on negotiations, and help answer questions.

5.5 Use of Data and Records Retention in Search Processes

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

As a state institution, UW and its personnel are required to comply with state records management laws. Details can be found on the UW [Records Management](#) web site. Candidate information, other than published writings and research, should be considered confidential and treated as such.

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

5.6 Appointment of New Faculty

Departmental Academic Human Resources staff will work with the department chair and candidate to gather all necessary materials to complete the hiring process in UW's [Workday](#) system.

Part Two

Reappointment, Promotion, and Tenure of Faculty in Professorial Titles

Part 2 of this handbook focuses on providing an in-depth discussion of how reappointment, promotion, and tenure criteria can be demonstrated and evaluated, with detail given by faculty track.

Section 6 describes the reappointment, promotion, and tenure of faculty in professorial titles, which include tenure/tenure-track, without tenure (WOT), teaching, and research professors by rank (i.e., assistant professor, associate professor, and professor).

As noted above in Section 1, appointment, reappointment, and promotion processes for other faculty titles are not included in this version of the handbook. Hire/appointment processes for professorial faculty are described in Section 5 above.

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

6.1 Introduction

University guidelines for the reappointment, promotion, and tenure of faculty members are found in FCG [Chapter 24](#), and are followed by the SPH. Listed below are further guidelines for SPH faculty, developed in consultation with the faculty of all SPH departments.

The sections that follow this part of the handbook provide an overview of guidelines for the qualitative and holistic review of a candidate's promotion and tenure files, which will vary by discipline. Additionally, the information below outlines the overall elements to consider in evaluating and demonstrating effectiveness of scholarship/research, teaching, and service. Specific expectations for reappointment, promotion, and tenure for tenure/tenure-track and without tenure (WOT), research, and teaching tracks are provided in Sections 7, 8, and 9, respectively (See Tables 1-9).

There are three domains of activity that all faculty, regardless of title or rank, are expected to engage in: scholarship (which includes research), teaching, and service. However, the type of activities and the relative time engaged across these domains will vary by faculty track, rank, and interest. Competence, strength, and excellence are the expectations for progression across ranks, moving from assistant, to associate, then to full professor.

For the purposes of this handbook:

- Competence is meant to involve a minimum level of mastery of the domain.
- Strength demonstrates increased levels of mastery in the domain.
- Excellence refers to inclusive excellence as defined by ASPPH (see definition above in Section 1.3 and in the below Glossary).

Example faculty activities across the domains of scholarship/research, teaching, and service are provided in Appendix 2. Track-specific minimum expectations for promotion into the associate and full professor ranks are provided in Appendix 3. ~~Note that, according to the definition of a minimum, most faculty will exceed the minimum expectations at the time of promotion. Thus, to provide further perspective, Appendix 3 also includes tables with summary statistics of achievements documented by recently promoted faculty.~~

Commented [KL10]: Justification for changes:
Deleted this text here and moved it to Section 6.3 only, to reduce redundancy.

For the remainder of Section 6:

- Sections 6.2 through 6.5 describe overall considerations for assessment of faculty candidates' work.
- Section 6.6 covers identification and mitigation of bias in faculty assessments.
- Sections 6.7-6.9 discuss assessment details for each faculty activity: scholarship/research, teaching, and service.

6.2 Overall Assessment of Faculty Effectiveness in the Promotion Review

Assessment of the effectiveness of a faculty candidate, for appointment, reappointment, promotion, or tenure is, ultimately, qualitative, and based on the materials provided by the candidate. This section focuses primarily on promotion and tenure reviews, as the tenure-only assessment mirrors the promotion review process.

For promotion and tenure reviews, the primary documents that reviewers (both internal and external) will consider are the:

- CV
- Self-assessment
- ~~Teaching evaluations~~ Teaching materials
 - ~~(including, student teaching evaluations (required);~~
 - ~~peer reviews teaching evaluations (required)~~
 - ~~, and other teaching artifacts like annotated syllabi (optional))~~
- Promotion consideration worksheet (cover sheet)
- Candidate's scholarship/research examples

Commented [MH11]: Justification: Justification: Adding clarity to align with consistent language with APF

Commented [AL12]: Justification: Expanding evidence of teaching effectiveness and identifying required vs. optional documents

The self-assessment provides the qualitative narrative that accompanies the CV, and helps reviewers understand the quality and impact of the candidate's work, in addition to the productivity that is apparent from the CV.

Teaching assessments include student course evaluations and peer reviews. See Section 11.1, “Peer Reviews” for more details regarding frequency and process for conducting peer reviews.

The scholarship/research examples include copies of three to five articles or other scholarship products, such as educational materials, technical reports, policy documents, or peer-reviewed practice articles that show evidence of the candidate’s scholarly contributions. This is a curated subset of the candidate’s scholarship contributions selected to highlight the quality and impact of their scholarship. The scholarship/research examples cover statement provides the reviewers with a deeper understanding of, and context for, the scholarly products.

Reviewers of promotion and tenure ~~packetcases~~ consider how criteria are met based on the rank- and track-specific appointment criteria listed in the [UW Faculty Code](#), and the expectations for effectiveness in faculty role summarized below in Sections 7 through 9 (Tables 1-9). The complete set of reviewers includes the:

- External reviewers
- Departmental appointment and promotion committee (APT)
- Departmental eligible voting faculty
- Department chair
- SPH Faculty Council
- SPH ~~Dean vice dean for faculty~~ [Associate Dean for Faculty \(on behalf of the SPH dean\)](#)
- UW Office of the Provost

Commented [MH13]: Justification: updating to reflect accurate authority as who has delegated authority wouldn't be reflected in the document

Sections 10-12 below provides further details on each of these roles during the process.

Four key criteria are considered in the qualitative review of promotion ~~packetcases~~:

- Productivity
- Quality
- Impact
- Sustainability

Each of these criteria need to be evaluated holistically, rather than in isolation. Attention to all four of these criteria should be woven through the candidate’s self-assessment. Candidates should review these with their mentor prior to assembling a promotion package.

PRODUCTIVITY

- Has the faculty member been productive in their current rank?
- The assessment of productivity is based on a diverse array of scholarship/research, teaching, and service activities. In other words, it is neither a single activity nor a single threshold metric.
- Faculty candidates should consider and highlight metrics that reflect their productivity.

QUALITY

- Given the productivity, is the faculty member's work of sufficient quality to justify promotion?
- If the scholarship is research, is there evidence of a high degree of scientific rigor?
- If the scholarship represents non-research activities, is there evidence of a high degree of substance in these activities?
- Evidence of innovativeness and/or inclusive excellence (See Section 1.3 above and Glossary below for discussion of this term) in the faculty member's contributions should be considered as part of the evidence of quality.

IMPACT

- Have the faculty member's contributions made an impact in each specific domain (scholarship/research, teaching, service), as applicable?
- How has the influence of the faculty member's contributions been shown?
- Has the impact of the faculty member's work been enhanced by their leadership or supportive role on projects?
- How has the faculty member's scholarship improved the health of communities or the practice of public health?

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? ongoing collaborations, or ability to teach across a range of instructional needs?
- What is the candidate's expected trajectory?

Commented [AL14]: Justification: Adding concept of sustainability for teaching track.

6.3 Approach to Evaluating the Candidate's Effectiveness

The specific overarching expectations for effectiveness in the faculty role for a specific track and rank are given below in the *Expectations for Effectiveness in Faculty Role* in Sections 7 through 9 (Tables 1-9).

These tables are divided into the three domains (scholarship/research, teaching, and service). Within each domain there are one or more distinct expectations. Each expectation is aligned with one or more of the four criteria listed above.

~~Track-specific he SPH~~ minimum expectations for promotion into the associate and full ~~professor~~ ranks are ~~listed~~ provided in Appendix 3. Meeting minimum expectations alone may not be sufficient to justify promotion with regard to effectiveness.

Commented [KL15]: Justification for changes:
All text on minimum effectiveness is now placed here and deleted everywhere else below, to reduce redundancy.

To provide further perspective, Appendix 3 also includes tables with summary statistics of achievements documented by recently promoted faculty; however it is important to note that these numbers do not reflect the holistic record of the quality of the candidate's work. While they are not criteria for promotion, these tables provide examples of successful metrics and should be considered in conjunction with the minimum expectations to determine a candidate's readiness for promotion. These should be considered as the minimum expectations for promotion, i.e., meeting the minimum expectations alone is not sufficient to justify promotion. The candidate's portfolio will be reviewed as a whole to assess effectiveness. Ultimately, reviewers will decide whether a candidate meets promotion expectations in each of the three domains.

Commented [AL16]: Justification: Adding clarity

~~The second part of Appendix 3 has tables documenting metrics demonstrated by recently promoted faculty. While they are not criteria for promotion, these tables should be considered in conjunction with the minimum expectations to determine a candidate's readiness for promotion. Ultimately, reviewers will decide whether a candidate meets promotion expectations in each of the three domains.~~

There are different kinds of activities and elements that can be used to inform this qualitative assessment of a candidate's effectiveness. The example activities in Appendix 2 map to specific expectations in the *Expectations for Effectiveness in Faculty Role* in Sections 7 through 9 (Tables 1-9). These activities incorporate SPH's [values](#) of collaboration; community; equity, justice, and anti-racism; meaningful positive impact; innovation; and shared learning.

Subsections 6.7-6.9 address some additional elements to assess effectiveness in the three domains. These should be applied to each rank as appropriate to that rank. Further, reviewers should consider balance. Specifically, qualitative promotion reviews can be based on a subset of activities and elements within any domain, or a balanced consideration of all activities and elements.

Sections 7 through 9 also address SPH's interpretation of language in the Faculty Code

([Section 24-34](#)) for appointment to the associate and full ranks (i.e., new appointments and promotions) that form part of the assessment for each track.

6.4 Overall Process for Academic Review and Reappointment

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

ACADEMIC REVIEW (TENURE/TENURE-TRACK, WOT, AND RESEARCH TRACKS)

Assistant professors in the tenure/tenure-track, WOT, and research tracks are clock-managed. A clock-managed position has mandatory reappointment and promotion dates defined based on the date of hire of the faculty member. During the second year of a faculty member's initial three-year appointment at the assistant professor rank, they must be reviewed for consideration of a second three-year appointment at that same rank. The process and criteria for which faculty are reviewed is determined by the department. There are three possible outcomes: renew, postponement, or non-renew. Faculty are notified of the outcome by June 30 of the second year of their initial appointment. More information can be found on APF's [Academic Reviews](#) web page.

Upon hire, the candidate should work with their department chair and senior mentors to develop and implement a plan for meeting expectations for reappointment based on this academic review (see Sections 7.1 (Table 1) and 8.1 (Table 4) for tenure-track/WOT and research track, respectively). The department chair and senior faculty mentors of the faculty candidate will provide guidance for assembling materials to demonstrate effectiveness in scholarship/research, teaching (as applicable), and service that will be reviewed and voted upon by senior faculty within the candidate's primary department.

REAPPOINTMENT IN THE RESEARCH TRACK

Research track faculty are multi-year and fixed term with an established end date. Research assistant professors are appointed for an initial term of three years. The second appointment term must include a promotion decision, as noted above.

REAPPOINTMENT IN THE TEACHING TRACK

Teaching track faculty are not clock-managed, meaning there is no mandatory review period for promotion. The teaching track appointment is multi-year and fixed-term with an established end date.

6.5 Overall Process for Granting of Tenure

The granting of tenure at the University of Washington provides a faculty member with the right to hold the position, without discriminatory reduction in salary or loss of position, except for serious infractions as defined in the Faculty Code, [Chapter 25](#). The American Association of University Professors (AAUP, n.d.) states, “the purpose of tenure is to safeguard academic freedom. When faculty members can lose their positions because of their speech, publications, or research findings, they cannot properly fulfill their core responsibilities to advance and transmit knowledge. Tenure provides the conditions for faculty to pursue research and innovation and draw evidence-based conclusions free from corporate or political pressure.”

For faculty candidates in the tenure-track that are being considered for promotion from assistant professor to associate professor, promotion and [award of](#) tenure decisions must be made concurrently. For faculty candidates in the tenure-track whose initial appointment at UW is made at the level of associate professor or professor, the appointment may either be made with tenure or in the tenure-track.

~~If appointed as tenure-track, the initial appointment period is three years and a tenure decision must occur in the second year. Faculty in the WOT track who are at (or will be at) the rank of associate professor and professor titles are qualified for tenure by virtue of their rank. Faculty in the WOT track who are at the rank of associate professor and professor titles are qualified for tenure by virtue of rank (Section 24-40, Subsection A). Under shared governance, and given that both the tenure-track and WOT share the same expectations for scholarship/research, teaching, and service (see UW Faculty Code, Chapter 25), for faculty candidates in the WOT track, review of qualifications occurs at the time of promotion.~~

As outlined in Section 3.4 above, some faculty are eligible for changes in track. Specifically, when WOT faculty wish to apply for a switch to tenure-track, with an award of tenure, there are some additional [administrative](#) steps that are followed, [and allocation of resources](#). Further, SPH departments ~~have begun to adopt~~ have local policies, developed through shared governance, for changes in track to tenure-track from WOT.

~~Regardless of the local policy,~~ The administrative steps are as follows:

- In the academic year prior to the academic year of the intended tenure review, or earlier, the department chair discusses resource availability with the dean.
- ~~If resources are deemed available, the department chair confers with departmental faculty about hiring priorities and follows local departmental policies/procedures.~~
- The department chair ~~requests~~ [includes that](#) the award of tenure [be included](#) in the annual SPH hiring plan ~~that the dean submits to the Provost.~~
- [The dean submits the SPH hiring plan to the Provost after consultation with the department chairs and Faculty Council.](#)
- The hiring plan request is reviewed for approval by the Office of the Provost.
- If the [award of](#) tenure ~~position~~ is approved [in](#) the hiring plan, the ~~tenure-award~~

Commented [SB17]: Justification: This paragraph pertains to Academic Reviews, and the information should be in that section rather than promotion section.

Commented [KL18]: Justification: Clarification that the review process for WOT faculty to assess qualifications occurs at the time of promotion, with reference to the faculty code where this is stated.

Commented [KL19]: Justification for changes: Clarify that the conversion is an administrative process that is dependent on financial resources that is separate from the academic review process assessing qualifications for tenure.

Commented [KL20]: Justification for changes: Clarification of the administrative process followed for a WOT-->Tenure conversion

~~process~~department can proceed according to the ~~local award of tenure policy and the~~
~~processes for promotion and tenure outlined in FCG Section 25.41B~~by the School, APF and
~~in FCG Section 25.41B.~~ Many of the steps and elements of this process are the same as the
~~promotion process.~~

■

This series of events may span multiple academic years.

Commented [SB21]: Justification: Updating to reflect that the School and APF provide the detailed guidance for procedures for promotion and tenure to be consistent with our other sections of the handbook.

Commented [KL22]: Justification: Deleting this sentence as the academic review process is separate from the administrative process for tenure conversion.

~~Note that under shared governance, even if the procedure described above has not been followed, department faculty have the right to recommend that a candidate in the WOT track switch into the tenure track at the time of promotion. However, should the dean not concur with the department faculty's recommendation for the award of tenure, the promotion packet for the WOT candidate cannot mention the tenure recommendation when it is forwarded to upper campus. Additional information can be found on the UW APF web page, [Changing Professorial Tracks](#).~~

~~The process for WOT-track faculty candidates to convert to the tenure track for a tenure-only conversion is separate from, but similar to, the promotion process. The materials required mirror the materials required for a promotion, including a CV, self-assessment, scholarship documentation, and teaching evaluations. PacketCases also contain letters from the department chair, departmental APT committee, and external reviewers. Departmental faculty votes, and dean/vice provost/provost approvals are all required.~~

Information on track changes can be found on APF's [Changing Professorial Tracks](#) web page. Faculty should consult with their department chair about specific department-level processes.

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

It should be acknowledged that all assessment and judgment is influenced by a person's lived experience, expertise, knowledge, and familiarity of the scenario under consideration. The review process of faculty candidate effectiveness across scholarship/research, teaching, and service is not exempt from this subjective bias.

Structures and systematic processes are put into place to minimize such bias, and these structures and processes must be continually interrogated to ensure they are functioning equitably. Key sources of bias in faculty review, promotion, and tenure decision making include:

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

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

Commented [KL23]: Justification for deletion: The process has been clarified with new text provided above.

Commented [KL24]: Justification: These processes change over time and can be communicated at the time of conversion.

followed.

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

SCHOLARSHIP/RESEARCH

Evaluation of a faculty candidate's breadth of scholarly and research activity requires multiple considerations. First, faculty may or may not conduct scholarly and research activities in partnership with interdisciplinary colleagues or practice/community-based partners. Conducting partnered, clinical trials, or interdisciplinary scholarship takes more time and may not result in first authorship on dissemination products.

Second, faculty may or may not engage in scholarship/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).

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

TEACHING

Evaluation of teaching effectiveness of faculty candidates also requires multiple considerations. First, teaching effectiveness in course instruction is often based on student end-of-course evaluations. Yet, it is well established that student evaluations are influenced by gender (Aragon et al., 2023) and racial biases, as well as biases against discipline and subject area (Heffernan et al., 2022). Furthermore, women and faculty of color are more likely to teach courses in subject areas that critically challenge student beliefs (e.g., health disparities, social determinants of health) (Stanley, 2006). **To call attention to this bias, and prevent negative consequences of this bias, department Human Resources managers currently highlight this issue for external letter writers when soliciting letters.**

Commented [SB25]: Justification: This information is not included when soliciting letters.

Second, women and faculty of color are more likely to engage in informal mentoring of students (Rose et al., 2005), which is associated with student success, yet takes time and is not explicitly recognized through current SPH definitions of non-course teaching.

Finally, students of traditionally underrepresented or marginalized groups tend to be drawn to mentors who are racially similar (Rose et al., 2005). As the relative diversity of students far

exceeds the relative diversity of faculty, this results in a disproportionate demand on faculty of color. Promotion file evaluators must recognize that these burdens significantly impact the ability of women and faculty of color candidates to advance in areas such as scholarship/research in comparison with their white male counterparts.

INSTITUTIONAL, PROFESSIONAL, AND COMMUNITY-BASED SERVICE

Women (O'Meara et al., 2018) and faculty of color (Trejo, 2020) candidates are more likely to be asked to perform more institutional service activities relative to their white male counterparts in units where they are underrepresented. Many of these activities are required for unit culture and climate, yet devalued within reappointment, promotion, and tenure processes. Promotion file evaluators must recognize that these burdens have implications for career progression and success given the time taken from other domains of the faculty role, especially scholarship and research.

6.7 Evaluation of Effectiveness in Scholarship/Research

INTRODUCTION

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

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.

SPH values scholarly activity in all three of these areas (research, practice, pedagogy) and seeks to ensure that faculty feel supported, and are recognized for their activities, regardless of area. SPH faculty recognize that the kinds of activities a faculty candidate engages in, as well as their record of scholarship/research, will vary by discipline. The role of the department chair and senior mentors is to communicate those departmental norms clearly and consistently to all faculty candidates.

ELEMENTS TO CONSIDER IN EVALUATING EFFECTIVENESS IN SCHOLARSHIP AND RESEARCH

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

Commented [KL26]: Justification for change:

This addresses the provost's charge to explicitly value Entrepreneurship & innovation.

Commented [KL26R2]: And Arianna Means and Paul Drain

Section 6.2 above).

Appendix 2 provides example activities that should be considered as elements that comprise a candidate's scholarship/research portfolio. While not all candidates are expected to engage in all example activities within the scholarship/research domain, those that the candidate addresses will be evaluated in terms of the four criteria.

Each criterion must be considered in light of the others. For example, productivity can be assessed, in part, by considering the number of products and outputs. However, the number of scholarship products needs to be considered with a holistic perspective of the nature of the products (e.g., breadth/reach of work, organization/investment required to bring them to fruition), and the candidate's entire portfolio of activities. For example, an assistant professor who chairs four MPH theses per year and teaches two new courses per year will not have the time to complete the same number of research publications as an assistant professor who mentors one PhD student every four years and teaches the same course every year. Similarly, a methods development paper or a product from a long-term study (e.g., a clinical trial) may require much more effort to come to fruition, than a less demanding project such as a secondary data analysis. See Appendix 3 for the average numbers of students formally mentored, alongside average numbers of research publications, for faculty who have been promoted successfully in recent years. These quantitative metrics are given as a guide for candidates to assess their own readiness for promotion.

Evaluation of quality and impact of scholarship/research will require examination of the scholarship documentation, including the CV, self-assessment, and scholarship examples. Consideration of engagement in activities listed in Appendix 2 can help support this assessment of quality and impact. The occurrences of the activities should be documented in the CV. Additional documentation of activities may include, for example, reprints of peer-reviewed journal articles, agendas and slides for workshops led, reports of methods undertaken in research (e.g., protocol papers), or formal reports for departments of health.

This additional documentation can be described in the self-assessment and scholarship examples cover sheet. Furthermore, some documentation may be included in the three to five examples of scholarly products within the promotion **packetcase** (recommended). The self-assessment and/or scholarship examples cover sheet can attest to the public health impact of the scholarly work. Reviewers will evaluate examples of work included in the **packetcase** for quality, impact, breadth of readership/audience, and rigor.

Evaluation. **For faculty with research funding expectations, 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. Specifically, candidates should describe their track record of scholarship/research.

Commented [AL27]: Justification: Added distinction between tracks here and in the next paragraph.

For teaching faculty, obtaining external funding and publication in peer-reviewed journals are not required. Scholarship may reflect the application of pedagogical approaches to advancing schoolwide teaching capacity. Special note for teaching faculty and faculty with AHP activities: many of the scholarship of teaching and learning examples in Appendix 2 were taken from the June 1, 2022 memo from Provost Richards on teaching track expectations regarding scholarship. (A copy of this memo is included on the [Faculty Council Faculty Resources](#) web page.) In addition, publication in peer-reviewed journals is not required for teaching faculty. Teaching activities, teaching scholarship, academic public health practice, and service activities oftentimes overlap. Faculty should indicate whether they are considering each these activities as teaching, service, or scholarship.

DEMONSTRATION OF EFFECTIVENESS IN SCHOLARSHIP AND RESEARCH

Details of specific expectations for scholarship/research for tenure/tenure-track/WOT, research, and teaching tracks are provided in Sections 7 (Tables 1-3), 8 (Tables 4-6), and 9 (Tables 7-9), respectively. This includes how SPH operationalizes Faculty Code qualifications for promotion.

- Example faculty activities that qualify as scholarship/research are provided in Appendix 2.
- Articulation of SPH's minimum standards for promotion are in Appendix 3.

~~As noted elsewhere, a typical candidate's record will far exceed SPH's minimum expectations. Faculty demonstrate their rank-specific effectiveness for scholarship/research by meeting all expectations for effectiveness in that rank within their track.~~

Commented [KL28]: Justification for changes:

Deleting here to avoid redundancy, as this is covered in Section 6.3

6.8 Evaluation of Effectiveness in Teaching

INTRODUCTION

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. It is recognized that a teaching record, commensurate with a given level of achievement, varies by discipline within the SPH. Teaching activities may be conducted within academic structures of all UW schools and colleges, including continuing education, as well as across virtual and physical environments, which includes campus and community venues and sites for practice-based education.

~~While the emphasis of teaching as part of the faculty role is on contributions within the UW academic units (traditional classroom-based courses as listed in the [UW time schedule](#)), external teaching activities may also be considered in assessing a candidate's effectiveness in teaching. Again, it is important to note that while these external activities can be used by the candidate to demonstrate effectiveness in teaching, that compensation for those instructional~~

activities and workload expectations may come from grants, non-tuition-based sources, or the SPH Faculty Compensation Plan (see Section 4 above).

As UW faculty, our teaching activities are expected to stimulate critical engagement, intellectual inquiry, and discussion. Faculty should share the latest research findings and lead discussions on professional debates within the discipline.

The Faculty Code (FCG 24-32 C) outlines elements of effective teaching designed to be relevant to all forms of teaching activities. Faculty are expected to develop a reflective teaching practice and instruction is to be judged according to each of these elements:

- **Aligned:** Effective teaching is intentionally designed and organized to help learners meet learning objectives.
- **Inclusive and equitable:** Effective teaching considers learners' experiences and creates opportunities for each learner to thrive.
- **Active and engaged:** Effective teaching creates opportunities for learners to critically engage ideas and each other.
- **Growth-oriented:** Effective teaching creates opportunities for learners to learn through practice and provides feedback that helps them grow their knowledge and abilities.
- **Relevant:** Effective teaching helps learners understand why what they are learning matters and prepares them for future learning and life after the UW.

Commented [AL29]: Justification: Moved down to section titled, "Types of, and Venues for, Teaching Activities"

Commented [AL30]: Justification: Added paraphrased faculty code language on teaching expectations.

Commented [AL31]: Justification: Added language from FC on the 5 elements of effective teaching for easy reference.

Faculty members are expected to provide evidence of a commitment to effective teaching per UW Faculty Code 24-32 and learning, competence in their areas of instruction, and integrity in matters of both course and non-course teaching to further the development of current and future scientists and practitioners.

ELEMENTS TO CONSIDER IN EVALUATING EFFECTIVENESS IN TEACHING

Considerations for evaluating effectiveness in teaching should be directly related to the teaching activity itself. The five core elements of effective teaching outlined in the faculty code (FCG 24-32 C) should be considered as reviewers evaluate the four criteria for reappointment and promotion. All four of the criteria (productivity, quality, impact, and sustainability) should be considered in evaluating a candidate's teaching record. Candidates and reviewers should assess whether the teaching record and materials demonstrate the development of a reflective teaching practice, with growth in understanding and implementation of the core elements of effective teaching. Additionally, candidates and reviewers should consider the questions associated with each criterion, productivity, quality, impact, and sustainability in considering whether each has been met (see Section 6.2 above). Further, each of the four criteria are evaluated in light of the other criteria, where the whole candidate package is examined holistically, and materials submitted may help assess multiple elements of effective teaching and promotion criteria. To document the teaching record, the CV, peer reviews, student evaluations, and a self-assessment on the candidate's teaching record are required and may be sufficient. Teaching artifacts may also be included.

This is assessed with metrics that may include, but are not limited to:

- Clear and organized course syllabi with appropriate and well-aligned goals, objectives, competencies, deliverables, and grading metrics.
- Thoughtfulness of iterating on course design and having a course revision process that is reflective of feedback and development of one's own teaching practice.
- Use of materials (for teaching, mentoring, and advising) that are written by a wide range of diverse scholars.
- Demonstrated commitment to an inclusive teaching practice.
- Peer evaluations/observations that speak to instruction quality, course materials, and offer constructive feedback for improvement across many teaching domains. Student course evaluations are an important assessment of teaching, and as pointed out in the literature, it is well recognized that these evaluations may not fully capture teaching quality and may be subject to biases, as noted above in Section 6.6.
- Teaching awards or other recognitions that highlight high-quality instruction.
- 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. Candidates and reviewers are encouraged to consult Table 11 in Appendix 2, which provides specific examples of faculty activities in the teaching domain. Teaching@UW provides guidance on all five elements of effective teaching. Examples of how candidates can relate teaching activities to the elements of effective teaching include (but are not limited to):

Commented [AL32]: Justification: This and next paragraph added to explicitly note the 5 elements of effective teaching then edited for clarity.

- Clear and organized course syllabi with appropriate and well-aligned goals, objectives, competencies, deliverables, and grading metrics (alignment).
- Multiple opportunities for learners to iterate a concept or practice a technique to develop competence (growth-oriented teaching)
- Use of in class polls or facilitated discussions (active and engaged learning, relevant, inclusive and equitable)
- Mentoring/advising of undergraduate and/or graduate students, other teaching personnel, or community partners, including (inclusive and equitable, growth-oriented, relevant)Thoughtfulness of iterating on course design and having a course revision process that is reflective of feedback and development of one's own teaching practice. (all elements of effective teaching)
- Use of materials (for teaching, mentoring, and advising) that are written by a wide range of diverse scholars. (inclusive and equitable, relevant).
- Effective engagement with peer course reviews (formerly peer evaluations) and student course evaluations (aligned, inclusive and equitable, active and engaged, growth-oriented, relevant)
- Activities that demonstrate implementation of the five core elements of effective teaching may be documented in a candidate's self-reflection, peer reviews or student course evaluations, or teaching artifacts (optional for most tracks).

Productivity can be assessed by amount, time, and investment in teaching-related activities. For example, the breadth and depth of new opportunities provided to students would be assessed. In addition to total number of classes taught, criteria such as the breadth of courses taught; curriculum development; mentorship of students, TAs, and other faculty; program leadership; work to provide new opportunities for students in and outside the classroom; and other relevant activities may be considered.

Quality and impact will require examination of self-assessments and other teaching artifacts (if submitted) to consider a candidate's engagement with the 5 elements of effective teaching. Here, innovation and leadership are encouraged and could take the form of administrative roles assumed in a program, or documentation in peer/student reviews. If development and updates were formally published or presented, then these products would be included under scholarship. Evidence of quality and impact in teaching can be assessed with degrees of accomplishment at each rank with metrics that may include:

- Evidence of implementation of the elements of effective teaching in classroom and other teaching activities.
- Evidence of curriculum development, such as substantive updates to existing courses or new courses.
- Integration of ~~ng~~ community practitioners in co-teaching practice courses.

Commented [AL33]: Justification: Examples revised to show how to align activities with the 5 elements of effective teaching

Commented [AL34]: Justification: Edited for clarity

Commented [AL35]: Justification: Added text on the 5 elements of effective teaching

- Contributions such as course revisions, participating/leading accreditation processes, or revising numerous courses in a degree program.
- Mentoring new co-instructors and/or teaching assistants as the lead instructor of a course.
- Development or implementation of useful new teaching or mentoring approaches.

Finally, sustainability should be evaluated through examination of the candidate's track record of high-quality teaching, in terms of effective teaching across teaching modalities, including building and maintaining a high regard for the courses taught and other teaching activities, evaluated across multiple sources: students, peers, and/or community partners.

DEMONSTRATION OF EFFECTIVENESS IN TEACHING

Examples of effective teaching elements are provided in the section above (~~–titled, 'Elements To Consider in Evaluating Effectiveness in Teaching'.~~). Details of specific teaching criteria for faculty in tenure/tenure-track, WOT, research, and teaching tracks are provided below in Sections 7 (Tables 1-3), 8 (Tables 4-6), and 9 (Tables 7-9), respectively. This includes how SPH operationalizes Faculty Code qualifications for promotion into the associate and full professor ranks.

- Examples of faculty activities in the teaching domain are provided in Appendix 2.
- Articulation of SPH's minimum standards for promotion are in Appendix 3.

~~As noted elsewhere, a typical candidate's record will far exceed SPH's minimum expectations. Faculty demonstrate their rank-specific effectiveness for teaching by meeting all expectations for effectiveness in that rank within their track.~~

Commented [KL36]: Justification for change:

Suggest deleting here to avoid redundancy, as this is covered in Section 6.3

TYPES OF, AND VENUES FOR, TEACHING ACTIVITIES

The scope of faculty teaching in SPH extends beyond traditional classroom instruction for matriculated students. It encompasses a wide range of pedagogical approaches and serves learners across the lifespans. Consistent with the discipline of public health, SPH faculty teach not only in conventional classroom settings but also mentor and supervise trainees in research and practice environments, supervise students in clinical training, lead Interprofessional Education sessions with learners from other disciplines, guide preceptors in practicum settings and provide continuing education for public health practitioners, community members, and other learners to support workforce development. As outlined in the UW Faculty Code (Section 24-32 C), the educational mission of the university requires faculty to demonstrate effective teaching in any setting. Expectations for teaching records—appropriate to rank and level of achievement—may vary by discipline within SPH. Teaching activities may occur within the academic structures of all UW schools and colleges, including continuing education programs, and may take place across virtual and in-person environments, including campus classrooms, community settings, and practice-based education sites.

While the emphasis of teaching as part of the faculty role is on contributions within the UW academic units (traditional classroom-based courses as listed in the UW time schedule), mentoring and supervision of students and trainees in research and practice settings, as well as

external teaching activities may also be considered in assessing a candidate's effectiveness in teaching. Again, it is important to note that while these external activities can be used by the candidate to demonstrate effectiveness in teaching, that compensation for those instructional activities and workload expectations may come from grants, non-tuition-based sources, or the SPH Faculty Compensation Plan (see Section 4 above).

Commented [AL37]: Justification: moved from the 6.8 "Introduction" and rephrased to better align with 5 core elements of teaching effectiveness.

UW Course Teaching

- The elements of a teaching experience that qualify it as course teaching for purposes of promotion are:
 - ◆ Planning the learning objectives, content, and pedagogies that are aligned with CEPH competencies and/or additional accrediting bodies as appropriate.
 - ◆ A pathway (office hours, facilitated study groups, test prep sections, etc.) to connect with the instructor and/or instructional team for students to seek support and guidance to understand course material. This support can also include tutoring and writing support offered at the School and University levels.
 - ◆ Being evaluated by registered students.
 - ◆ Being evaluated by peers, according to department procedures and School-wide criteria for peer evaluations appropriate to a candidate's rank.
- Course teaching can be done as a sole instructor or as a co-instructor. Teaching activity at both levels of teaching responsibility are eligible to demonstrate teaching effectiveness. Faculty teaching as a co-instructor must be evaluated separately by both students and peers with the required frequency defined by the candidate's rank.

Other Course Teaching

- Non-UW-degree courses, including courses taught in the current rank at a prior academic institution, may count toward the course teaching criteria for promotion, provided that they meet all the above criteria and are approved in writing by the faculty candidate's department chair.
 - ◆ This communication should describe the course, the number of quarters or years it was or is expected to be taught, and state that the course is part of the faculty member's regular duties, rather than additional faculty duties.
 - ◆ It is the faculty member's responsibility to present documentation at the time of consideration for promotion that courses taught other than UW degree courses have met all the above criteria.
- Guest lectures in UW courses may be considered if they represent a substantial contribution and the other elements of UW course teaching are met.
- Designing and/or leading Interprofessional Education (IPE) sessions with learners from SPH and other UW allied health schools may be considered
- Designing and/or leading clinical training sessions (with or without a patient present) may be considered
- 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').

Commented [AL38]: Justification: Added per provost's charge. This is something that some SPH nutrition faculty do regularly.

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. Several examples of non-course teaching activities are provided below.

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); <u>or for an undergraduate honors project, independent study or other on-going mentorship.</u>
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).
Community Partners	Advising and mentoring of community partners who offer experiential learning to students to ensure learning competencies are met.
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

Commented [AL39]: Justification: Added to include other types of mentorship faculty engage in

	chair or formal academic advisor to a graduate student).
Coordinating Training	Responsibilities that coordinate training or advising. This includes serving as undergraduate or graduate program coordinator and serving as PI of a training grant.

Short-Term Instruction	Responsibilities in which the faculty member serves as a short-term instructor (e.g., developing a UW-sponsored course that does not meet the criteria for course teaching or guest lectures).
Clinical Teaching	Responsibilities in which the faculty member engages in instruction that is driven by patient/client problems rather than by pre-planned curricula. Clinical teaching may also take place in the clinical setting. SPH faculty members whose primary appointment is in another school (including, for example, 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.
Supervision and Training	Responsibilities when supervising and training teaching assistants.
Mentoring of Practice or Community Partners	Responsibilities in which the faculty member serves as a project mentor to individuals from practice- or community-based organizations. Mentorship may take the form of training and support for intervention design, program evaluation, data analysis, grant proposal development, and report writing. Faculty may provide short courses for community organization staff on research methods, data analysis, and evaluation designs.

6.9 Evaluation of Effectiveness in Service

INTRODUCTION

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

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

Expectations regarding the quantity and quality of service to the School, University, and community reflect rank. The criteria for service activities are productivity and impact at all ranks, and sustainability at the associate and full professor ranks. Participation alone is not a sufficient criterion. Other aspects, such as active engagement and leadership are also important in the assessment of productivity, impact, and sustainability. 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.

DEMONSTRATION OF EFFECTIVENESS IN INSTITUTIONAL, PROFESSIONAL, AND COMMUNITY SERVICE

The expectations to engage in service activities pertain to all professorial tracks (tenure/tenure-track, WOT, research, and teaching). Specific expectations for service domain are below in Sections 7 (Tables 1-3), 8 (Tables 4-6), and 9 (Tables 7-9), respectively. This includes how SPH operationalizes the UW Faculty Code qualifications for promotion into the associate and full professor ranks.

- Example faculty activities for service are provided in Appendix 2.
- Articulation of SPH's minimum standards for promotion are in Appendix 3. ~~As noted elsewhere, a typical candidate's record will far exceed SPH's minimum expectations.~~

Faculty demonstrate their rank-specific effectiveness for service by meeting all expectations for effectiveness in that rank within their track.

Note that faculty should consider whether some or all of their activities that meet the definition of APHP should be included as part of their scholarship activities or as service. Regardless, any single activity should be considered in only one domain.

Commented [KL40]: Justification for change:

Deleted here to avoid redundancy, as this is covered in Section 6.3

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

All faculty members are expected to contribute to the scholarship/research, teaching, and service domains. Faculty in tenure/tenure-track and WOT tracks are expected to demonstrate substantial contributions in both scholarship/research and teaching. This includes contributions to the SPH teaching mission via UW course instruction on a regular and ongoing basis.

7.1 Reappointment to Assistant Professor

Assistant professors are appointed for an initial term of three years. They are reviewed for reappointment to a second term (also three years) during the second year of the initial appointment (i.e., academic review). The final year of the second appointment term requires a promotion (to associate) and tenure (if applicable) decision. See details above in Section 3.

The reappointment process differs substantially from the promotion process. Reappointments are managed at the department level, with review and approval by the School and the UW APF. The purpose of the academic review is to provide early feedback to the candidate about the candidate's progress towards promotion. The review is holistic with reviewers looking for evidence that the candidate has forward momentum, and is not experiencing obstacles that might impede a promotion in the years ahead. As such, SPH has not defined any minimum expectations to apply at the time of the reappointment review.

Table 1 below lists the overarching expectations a faculty candidate should demonstrate in each of the three domains to be appointed or reappointed at the assistant professor rank.

- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions and a description of the academic review process are provided in Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

TABLE 1. ASSISTANT PROFESSOR EXPECTATIONS FOR EFFECTIVENESS FOR TENURE AND WOT TRACKS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates development of areas of high-quality research and/or scholarship through research and/or scholarly activity compatible with the mission and objectives of the department, School, and University.	Productivity Quality Impact
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations and/or dissemination activity for areas of research/scholarship appropriate to rank.	Productivity Impact
	Demonstrates activity to solicit funding or support in areas of research and/or scholarship.	Productivity Impact
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with expectations for faculty title and rank, <u>including demonstrating understanding of the elements of effective teaching (aligned, inclusive and equitable, active and engaged, growth oriented, and relevant) described in FGC 24-32 and section 6.8 of this document.</u>	Productivity Quality Impact
	Demonstrates competence in facilitating student learning as evidenced by peer <u>reviews</u> and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact
	Demonstrates competence 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.	Quality Impact
Service	Demonstrates evidence of participation in service activities within the UW (e.g., department), the profession or discipline, and/or the community.	Productivity Impact

Commented [AL41]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

7.2 Appointment of or Promotion to Associate Professor

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

The SPH review will consider whether a candidate has met each of the expectations for effectiveness listed in Table 2, *Associate Professor Expectations for Effectiveness*, below, by domain. To be promoted in the tenure or WOT tracks in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in both the teaching and scholarship/research domains at the associate professor rank. Service is also considered.

~~When an assistant professor candidate is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to be substantial in that domain. In accordance with the FCG, SPH's consideration of candidates who have failed to meet minimum expectations in either scholarship/research or teaching will address whether this is an unusual circumstance. It is important to note that the candidate's portfolio will be reviewed as a whole to assess effectiveness and that meeting the minimum expectations alone may not be sufficient to justify promotion with regard to effectiveness. Many promotion records exceed the minimum standards.~~

Table 2, *Associate Professor Expectations for Effectiveness*, lists the overarching expectations and the associated criteria that a faculty candidate should demonstrate in each of the three domains to be promoted into the associate professor rank.

- For an overview of each domain of the faculty role, see Section 6.
- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions are provided in Section 6.
- Pertinent minimum standards applied by SPH for this rank and these tracks are given in Appendix 3. ~~In accordance with the definition of a minimum, the typical promotion candidate's record will exceed these minimum standards. The entirety of a candidate's portfolio will be reviewed to assess effectiveness.~~
- For a general description of the promotion and tenure processes, see Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

Commented [KL42]: Justification for changes:

Deleting everything here except the sentence starting with "In accordance with the FCG..." The rest of it is covered in Section 6.3

Commented [KL43]: Justification for change:

Deleting here to avoid redundancy, as this is covered in Section 6.3

TABLE 2. ASSOCIATE PROFESSOR EXPECTATIONS FOR EFFECTIVENESS FOR TENURE AND WOT TRACKS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates significant contributions to areas of high-quality research/scholarship through research and/or scholarly activity compatible with the mission and objectives of the department, School, and University.	Productivity Quality Impact Sustainability
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations and/or dissemination activity for areas of research and/or scholarship appropriate to rank.	Productivity Impact
	Demonstrates sustainment of areas of research and/or scholarship, including funding as a PI, multiple-PIs, or major co-investigator (if PI is not the norm) on one or more competitive government, foundation, or private-sector awards or contracts. Major book contracts will be acceptable in fields where book publishing is the norm.	Productivity Impact Sustainability
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with, or exceeding, minimum expectations: <u>including applying the elements of effective teaching (aligned, inclusive and equitable, active and engaged, growth-oriented, and relevant).</u>	Productivity Quality Impact
	Demonstrates strength in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact Sustainability
	Demonstrates strength 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; developing the teaching practice of teaching associates through mentoring, post-graduation outcomes/placements; or mentoring and/or advising awards/nominations.	Productivity Quality Impact Sustainability
Service	Demonstrates sustained engagement in service activities within the UW (e.g., department, School, University), the profession or discipline, and/or the community.	Productivity Impact Sustainability

Commented [AL44]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

7.3 Promotion from Associate Professor to Professor

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

The SPH review will consider whether a candidate has met each of the expectations for effectiveness in Table 3, *Professor Expectations for Effectiveness*, below, by domain. To be promoted in the tenure or WOT tracks in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in both teaching and scholarship/research at the full professor rank. Service is also considered.

~~When an associate professor is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to represent substantial, mature scholarship in that domain. It is important to note that the candidate's portfolio will be reviewed as a whole to assess effectiveness and that meeting the minimum expectations alone may not be sufficient to justify promotion with regard to effectiveness.~~

Table 3, *Professor Expectations for Effectiveness*, lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be promoted from associate professor to professor.

- For an overview of each domain of the faculty role, see Section 6.
- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions are provided in Section 6.
- Pertinent minimum standards applied by SPH for this rank and track are given in Appendix 3. ~~In accordance with the definition of a minimum, the typical promotion candidate's record will exceed these minimum standards.~~
- For a description of the promotion and tenure processes, see Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

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Deleted here to avoid redundancy, as this is covered in Section 6.3

TABLE 3. PROFESSOR EXPECTATIONS FOR EFFECTIVENESS FOR TENURE AND WOT TRACKS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates leadership and excellence over time in areas of high-quality research/scholarship through research and/or scholarly activity compatible with mission and objectives of the department, School, and University.	Productivity Quality Impact Sustainability
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations and/or dissemination activity for areas of research and/or scholarship appropriate to rank.	Productivity Impact
	Demonstrates sustainment of areas of research and/or scholarship, including funding as a PI, multiple-PIs, or major co-investigator (if PI is not the norm) on multiple competitive government, foundation, or private-sector awards or contracts. Major book contracts will be acceptable in fields where book publishing is the norm.	Productivity Impact Sustainability
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations, <u>including applying and advancing the five elements of effective teaching (aligned, inclusive and equitable, active and engag growth-oriented, and relevant).</u>	Productivity Quality Impact
	Demonstrates excellence in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact Sustainability
	Demonstrates excellence 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; developing the teaching practice of teaching associates through mentoring, post-graduation outcomes/placements; or mentoring/advising awards/nominations.	Productivity Quality Impact Sustainability
Service	Demonstrates leadership and excellence in service activities within the UW (e.g., department, School, University), the profession or discipline, and/or the community.	Productivity Impact Sustainability

Commented [AL47]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

Section 8—Expectations for Appointment, Reappointment, and Promotion: Research Tracks

All faculty members are expected to contribute to the scholarship/research, teaching, and service domains. Faculty in the research track are expected to demonstrate substantial contributions to scholarship/research and contribute to service. Research track faculty are allowed to teach courses, and they are not expected to contribute to the SPH teaching mission via UW course instruction on a regular or ongoing basis.

8.1 Reappointment to Research Assistant Professor

Research assistant professors are appointed for an initial term of three years. They are reviewed for reappointment to a second term (also three years) during the second year of the initial appointment. The final year of the second appointment term requires a promotion (to professor) decision. See details above in Section 3.

The reappointment process differs substantially from the promotion process. Reappointments are managed at the department level, with review and approval by the School. The purpose of the academic review is to provide early feedback to the candidate about the candidate's progress towards promotion. The review is holistic with reviewers looking for evidence that the candidate has forward momentum and is not experiencing obstacles that might impede a promotion in the years ahead. As such, SPH has not defined any minimum expectations to apply at the time of the reappointment review.

Table 4, below, lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be reappointed at the research assistant professor rank.

- For an overview of each domain of the faculty role, see Section 6.
- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions are provided in Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

TABLE 4. RESEARCH ASSISTANT PROFESSOR EXPECTATIONS FOR EFFECTIVENESS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates development of areas of high-quality research/scholarship through research and/or scholarly activity compatible with the mission and objectives of the department, School, and University.	Productivity Quality Impact
	Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations and/or dissemination activity for areas of research and/or scholarship appropriate to rank.	Productivity Impact
	Demonstrates activity to fund or support in areas of research, receipt of one or more extramural awards or contracts.	Productivity Impact
Teaching	Demonstrates competence 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. <u>There should be evidence of the application of the five elements of effective teaching (aligned, inclusive and equitable, active and engaged, growth-oriented, and relevant).</u>	Productivity Quality Impact Sustainability
Service	Demonstrates evidence of participation in service activities within the UW (e.g., department), the profession or discipline, and/or the community.	Productivity Impact

Commented [AL48]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

8.2 Appointment or Promotion to Research Associate Professor

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

The SPH review will consider whether a candidate has met each of the expectations for effectiveness in Table 5, *Research Associate Professor Expectations for Effectiveness*, below, by domain. To be promoted to research associate professor in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in the scholarship/research domain at the associate professor rank. Teaching and service are also considered.

~~When an assistant professor candidate is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to be substantial in that domain.~~

Table 5, *Research Associate Professor Expectations for Effectiveness*, lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be promoted to the research associate professor rank.

- For an overview of each domain of the faculty role, see Section 6.
- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions are provided in Section 6.
- Pertinent minimum standards applied by SPH for this rank and track are given in Appendix 3. ~~In accordance with the definition of a minimum, the typical promotion candidate's record will exceed these minimum standards.~~
- For a description of the promotion and tenure processes, see Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

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Deleting here to avoid redundancy, as this is covered in Section 6.3

TABLE 5. RESEARCH ASSOCIATE PROFESSOR EXPECTATIONS FOR EFFECTIVENESS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates significant contributions to areas of high-quality research through research activity compatible with mission and objectives of the department, School, and University.	Productivity Quality Impact Sustainability
	Demonstrates evidence of research partnerships or interdisciplinary collaborations and/or dissemination activity for areas of research appropriate to rank.	Productivity Impact
	Demonstrates sustained funding in areas of research and/or scholarship as PI, multiple-PIs, or major co-investigator (if PI is not the norm) on one or more competitive government, foundation, or private-sector awards or contracts. Major book contracts will be acceptable in fields where book publishing is the norm.	Productivity Impact Sustainability
Teaching	Demonstrates strength 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. <u>There should be evidence of the application of the five elements of effective teaching (aligned, inclusive and equitable, active and engaged, growth-oriented, and relevant).</u>	Productivity Quality Impact Sustainability
Service	Demonstrates sustained engagement in service activities within the UW (e.g., department, School, University), the profession or discipline, and/or the community.	Productivity Impact Sustainability

Commented [AL51]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

8.3 Appointment or Promotion to Research Professor

Faculty Code [Section 24-34](#) indicates that substantial, mature scholarship as evidenced in research is required for appointment (i.e., new appointments and promotions) into the research professor rank. Faculty Code [Section 24-35](#) indicates that research track faculty are not required to participate in the regular instructional program, unless required by their funding source. SPH interprets the regular instructional program to mean formal UW course teaching. Research faculty are still expected to engage in mentoring graduate students. Further, if research professors in SPH elect to participate in formal classroom instruction, they can “count” this as their contributions to teaching (either to bolster their mentoring activities or in lieu of mentoring activities). To be determined to be eligible for promotion, a SPH research associate professor should meet the non-optional *Research Professor Expectations for Effectiveness* in all three domains (Table 6).

The SPH review will consider whether a candidate has met each of the expectations for effectiveness listed in Table 6, *Research Professor Expectations for Effectiveness*, below, by domain. To be promoted in the research track in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in scholarship/research at the full professor rank. Teaching and service are also considered.

~~When an associate professor is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to represent substantial, mature scholarship in that domain.~~

Table 6, *Research Professor Expectations for Effectiveness*, lists the overarching criteria and expectations a faculty candidate should demonstrate in each of the three domains to be promoted to research professor.

- For an overview of each domain of the faculty role, see Section 6.
- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions are provided in Section 6.
- Pertinent minimum standards applied by SPH for this rank and track are given in Appendix 3. ~~In accordance with the definition of a minimum, the typical promotion candidate's record will exceed these minimum standards.~~
- For a description of the promotion and tenure processes, see Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

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Deleted here to avoid redundancy, as this is covered in Section 6.3

TABLE 6. RESEARCH PROFESSOR EXPECTATIONS FOR EFFECTIVENESS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates leadership and excellence over time in areas of high-quality research through research activity compatible with mission and objectives of the department, School, and University.	Productivity Quality Impact Sustainability
	Demonstrates evidence of research partnerships or interdisciplinary collaborations and/or dissemination activity for areas of research appropriate to rank.	Productivity Impact
	Demonstrates sustained funding in areas of research and/or scholarship as PI, multiple-PIs, or major co-investigator (if PI is not the norm) on one or more competitive government, foundation, or private-sector awards or contracts. Major book contracts will be acceptable in fields where book publishing is the norm.	Productivity Impact Sustainability
Teaching	Demonstrates excellence in student supervision, mentoring, and advising as evidenced by department chair or educational program director reports (annual reviews, letters); student-authored scholarship; student presentations or student-led practical work products; post-graduation outcomes/placements; or mentoring and/or advising awards/nominations. <u>There should be evidence of the application of the five elements of effective teaching (aligned, inclusive and equitable, active and engaged, growth-oriented, and relevant).</u>	Productivity Quality Impact Sustainability
Service	Demonstrates leadership and excellence in service activities within the UW (e.g., department, School, University), the profession or discipline, and/or the community.	Productivity Impact Sustainability

Commented [AL54]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

Section 9—Expectations for Appointment, Reappointment, and Promotion: Teaching Tracks

All faculty members are expected to contribute to the scholarship/research, teaching, and service domains. Faculty in the teaching track are expected to demonstrate a substantial contribution to teaching and to service. Teaching track faculty contribute to the SPH teaching mission via UW course instruction on a regular and ongoing basis. The structure of teaching track appointments varies by department and individual appointment, ranging from 100% compensation for classroom teaching to heavy teaching loads with significant administrative roles or heavy teaching with a research component.

Commented [AL55]: Justification: Added to explain how there are different expectations for teaching track faculty within the school

9.1 Reappointment to Assistant Teaching Professor

Table 7, below, lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be appointed or reappointed at the assistant teaching professor rank.

- For an overview of each domain of the faculty role, see Section 6.
- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions are provided in Section 6.
- For a description of the reappointment process, see Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

TABLE 7. ASSISTANT TEACHING PROFESSOR EXPECTATIONS FOR EFFECTIVENESS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates development of areas of high-quality scholarship through scholarly activity compatible with the mission and objectives of the department, School, and University. This scholarship may be with primary emphasis on teaching, academic public health practice, or educational practice.	Productivity Quality Impact
	<i>Optional</i> Demonstrates evidence of scholarly partnerships or interdisciplinary collaborations and/or dissemination activity for areas of scholarship appropriate to rank (see Example Activities, Appendix 2).	Productivity Impact
	<i>Optional</i> Demonstrates activity to solicit funding or support in areas of scholarship.	Productivity Impact
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with, or exceeding, minimum expectations, <u>including demonstrating understanding of the elements of effective teaching (aligned, inclusive and equitable, active and engaged, growth-oriented, and relevant) described in FGC 24-32 and Section 6. 8 of this document.</u>	Productivity Quality Impact
	Demonstrates competence in facilitating student learning as evidenced by peer and student course evaluations, and corresponding improvements to teaching approach and activities.	Quality Impact
	Demonstrates competence in student supervision, mentoring, 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.	Quality Impact
Service	Demonstrates evidence of participation in service activities within the UW (e.g., department), the profession or discipline, and/or the community.	Productivity Impact

Commented [AL56]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

9.2 Appointment or Promotion to Associate Teaching Professor

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

The SPH review will consider whether a candidate has met each of the expectations for effectiveness listed in Table 8, *Associate Teaching Professor Expectations for Effectiveness*, below, by domain. To be promoted in the teaching track in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in the teaching domain at the associate professor rank. Scholarship and service are also considered.

~~When an assistant professor candidate is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to be substantial in that domain.~~

Table 8, *Associate Teaching Professor Expectations for Effectiveness*, lists the overarching criteria/expectations a faculty candidate should demonstrate in each of the three domains to be promoted from assistant teaching professor to the associate teaching professor rank.

- For an overview of each domain of the faculty role, see Section 6.
- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions are provided in Section 6.
- Pertinent minimum standards applied by SPH for this rank and track are given in Appendix 3. ~~In accordance with the definition of a minimum, the typical promotion candidate's record will far exceed these minimum standards.~~
- For a description of the promotion and tenure processes, see Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4 above.

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Deleting here to avoid redundancy, as this is covered in Section 6.3

TABLE 8. ASSOCIATE TEACHING PROFESSOR EXPECTATIONS FOR EFFECTIVENESS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates significant contributions to areas of high-quality scholarship through scholarly activity compatible with mission and objectives of the department, School, and University. This scholarship may be with primary emphasis on teaching, academic public health practice, or educational practice.	Productivity Quality Impact Sustainability
	<i>Optional</i> Demonstrates evidence of research partnerships or interdisciplinary collaborations and/or dissemination activity for areas of scholarship appropriate to rank.	Productivity Impact
	<i>Optional</i> Demonstrates evidence of funding or support in areas of scholarship.	Productivity Impact Sustainability
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations, <u>including applying elements of effective teaching (aligned, inclusive and equitable, active and engaged, growth-oriented, and relevant).</u>	Productivity Quality Impact
	Demonstrates strength in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact Sustainability
	Demonstrates strength in student supervision, <u>advising and mentoring of research, practice, or teaching activities,</u> and <u>advising</u> 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.	Productivity Quality Impact Sustainability
Service	Demonstrates sustained engagement in service activities within the UW (e.g., department, School, University), the profession or discipline, and/or the community.	Productivity Impact Sustainability

Commented [AL59]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

9.3 Appointment or Promotion to Teaching Professor

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

The SPH review will consider whether a candidate has met each of the expectations for effectiveness in Table 9, *Teaching Professor Expectations for Effectiveness*, below, by domain. To be promoted in the teaching track in SPH, a faculty candidate must be determined to meet all expectations for effectiveness in teaching at the full professor rank. Scholarship and service are also considered.

~~When an associate professor is assessed to have met all expectations in a domain, this automatically implies that their record has been judged to represent substantial, mature scholarship in that domain.~~

Table 9, *Teaching Professor Expectations for Effectiveness*, lists the overarching criteria and expectations a faculty candidate should demonstrate in each of the three domains to be promoted from associate teaching professor to the teaching professor rank.

- For an overview of each domain of the faculty role, see Section 6.
- Example activities across each domain are provided in Appendix 2.
- Guidelines for evaluating faculty contributions are provided in Section 6.
- Pertinent minimum standards applied by SPH for this rank and track are given in Appendix 3. ~~In accordance with the definition of a minimum, the typical promotion candidate's record will exceed these minimum standards.~~
- For a description of the promotion and tenure processes, see Section 6.
- Note that while many aspects overlap, the criteria SPH uses to determine compensation are distinct from the expectations for promotion, as discussed in Section 4.

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Deleted here to avoid redundancy, as this is covered in Section 6.3

TABLE 9. TEACHING PROFESSOR EXPECTATIONS FOR EFFECTIVENESS

Domain	Expectations for Effectiveness	Criteria
Research/ Scholarship	Demonstrates leadership and excellence over time in areas of high-quality scholarship through scholarly activity compatible with mission and objectives of the department, School, and University. This scholarship may be with primary emphasis on teaching, academic public health practice, or educational practice.	Productivity Quality Impact Sustainability
	<i>Optional</i> Demonstrates evidence of research partnerships or interdisciplinary collaborations and/or dissemination activity for areas of scholarship appropriate to rank.	Productivity Impact
	<i>Optional</i> Demonstrates evidence of funding or support in areas of scholarship.	Productivity Impact Sustainability
Teaching	Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations <u>including applying and advancing the elements of effective teaching (aligned, inclusive and equitable, active and engaged, growth-oriented, and relevant).</u>	Productivity Quality Impact
	Demonstrates excellence in facilitating student learning as evidenced by peer and student course evaluations and corresponding improvements to teaching approach and activities.	Quality Impact Sustainability
	Demonstrates excellence in student supervision, <u>advising and mentoring of research, practice, or teaching activities,</u> 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; developing the teaching practice of teaching associates through mentoring, post-graduation outcomes/placements; or mentoring and/or advising awards/nominations.	Productivity Quality Impact Sustainability
Service	Demonstrates leadership and excellence in service activities within the UW (e.g., department, School, University), the profession or discipline, and/or the community.	Productivity Impact Sustainability

Commented [AL62]: Justification: Incorporated the 5 elements of effective teaching as required for all faculty tracks by the provost.

Part Three

Navigating the Promotion and Tenure Process

The purpose of Part 3 is to provide faculty candidates with an overview of all the various steps and aspects of the promotion and tenure process. It begins with an overall summary of the process. The following sections discuss preparing for promotion and tenure review by considering the role and activities of the candidate, the mentors, and the department chair. The final section addresses later aspects of the promotion process, covering the role of the department-level review and the review by the SPH Faculty Council, Office of the Dean, and UW Office of the Provost.

Section 10—Promotion and Tenure at the School of Public Health

10.1 Summary of the Promotion and Tenure Process

In general, faculty promotion and tenure candidates begin by preparing their materials about one and one-half years before the expected effective date in their promoted rank.

Once the decision to seek promotion and/or tenure has been made, the faculty member reaches out to their Academic Human Resources (AHR) manager to obtain a list of materials and timelines for their due dates. (See Appendix 1 for a list of materials to be included in the promotion ~~packet~~case.)

The candidate prepares their materials (e.g., CV, self-assessment, promotion consideration worksheet (cover sheet), ~~teaching evaluations, scholarship examples and cover statement, and the list of potential external reviewers~~), with the ~~help~~guidance from of their department AHR manager ~~(who can help collate materials)~~. When completed, the candidate submits their application for promotion. See Section 11.1 below for additional details on faculty candidate preparation.

Each department promotion and review committee establishes their own review process and timeline, and meets to review and assess the promotion ~~packet~~case materials at locally determined stages. ~~At a minimum, departmental committees review application materials and decide whether to solicit letters of evaluation.~~ Letters of evaluation can take up to three months to obtain. The committee conducts a review of the ~~application materials~~, letters of evaluation and determines their recommendation to the voting faculty and department chair. This recommendation is provided through a committee report.

Commented [MH63]: Justification: removing the detailed list of materials since it is duplicative throughout the packet. Also removing the collate commitment as that was added in recently and doesn't accurately describe the role.

Commented [MH64]: Justification: removing for accuracy. The committee wouldn't have the authority to not solicit letters, they may choose to give feedback to the faculty and suggest they strengthen materials for a few years but it is up to the faculty member on whether to proceed. I suggest removing and not going into this granular of detail.

Once the department vote has been completed, the department chair prepares the chair's letter, which outlines whether or not they support the proposed promotion or tenure. FCG [Section 24-54](#) specifies when and how the candidate should be notified at various stages of this process. These notifications are included in the submitted [packetcase](#).

SPH review of faculty promotion [packetcases](#) occurs at the departmental level (by the promotion committee and the full voting faculty eligible), followed by the School-level review by the [elected](#) Faculty Council, and then another School-level review by the [vice-dean-for-faculty](#)~~Associate Dean for Faculty~~[Dean](#). Each review includes a faculty vote or approval. It is also common for the faculty in a secondary department where there is a joint appointment to wait for the primary department's recommendation before the secondary department faculty votes.

Which faculty are eligible to vote on a specific action depends on their own faculty title and rank, and the faculty candidate's title and rank. (Faculty titles and ranks who have voting eligibility are defined in the FCG [Section 21-32](#).) Voting faculty are restricted to faculty from a rank more senior than the current faculty candidate's rank. (See Section 1.4 above and/or the SPH Bylaws for more information about the Faculty Council.) Once approved by faculty at these levels, promotion and tenure [casespackets](#) are submitted to the SPH Office of the Dean for review [which includes AHR level review, elected Faculty Council level review, and Dean's review. \(joint appointments are submitted simultaneously\)](#). The Office of the Dean AHR team [adds additional required materials and compiles the final version of the promotion and tenure packet that is then](#)~~then~~ [sends candidates formal communications relaying the outcome of the elected faculty council and Deans review, prior to forwarding the case to submitted to the UW Office of Academic Personnel and Faculty \(APF\).](#)

Note that the promotion process for joint faculty follows the same process in both the primary and secondary departments. Both units are responsible for conducting a review in alignment with their individual promotion policies and procedures. The joint unit provides concurrence to the primary unit. This information is included in the record submitted to each Office of the Dean. [Only one packet is submitted](#)~~Each department must submit a case~~ to APF.

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

SAMPLE TIMELINE

Below shows a sample timeline of the steps in the promotion and/or tenure awarding process for target date of promotion in July of Year X. Each department establishes and announces their own timeline annually.*

Commented [SB65]: Justification for changes: P&T cases are now in interfolio. Updating process

Season and year relative to Year X	Activity
Winter, year X-1 and annually (typically between December-January) prior to year X-1	Per UW Faculty Code, eligible faculty should be notified annually of the opportunity to be considered for promotion. It is the faculty member's decision to determine when to go up for promotion, if prior to their mandatory year. In some departments, faculty more senior in rank make recommendations to individual faculty regarding when they go up for promotion as part of the annual merit review. Faculty can also discuss readiness for promotion in their annual conference with the chair or meetings with their mentors and promotion committee chair.
Winter to summer, year X-1	Candidate compiles materials and submits them to the departmental committee for review.
Spring to summer, year X-1	External letters solicited by the department.
Summer or early fall, year X-1	Department's APT committee (standing or ad hoc) reviews materials and makes its recommendation. Voting faculty and candidate are notified of the committee's recommendation.
Early fall, year X-1	Eligible faculty vote on promotion recommendation. Candidate is notified of the outcome.
Mid-fall, year X-1	Final promotion record submitted to SPH Office of the Dean (OD) AHR.
Late fall, year X-1 through spring, year X	Packet <u>Case</u> is reviewed by SPH OD AHR, Faculty Council, vice dean for faculty <u>Associate Dean for Faculty</u> , the UW APF, and the UW Office of the Provost.
April-June, year X	Notification of outcome from the UW Office of the Provost.
July 1, year X	Promotion (and/or tenure) effective for those approved.

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

10.2 Faculty Advancement and Success

The success of all faculty members benefits the individual faculty members as well as their departments, and SPH as a whole. Advancement of faculty through ranks occurs over multiple years, according to a defined path and following procedures outlined in the FCG, and discussed in this handbook. The processes involved with advancement can be stressful and uncertain.

The following information, along with the Faculty Development Program ~~(see Appendix 5)~~ and the outline of activities in Appendix 4, are intended to provide faculty with information that will support their success.

Commented [KL66]: Justification for change:

We are eliminating this appendix

Section 11—Preparing for Promotion and Tenure Review

11.1 Role of the Faculty Candidate

Faculty are advised to keep a record of their activities and update this information, from the beginning of their initial appointment. The one to one-and-one-half years leading up to the effective promotion date have been perceived to be the most stressful. However, the preparation process for promotion and tenure is multi-year, and it is very helpful for faculty candidates to have their future promotion review in mind as they navigate their careers. This section is intended to provide helpful information to faculty candidates about this preparation process.

CONSIDERING PROMOTION

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

Faculty candidates who have decided to go up for promotion should start preparing their promotion [packetcase](#) when the department sends their announcement with the call to collect materials. The deadline is often in the spring. It is at the department's discretion whether they accept promotion and/or tenure [packetcases](#) received after their communicated deadline.

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

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

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

It is also highly recommended that a faculty member considering promotion in the next two to three years should additionally take these steps:

- Share their CV and seek feedback on promotion readiness with one or more of the following individuals: their mentors; their Faculty Council department representative; a member of the department's appointment, promotion, and tenure committee; department chair; and/or program/center director.
- Ask for and examine promotion materials (e.g., CV, promotion consideration worksheet (cover sheet), self-assessment, scholarship products) from recently promoted faculty from the same rank. (Note that faculty are not compelled to provide these materials, however, many will share them willingly to support their colleagues.)

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

PREPARING FOR PROMOTION

Faculty candidates prepare for promotion by working to achieve the criteria for effectiveness in the rank above their current rank for their professorial track. To be promoted, a faculty candidate must be judged by the voting faculty in their department, external reviewers, the SPH Faculty Council, SPH ~~vice dean for faculty~~ [Associate Dean for Faculty](#) ~~Dean~~, UW APF, and the UW Office of the Provost to have met expectations in research/scholarship, teaching, and service in the rank they will be promoted into. (Details regarding different tracks are provided above in Sections 7 through 9, and Tables 1-9.) Faculty who believe they have met the University's, School's, and department's criteria for promotion to the next rank should confirm their interpretation with their mentor(s) and department chair and consider their feedback before submitting their materials for promotion.

Commented [MH67]: Justification: updating for accurate top level authority

COMPONENTS OF THE PROMOTION ~~PACKET~~CASE ASSEMBLED BY THE CANDIDATE

The candidate assembles, with support from the department AHR manager, the below list of materials for inclusion in their promotion ~~packet~~case or use with their promotion review. (See Appendix 1 for a complete list of materials included in the promotion ~~packet~~case.)

- Promotion Consideration Worksheet (cover).
- Candidate's Curriculum Vitae documenting Scholarship, Teaching, and Service Activities.
- Candidate's Self-Assessment documenting Scholarship, Teaching, and Service Activities.
- Candidate's list of potential external reviewers.
- Scholarship Examples (e.g., evidence of scholarly work). These are recommended, but not required for all tracks. Whether recommended or required, examples should contain:
 - Scans of three to five major articles, reports, or documentation of other scholarly products (e.g., workshop materials), including candidate's table of contents and/or cover sheet describing the documents.
- Teaching Materials
 - Student Teaching Evaluations (Quantitative and Qualitative)
 - Peer Teaching Reviews

- Optional Teaching Artifacts (e.g. evidence of effective teaching). These are recommended for some tracks. Examples could include syllabi or assignments that document new course development or a major revision or highlight an application of the five principles of effective teaching.

~~All materials will focus on the candidate's time in rank, except the CV, which describes the candidate's entire career trajectory.~~ The materials submitted by the faculty will be included in their promotion ~~packet~~case. It is at the discretion of the department promotion committee and AHR manager to determine whether materials can be updated after their initial submission.

- ~~Promotion consideration worksheet (cover sheet).~~
- ~~Candidate self-assessment.~~
- ~~Candidate CV (using the SPH template).~~
- ~~Scholarship examples and cover statement.~~
 - ~~Teaching evaluations (quantitative and qualitative evaluations in the frequency required for rank) and peer teaching evaluations (typically compiled with departmental staff support).~~
- ~~Candidate's list of suggested potential external reviewer(s).~~

Commented [SB68]: Justification for changes: updated language to align with APFs website and UW/SPH guidelines

Commented [SB69]: Justification: This statement does not align with APF's descriptions on case contents, specifically teaching evaluations:
<https://ap.washington.edu/ahr/working/faculty-promotion-tenure/case-contents/#tab-tour-3>

Commented [AL70]: Justification: reiterated from elsewhere in the AAH that both qualitative and quantitative evaluations are required by SPH

Your AHR Manager will provide you with current templates of these materials, which can also be found under the Promotion and Tenure tab on the SPH Faculty Affairs website, and on APF's website under Case Contents.

Commented [SB71]: Justification: adding as additional templates and resources can be found here.

PROMOTION CONSIDERATION WORKSHEET

There are two formats of promotion worksheets: one for teaching faculty, and one for tenure/WOT/research faculty. Promotion consideration worksheets are used to summarize teaching, scholarship, mentoring, service, research, and publication accomplishments in one succinct form.

WRITING THE 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 qualifications for promotion. For more information see the UW Faculty Code, [Section 24-54B](#).

The self-assessment is one of the most important documents in the promotion packetcase. It provides a narrative storyline of the faculty member's accomplishments while in rank, as well as the arc of their career. This is the document that the faculty candidate writes to contextualize, highlight, and synthesize their significant, high-quality, and impactful accomplishments in the domains of research/scholarship, teaching, and service, ensuring that this addresses their current and potential impact to their field.

The candidate's future plans and career trajectory should also be documented as part of the self-assessment. Note that some departments in the School also require a narrative section related to a candidate's work on issues of equity, diversity, and inclusion. All candidates should confer with their departmental AHR manager to confirm if the department has specific guidance on this.

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

- The document should be single-spaced, a minimum of three pages, and no longer than necessary. While some self-assessments are considerably longer, if the document is too long (e.g., over ten pages), reviewers may find it difficult to digest and may not successfully identify the candidate's most significant accomplishments.
- There should be separate sections that cover the three domains of research/scholarship, teaching, and service. In addition, candidates may want to include one or more of these additional sections: introduction/overview; equity, diversity and inclusion; national or international stature; future plans; and a summary. Some self-assessments integrate these topics into the three separate domains.
 - ◆ In the research/scholarship section, topics covered should include research focus areas, research quality, funding, impact, and future plans.
 - ◆ In the teaching section, topics covered should include formal teaching, informal teaching,

and mentoring:

- The document is meant to be a self-reflection. It should provide context for the candidate's accomplishments and plans going forward. Thus, it is appropriate for it to include not only successes, but also personal (e.g., child or elder care) or external (e.g., related to the political funding climate) challenges faced by the candidate, how they were addressed, what was learned, and what might change moving forward.

Commented [KL72]: Justification for change:
The formatting requirements have been moved to the self-assessment template on the faculty affairs website, as this format may be updated more frequently than the AAH.

Commented [KL73]: Justification for change:

This provides more context for the type of challenges that a candidate might consider explaining within their self-assessment.

This addresses in part the Provost's charge to review "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?"

The SPH and Faculty Council have developed a self-assessment template with specific guidance for formatting and content. Below are some tips and tricks for optimizing the self-assessment.

Here are some tips and tricks to consider in writing a self-assessment:

- Be thoughtful and reflective.
- Be succinct and parsimonious.
- Attention to all four of the holistic review criteria: productivity, quality, impact, and sustainability, should be woven throughout the self-assessment (see Section 6.2 for details of these criteria).
- Discuss your accomplishments during your time in rank, even if some of this happened at another institution, and put them in the context of your broader career.
- Include a brief narrative about your most impactful scholarship contributions, e.g., why and what you did, and what added knowledge came from your work.
 - ♦ Consider responding to the following prompt: How has your work moved the needle in your area of scholarship/research?
 - ♦ Address how your work has increased the capacity for longer-term impact, e.g., through mentorship, developing new methods, course development, etc.
- Include a brief narrative about your development as a teacher, e.g, how you consider and implement the five elements of effective teaching, and the impact of your teaching and mentorship.
 - Consider how you have developed a reflective teaching practice. If appropriate, discuss your role in program or curriculum development.
 - Demonstrate engagement with external reviews.
- Address your productivity. Consider which metrics you will include in your self-assessment.
- Address the quality of your work.
- Explicitly call attention to the promotion criteria for the rank you will be promoted into and how you meet/exceed these criteria. This will help the external reviewers understand how your **packet** compares against the expectations in this AAH. This may be particularly important for teaching track faculty as this track is not commonly understood across institutions.
- Recognize that not all reviewers of your promotion **packet** will be experts in your area of expertise. Present your case accordingly.
- Help the reviewers of your **packet** understand how your scholarly work fits into the broader context of your discipline or field, and how components of your scholarship/research fit into your scholarly agenda.
- See the case study example scenarios (Appendix 4) to help frame your self-assessment. Consider addressing the relevant activities from the *Example Activities for Effectiveness* in the faculty role (Appendix 2). Choose those most relevant to your work in the domains of research/scholarship, teaching, and service. Document your specific contributions that pertain to those example activities.

Commented [AL74]: Justification: Provide guidance on how to assess one's teaching practice in light of the five criteria of effective teaching.

CONSIDERATIONS FOR REFINING THE CV

The candidate's CV should follow the SPH CV template. (Contact your AHR manager for this template.) Candidates preparing for promotion should consider:

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

- It is sometimes a concern that activities are double counted. If one large activity has curricular and research products, list the activity in parts under both headings. Qualify in accompanying text (i.e., the self-assessment) the aspect of the work that justifies its placement under the heading. For example, if a candidate has an NIH grant with a research capacity strengthening component and a research study component, they could list both activities under separate, appropriate headers for educational activities and research activities.

ADVICE FOR CANDIDATES PLANNING TO FEATURE ACADEMIC PUBLIC HEALTH PRACTICE ACTIVITIES IN THEIR PROMOTION **PACKETCASE**

No matter which faculty track, promotion/tenure candidates may choose to include Academic Public Health Practice (APHP) as part of their CV. Appendix 2 lists examples of APHP activities. Sometimes the boundary between APHP and service can be unclear. Typically, if the activity results in a scholarly practice product and has the potential to directly impact public health (e.g., community-led forum, report written for a department of health, service on a government scientific advisory committee), it would be listed under APHP. If the work does not have a scholarly product and a potential direct link to public health, for example, faculty search committee membership, the activity would be listed under service. Briefly in the CV, and at more length in the self-assessment, the type of work that was conducted should be explained to justify the section it is placed within. As noted previously, any single activity should be counted in only one domain.

SCHOLARSHIP EXAMPLES

Candidates can choose three to five products from their work that demonstrate the quality and impact of their scholarship to include in the promotion **packetcase**. Providing examples of scholarly work in promotion **packets-cases** is recommended for all tracks, but not required. A brief cover statement should accompany these examples that includes a short description (~1 paragraph – ½ page per example) to address the candidates' role, contribution to, and impact of each example. The scholarship examples are meant to be a curated subset of the candidate's most important and impactful work. Thus, the candidate should be highly selective in what they include. Candidates may also want to consider selection criteria beyond impact for this curated subset, e.g., to demonstrate the breadth of their scholarship, or the range of scholarship activities they have engaged in.

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

- Research, APHP, or education/curricular publications (published or in press) in peer-reviewed journals.
 - ♦ In disciplines where the peer review process takes multiple years, articles published on a preprint server (e.g., arXiv, bioRxiv) may be included.
- Technical reports.

- Policy documents.
- Newspaper editorials.
- Links to films, podcasts, and other audio-visual media.
- Workshop agendas/slides, with the candidate's role documented.

It is not advised to include unpublished drafts of manuscripts or unfunded grant proposals.

ADDITIONAL/SUPPLEMENTAL MATERIALS

Supporting data or additional materials may be submitted if they are substantive and will be helpful in evaluating a candidate's record. While additional/supplemental documentation is allowed, it is not encouraged at SPH. Reviewers want to see that the candidate can curate their scholarship examples to highlight their strengths. As such, there should be a strong rationale for the inclusion of additional scholarship documentation.

If the candidate chooses to add supplemental materials, these may include workshop agendas/slides, complete with descriptions of the candidate's role in workshop development and implementation.

TEACHING MATERIALS

There are teaching materials that are required to be included (student and peer teaching evaluations) and others that are optional (teaching artifacts) for inclusion in a promotion packetcase. All faculty tracks should demonstrate how they reflect on and refine their teaching practices as Faculty Code requires faculty instruction be judged according to each of the five core elements of effective teaching: aligned, inclusive and equitable, active and engaged, growth oriented, and relevant.

Commented [AL75]: Justification: Title changed to include expanded materials list. Adding introduction paragraph to explain the types of teaching materials that can be submitted.

Teaching evaluations are required for promotion but are also used to monitor, evaluate, and improve the quality of the coursework. Teaching evaluation inclusion is documented on APF's web page for [assembling the promotion record](#), as well as the UW Faculty Code [Section 24-57](#).

Student Teaching Evaluations

Student course evaluations are routinely administered by departmental staff through the UW Office for Educational Instruction, [Instructional Assessment System](#) (IAS). It is the faculty member's responsibility to ensure that the requests for the student evaluations are ordered.

Student teaching evaluations (qualitative and quantitative) while in rank must be included in a candidate's [packetcase](#), no matter the frequency by which they are conducted, as they demonstrate a track record of teaching quality. Each faculty member must have at least one student course evaluation for every year in which a course is taught, but if more student teaching evaluations are collected, they must be included. In addition to formal UW course evaluations, teaching evaluations can be conducted and included, following the departmental process, for the following types of teaching activities: formal in-residence courses, online courses offered, guest lectures, and community-based teaching and instruction. [Student course](#)

evaluations (SCEs) provide useful feedback to instructors; however, as noted in Section 6.6, it is well established in the literature that SCE's are influenced by multiple biases, which include identities of the instructor and characteristics of the course. Candidates and reviewers should consider these factors when reviewing SCE's. Further, faculty who update their classes to adopt new pedagogies may experience growing pains that are inherent to a growth-oriented teaching practice. Candidates are encouraged to show engagement with student course evaluations that addresses these issues in their narrative assessment rather than "teaching to the evaluation."

~~Faculty who have recently moved from another institution to UW may provide teaching evaluations from their prior institution. The range of student teaching evaluations a candidate you needs to include varies based on the type of appointment action you're being considered for, and whether you've the candidate has worked at other institutions. The requirements are outlined on APF's case contents page.~~[APF's case contents page.](#)

Commented [AL76]: Justification: Added language on engagement with evals

Commented [SB77]: Justification for changes: Updated APF guidance, which is linked in the text.

Peer Teaching Evaluations

Candidates who teach must include peer course evaluations in their promotion ~~packets~~cases. While typically the departments inform faculty of (and often manage) their local process for collecting/obtaining peer teaching evaluations, it is the faculty candidate's responsibility to make sure these reviews occur and have been completed. Per Faculty Code (~~Section 24-57~~Section 24-57), assistant professors must obtain at least one review of a course each year in rank, while associate and full professors are required to obtain a review of their course(s) every three years, at minimum. In addition, all faculty who are being considered for promotion must have peer evaluations in the year prior to consideration for promotion. These teaching evaluations can be conducted for credit courses, not-for-credit courses, guest lectures, teaching materials, and clinical instruction. Departments may conduct peer teaching reviews more frequently in order to monitor, evaluate, and improve the quality of the coursework that is offered. Faculty who have recently moved from another institution to UW may provide a comparable peer report demonstrating their teaching competency.

The UW Teaching@UW office provides a best practice guide for departments, chairs, and instructors on obtaining high-quality peer teaching evaluations. website provides guidance on conducting effective peer course reviews.

Commented [KL78]: Justification for change:

Adding clarification that collegial course reviews from other institutions can be included to meet this requirement

Commented [AL79]: JustificationL Removed link to best practice guide because Teaching@UW is piloting a new course review process designed to address the five elements of effective teaching.
<https://www.washington.edu/faculty/councils/ctl/collegial-course-review-pilot/>

Non-Classroom Teaching Evaluations

Some faculty may wish to submit documentation of instruction in a clinical practice or offsite community setting. In these cases, please consult with your department chair for examples on how to document these modes of instruction, and how much documentation is necessary. For example, guest lectures can be evaluated by students or primary course instructors, and chairs can provide examples of how many lecture evaluations to include as course equivalents.

Teaching Artifacts

Some faculty may wish to submit example teaching materials to demonstrate their implementation of the five core elements of effective teaching, as discussed in section 6.8, especially if teaching is a significant component of their position. Faculty are encouraged to review examples of teaching effectiveness in aAppendix 2 (Table 11) and consult with their mentors and department leadership about appropriate examples.

Commented [AL80]: Justification: Added for clarity, as submission of teaching artifacts is already possible, and has been done by multiple teaching track faculty.

EXTERNAL REVIEWERS

External reviewers play an important role in promotion and tenure reviews. External reviewers should be able to provide an arm's length assessment of the candidate's scholarly achievements. Typically, the letters they provide compare the candidate's accomplishments to similar candidates at their own institution and use this as a benchmark for their promotion recommendation. The external reviewer should not be asked to assess whether the candidate should be promoted/awarded tenure (although they are not prohibited from volunteering such an

opinion. The University requires three external letters of review. Departmental APT committees determine who to solicit letters from based on the criteria below, while taking into consideration the candidate's list of suggested reviewers. (See Appendix 1 for the full list of criteria for letter reviewers.)

External letters are confidential and not shared with the candidate. These letters are accessible to the eligible voting faculty and are included in the promotion ~~packet~~ that is submitted to the Office of the Dean. Candidates are invited to include a list of suggested external letter writers with their promotion ~~packet~~ materials. The APT committee selects at least one external reviewer from the candidate's list to solicit a letter from; however it is not a University requirement for a letter to be received from the candidate's list. Other external reviewers will be selected by the APT committee from individuals not on the candidate's list. Thus, it is important for the candidate to think strategically about who to include on their list of external letter writers.

Elements the candidate may want to consider in drafting their list include:

- Knowledge in the candidate's area of expertise.
- Faculty members who have similar job descriptions (e.g., teaching faculty may wish to select teaching faculty at other institutions, or at least faculty with substantial teaching responsibilities).
- Likely familiarity with the candidate's work, yet still "arm's length".
- Ability to objectively assess the candidate's record.
- Seniority and reputation of the external reviewer.
- Length of the list and whether there are other potential letter writers not on the list that the APT committee is likely able to identify. (In other words, the candidate's list should not be too long, lest too many potential reviewers may get passed over because they appear on the candidate's list.)

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

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

WHAT TO EXPECT AFTER THE INITIAL MATERIALS SUBMISSION

When there are questions from internal reviewers (the APT committee, the department AHR, the Faculty Council, the Office of the Dean AHR/~~vice-dean-for-facult~~[Associate Dean for Faculty](#), or the UW Office of the Provost), the candidate may be asked to provide additional information or update materials to address a question or concern.

Questions at the various levels of review are common and are intended to help clarify and

| strengthen the packetcase. It is at the discretion of the department promotion committee and the AHR manager to determine whether or not materials can be updated after their initial submission.

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

11.2 Role of the Faculty Mentors

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

As a best practice for support of new faculty, department chairs can provide flexible mentorship assignments to faculty at any rank. Mentorship assignments work best when they are flexible (e.g., can be switched if interests do not align), and when a mentoring team is assigned. Mentors are often at a more senior rank, but, at times, faculty of the same rank may be more appropriate as peer mentors. A faculty member may also choose to develop any number of informal mentoring relationships, but one to two formal mentors will serve as the faculty member's primary advocate in the department (one of whom may be asked to document progress toward promotion for said candidate). The role of the mentor is to provide guidance to the mentee regarding career development in domains such as research/scholarship, teaching, and service, but also advise and assist on topics such as (but not limited to): obtaining grant funding, grantsmanship, work-life balance, how to weigh the pros and cons of different professional opportunities, and networking.

Mentoring relationships are often more successful when mentors are chosen, and not imposed. As such, many mentor the mentor (MTM) programs suggest flexibility to switch mentors, as needed, over time. Mentors are expected to provide a mentee with advice on whether targets and objectives for advancement are being met. The relationship between mentor and mentee should be as open as possible, and any subject that may impact the career of the mentee may be open for discussion. Mentors are encouraged to build trust in these relationships and take a multi-directional learning stance, approaching the mentee with a recognition of intersectionality and a position of humility. For example, mentors would acknowledge that they cannot fully know the experience of their mentees, and they learn as much from their students and mentees as they may learn from the mentors, particularly in terms of their lived experiences.

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

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

- Take the mentee's intentions seriously, and discuss readiness realistically with them, early and often.
- Help them map out a course for promotion, with detailed steps on actions they can take to be ready.
- Help to make the complex process more achievable by providing details, demystifying the process, and sharing their own experiences with, and observations about, promotion.
- Advocate for them in the department and School, to smooth their experience with promotion.
- Help to identify additional resources, where applicable, and work to obtain these resources for the candidate, as needed.
- Review the recommendations for assessment (Section 6 above) with mentees prior to assembling the promotion packetcase, and ensure, in reviewing drafts of the packetcase,

that it will be favorably reviewed.

- Work with candidates to document implementation of the elements of effective teaching outlined in Faculty Code: Section 24-32 C and discussed in handbook section Section 6.8.

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

11.3 Role of the Department Chair

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

- Serve as an advocate for the faculty candidate.
- Help support faculty as they navigate through their career.
- Partner with faculty to ensure teaching evaluations are completed as necessary.
- Conduct regular conferences with faculty.
- Ensure merit reviews are completed annually.

The chair partners with the faculty to ensure that peer teaching evaluations are conducted. Peer teaching evaluations are required once each academic year for assistant professors, and at least every three years for faculty above the assistant professor rank. The faculty member receives a copy of this collegial evaluation of teaching.

The department chair is also responsible for holding regular conferences with faculty, as identified in [Section 24-57C](#) of the FCG. This meeting is required annually with each assistant professor, at least once every two years for associate professors, and at least once every three years for full professors. Faculty at any rank may request to meet annually with the chair, even if not required. This meeting is a chance for both parties to discuss the candidate's career progress and actions they may take to improve their record before going up for promotion. For example, this conference provides the opportunity for the chair to review and provide feedback on teaching evaluations or to discuss how they are implementing and documenting the elements of effective teaching as outlined in Faculty Code: Section 24-32 C. The chair is required to provide a written summary of the discussion to the candidate in a timely manner (FCG [Section 24-57D](#)).

Commented [AL81]: Justification: Moved from section 6.6 Identifying and Mitigating Bias... to this section on mentorship

Commented [AL82]: Justification: Added to expand candidates' understanding of how teaching is evaluated in the promotion process

Merit review meetings occur toward the end of each academic year. Only faculty eligible to vote on the track and rank being reviewed are allowed to be present for the discussion and vote. 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 also discussed. It is good practice, and 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.

Once a candidate has decided to submit their [packet-case](#) for promotion consideration, the department chair takes the following steps, in collaboration with their AHR Manager, as appropriate:

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

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

Section 12—Promotion and Tenure Review Process

12.1 Role of the Department-Level Review

There are two components of the department-level review: the APT committee's review and the full faculty review conducted by faculty more senior in rank than the candidate. The faculty candidate is given a chance to review and comment on the APT committee's report, and the summary of the letter written by the department chair based on the review conducted by the eligible voting faculty in the department. All materials shared with the candidate must have confidential information redacted, such as names of external reviewers.

APT COMMITTEE

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

- Conducts an in-depth review of the candidate's **packetcase**, including careful reading of the scholarship and teaching documentation.
- Recommends whether or not to proceed with the promotion process.
- Develops the list of external reviewers to be contacted for letters.
- Conducts a final review of the candidate's accomplishments in the three domains (covered extensively throughout this handbook) after receiving the external letters, and proposes an overall assessment of the candidate through the APT committee report.
- Presents the APT committee report and recommendations to the **eligible** department voting faculty who are eligible to review the candidate for promotion.

Commented [MH83]: Justification: clarifying eligible

FACULTY ADVISORY COMMITTEE REPORT

The department promotion committee produces an initial report with their recommendation on the candidate's qualifications for promotion. This committee must be comprised of faculty senior in rank to the candidate. The committee will write a report and recommendation for the department chair. The chair shall provide the candidate with a copy of the committee's report and recommendation. For confidentiality purposes, specific attributions must be omitted, such as external reviewer names. The committee members' names must be included in the letter and not omitted. The candidate, if they choose, 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.

ELIGIBLE VOTING FACULTY REVIEW

Eligible voting faculty in the department participate in the discussion of the candidate's promotion ~~case~~~~packet~~ and review the promotion materials. Typically, the chair of the APT committee leads this discussion. A ballot is then sent for faculty to vote on the outcome of the promotion. A vote to recommend a candidate's promotion passes at the level of the faculty if it is supported by the majority of all eligible voting faculty.

FACULTY MEETING REPORT AND CANDIDATE RESPONSE

The eligible voting faculty of the candidate's department 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.

DEPARTMENT CHAIR REVIEW

After the departmental review and vote on the promotion, the department chair reviews the promotion materials and writes a letter with their independent analysis and recommendation. If the chair has a dissenting opinion, the ~~packet~~~~case~~ still moves forward. In the letter, the department chair is required to include the final vote tally of their faculty (including documentation of all missing votes, abstentions, and votes opposed to the promotion). This letter from the chair, which has both their summary of the departmental review and their independent analysis, is incorporated into the promotion ~~packet~~~~case~~ that is sent to the Office of the Dean. Additional information on a candidate's ~~packet~~~~case~~ materials can be found in Appendix 1.

The Office of the Dean requests that the chair follow the SPH template for the letter from the chair to the dean (this template can be obtained from the Office of the Dean AHR team). Note that if there are a substantial number (greater than 25 percent) of negative votes, abstentions, or absences combined, compared to the total number of eligible voters, the letter from the chair should provide an explanation. (See UW Faculty Code, [Section 21-32](#) for further details about voting eligibility.)

12.2 Role of the Department Academic Human Resources Staff

Department AHR managers will coordinate the promotion process for their department. They are responsible for compiling and submitting promotion ~~packets~~~~cases~~ following the School's promotion checklist. Applicable staff and faculty should also review the [Promotion Review Process](#)[Promotion Review Process](#) [documentation from the](#) APF.

12.3 Role of the SPH Office of the Dean, SPH Faculty Council, and the UW Office of the Provost

Once departmental faculty have voted on the candidate's ~~packet~~case, the department AHR manager submits the promotion ~~packet~~case to the Office of the Dean AHR team. The completed ~~packets~~case are then thoroughly reviewed once more to ensure completeness.

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The Office of the Dean team will then share the ~~packet~~case(s) with the SPH Faculty Council for their review during a promotion executive session. (See the [SPH Bylaws](#) [SPH Bylaws for the makeup and role of the Faculty Council during these](#) promotion executive sessions.) During the promotion executive session, only the five departmental representatives or alternates are present. The departmental representative (or alternate) presents each candidate from their department, and then recuses themselves from the discussion and vote of those candidates. For the discussion and vote for each candidate, no faculty appointed to the primary department of the candidate should be present. It is possible for the Faculty Council to determine they need more information before they are able to conduct their vote.

For Faculty Council members who have joint appointments in another SPH department, the following guidelines apply:

- When the faculty member up for promotion holds a primary and joint appointment in two or more SPH departments (this does not apply to adjunct appointments), then both the Faculty Council representatives from these departments should recuse themselves from voting.
- When a Faculty Council representative holds a joint appointment in two SPH departments, they should recuse themselves for votes on faculty in both their departments and the alternate should be called upon to vote on candidates belonging to their secondary department.

Once Faculty Council completes their review, the SPH ~~vice-dean-for-facult~~Associate Dean for Faculty is notified of the outcome by the Office of the Dean AHR team. If Faculty Council votes in favor of promotion, the ~~vice-dean-for-facult~~Associate Dean for Faculty conducts their review. The ~~vice-dean-for-facult~~Associate Dean for Faculty provides a second level of review to ensure that all promotion criteria outlined in this handbook and the UW Faculty Code are met. Any concerns regarding candidate promotions flagged by Faculty Council are discussed as needed by the dean, ~~vice-dean-for-facult~~Associate Dean for Faculty, department chair, department AHR manager, and the individual faculty candidates. The information on advancement of the ~~packets~~cases is also provided to the faculty candidates.

Finally, candidate ~~packet~~cases that are approved by the ~~vice-dean-for-faculty~~Associate Dean for Faculty, on behalf of the dean, are expanded by including the APF [Promotion and/or Tenure Recommendation Checklist](#) and additional materials from the Office of the Dean, completed by the AHR staff.

The ~~packet~~cases are submitted to the UW Office of Academic Personnel (APF), in central administration for the Vice Provost and then Provost review. The [possible outcomes](#) of the process are reviewed on APF's web site.

In SPH, the director of Human Resources answers any questions that come from APF about the file. The department chair and/or department AHR manager is consulted when necessary.

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

Glossary

Academic	A person who works for a higher education institution, who holds an advanced degree, and engages in research, scholarship, and teaching.
Academic Affairs	Refers to the institutional offices who manage and support its academic activities: curriculum, hiring faculty, faculty research, teaching, etc.
Academic Appointment	An academic appointment is a title conferred to faculty for a period of time.
Academic Public Health Practice	To generate new knowledge about the state of public health, the design, implementation, and impact of public health strategies and interventions, as well as methods to examine issues related to public health.
Academic Review	A UW process for reviewing clock-managed faculty for reappointment during their initial three-year appointment. (Academic Reviews . UW Office of Academic Personnel. 2024.)
Acting Appointment	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 regular appointment requirements, or a temporary transition period between post-doctoral training and mentoring and entry into the professorial ranks (UW Faculty Code Section 24-34 B.14). The acting designation is used with professorial ranks or the instructor title. (Acting Titles . UW Office of Academic Personnel. 2024.)
Affiliate Appointment	Individuals who maintain principal employment: 1) outside UW, 2) in a UW administrative unit, or 3) as staff in a UW academic unit may be eligible for an affiliate appointment that would allow them to contribute to the teaching and/or research mission of the University. Affiliate appointments are not intended for regular UW compensation (Affiliate Titles . UW Office of Academic Personnel. 2024.)
Anti-Racism	Being antiracist is fighting against racism. Racism takes several forms and works most often in tandem with at least one other form to reinforce racist ideas, behavior, and policy. Types of racism include individual, interpersonal, institutional, and structural. (Being Antiracist . National Museum of African American History and Culture. 2024.)
Arm's Length	The designation given for external letter writers who do not have close conflicts of interest with the promotion/tenure candidate (e.g., no co-investigated grants; no co-authored papers; no close, personal relationship).
Clinical Appointment	Clinical appointments are made to individuals whose training/experience positions them to make valuable contributions to the clinical teaching mission of the University. Clinical faculty appointees have comparable qualifications to other UW faculty with the same title or rank. There are both salaried and non-salaried clinical titles. However, clinical faculty appointments are usually made to individuals who have primary appointments with outside agencies or non-academic UW units, or who are in private practice. Clinical associates and clinician researchers are academic staff who are not faculty, librarians, residents, fellows, or postdoctoral scholars (APS 40.1). (Clinical Titles . UW Office of Academic Personnel. 2024.)

Clock-Managed Position	Clock-managed ranks are those that have a mandatory timeframe to be reviewed for promotion/tenure decisions. They are required to go through two review processes: academic review and, if reappointed, promotion and/or tenure review.
Competence	In the context of this handbook, is meant to involve a minimum level of mastery of the domain.
Diversity	The representation of people from different backgrounds, experiences, and identities.
Effectiveness	The ability to be successful and produce the intended results. The capability of producing an intended or desired result. (Cambridge Dictionary, 2026) (Effectiveness- Wikipedia- 2024.)
Effective Teaching	The UW Faculty Council has adopted five core elements of effective teaching: aligned, inclusive and equitable, active and engaged, growth-oriented, and relevant. (FCG Section 24-32)
Emeritus Appointment	A lifelong designation that recognizes achievements of faculty with meritorious records. (Emeritus Appointments and Re-Employed Retirees . UW Office of Academic Personnel. 2024).
Endowed Appointment	Endowed appointments are added on to a faculty member's regular appointment, and are provided through donor funding. (Endowed Appointments . UW Office of Academic Personnel. 2024).
Equality	Equality is the state of being equal, especially in status, rights, and opportunities. (What does equality mean to me? World Food Programme. 2020.)
Equity	To recognize that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. (Equity vs. Equality: What's the Difference? Milken Institute School of Public Health, The George Washington University. 2020.)
Excellence	In the context of this handbook, refers to inclusive excellence as defined by ASPPH. (See Section 1.3 and/or the References section.)
Faculty	Employees who hold the rank of instructor or a higher academic rank in academic programs. These employees may be eligible for tenure and promotion.
Fellow Appointment	Upon completion of medical school and residency, obtaining a fellow appointment is for further study within a UW health science unit.
Fixed-Term Appointment	An appointment given for a specific period of time.
Graduate Faculty	At UW, the Graduate Faculty consists of those members of the University faculty who have been designated by the Dean of the Graduate School as actively participating in graduate education. (Policy 4.1: Membership in the Graduate Faculty and Doctoral Endorsement . The UW Graduate School. 2024.)
Hidden Curriculum	Academic institutions traditionally operate within a system where dominant culture norms keep certain operations opaque and hidden. The hidden curriculum are implicit academic, social, and cultural messages; unwritten rules and unspoken expectations; and unofficial norms, behaviors, and values. The hidden curriculum can apply to faculty, staff, and students in this system. (Decoding the Learning Environment of Medical Education: A Hidden Curriculum Perspective for Faculty Development . Journal of the Association of American Medical Colleges.: Hafler, et al, 2011.)
Hidden Labor	Unpaid, and often unacknowledged, work by an individual.
Impact	A strong effect on someone or something.
Inclusion	The respectful treatment of all people, with recognition for the multiplicity of identities and

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perspectives present in a diverse community. (~~What do we mean by Diversity, Equity, and Inclusion. Penn State. 2024.~~)(~~DEI: What It Is & How to Champion It in the Workplace. Harvard. 2023~~)

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Inclusive Excellence	Cohesive, coherent, collaborative, and measurable integration of inclusion, diversity, and equity, while centering the naming and dismantling of white supremacy culture, in the pursuit of excellence across the research, teaching, and practice mission of academic public health, including all activities by leadership, faculty, learners, staff, alumni, and the broader community. (Framing the Future, 2030's Building Inclusive Excellence through and Anti-Racism Lens Report . Association of Schools and Programs of Public Health. 2024)
Intersectionality	The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups. (Intersectionality . Merriam-Webster Dictionary. 2024.)
Joint Appointment	Joint appointments are secondary appointments whose title and rank match that of the primary appointment. (Secondary appointments . UW Office of Academic Personnel. 2024).
Mentor	An individual who supports, advises, and guides another person.
Multi-Directional Learning	A teaching and learning style that focuses on the many interactions that happen between individuals in an educational environment. (What is multi-directional learning . Prosperity Now. 2016). (Understanding the effects of constructivist learning environments: introducing a multi-directional approach . Springer Nature Link. 2008.)
Multi-Year Appointment	An appointment that spans multiple academic years and has a fixed salary and FTE for the duration of the appointment. (Annual vs. quarterly appointments . UW Office of Academic Personnel. 2024).
Non-Professorial Appointment	Faculty primarily engaged in instructional roles, but also have full scholarship/research and service responsibilities. These include lecturers, artists in residence, teaching associates, and professors of practice. (Non-professorial instructional and related titles . UW Office of Academic Personnel. 2024).
Peer Institution	An institution selected to be used for comparative analysis and benchmarking of institutional qualities, e.g., resources, student headcount, and institutional goals. (Peer Institutions . University of Arkansas, Little Rock, Institutional Research and Analytics. 2024).
Postdoctoral Scholar Appointment	Upon completion of a PhD or equivalent, individuals in this appointment engage in full-time, mentored advanced training to enhance their professional skills and research independence. (Postdoctoral scholar titles . UW Office of Academic Personnel. 2024).
Productivity	Productivity is the amount of work an individual or group accomplishes within a certain amount of time. Greater productivity means you complete more with less time or effort. You can measure accomplishments by the quality of the work, the number of tasks finished, or the amount of product created. (What is Productivity and Why is it Important? Indeed Career Guide. 2024)
Primary Appointment	The initial and main faculty appointment rank and title.
Professor	A postsecondary educator at the college or university level, who may hold a PhD (or EdD in schools and colleges of education) in a specialized academic field and whose teaching and research are focused on that subject area. (What is the Difference between a Teacher and a Professor? Drexel University, School of Education. 2024)

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Professorial Appointment	Drawing on professional training and experience, individuals in professorial faculty appointments engage in scholarship/research, teaching, and service. (Professorial tracks . UW Office of Academic Personnel. 2024).
Re-Employed Retiree Appointment	Former UW faculty without emeritus status may be partially re-employed after retirement. (Emeritus Appointments and Re-Employed Retirees . UW Office of Academic Personnel. 2024).
Reappointment	To be named to a position for a second/subsequent time.
Research	The Common Rule definition of research is a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. (Is it Research? UW Office of Research. 2024.)
Resident Appointment	Supervised clinical training for a specific period of time, providing physicians with hands-on experience and increasing autonomy in delivering health care under the guidance of experienced attending physicians. (What is residency . American Medical Association. 2024).
Roberts Rules of Order	A process and procedure guide used nationally by associations, academia, governments, etc.
Scholarship	Rigorous and detailed study. This includes research and all other activities that advance knowledge on a topic or in a disciplinary area.
Soft Money	Funding that comes with time limits, typically from external grants. (Soft Money . Inside Higher Ed. 2023).
Strength	In the context of this handbook, demonstrates increased levels of mastery of the domain.
Teaching	In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. (What is Teaching . IGI Global. 2013)
Tenure Appointment	An indefinite academic appointment that can be terminated only for cause or under extraordinary circumstances, such as financial exigency or program discontinuation. (Academic tenure . Wikipedia. 2024).
Tenure-Track Appointment	The pathway to promotion, obtaining tenure.
Visiting Appointment	Represents a faculty appointment that has a temporary relationship with the UW. (Visiting titles . UW Office of Academic Personnel. 2024).

List of Acronyms

AAH	Academic Affairs Handbook	MPH	Master of Public Health
AAUP	American Association of University Professors	MS	Master of Science
ABB	Activity-Based Budgeting	MTM	Mentoring the Mentor
AHR	Academic Human Resources	NIH	National Institutes of Health
APHP	Academic Public Health Practice	NFO	New Faculty Orientation
APT	Appointment, Promotion, and Tenure	NSF	National Science Foundation
CV	Curriculum Vitae	APF	Office of Academic Personnel & Faculty
DACS	Dean's Advisory Council of Students	OD	Office of the Dean
DOE	Department of Education	OFA	Office of Faculty Advancement
EDI	Equity, Diversity, and Inclusion	PhD	Doctor of Philosophy
EOAA	Equal Opportunity and Affirmative Action	PHCR	Public Health Critical Race
FAH	Faculty Advancement Handbook	PHSKC	Public Health—Seattle and King County
FAQs	Frequently Asked Questions	PI	Principal Investigator
FC	Faculty Council	SBRI	Seattle Biomedical Research Institute
FCG	Faculty Code and Governance	SOM	School of Medicine
FDP	Faculty Development Program	SPH	School of Public Health
FHCRC	Fred Hutchinson Cancer Center	URM	Under-Represented Minority
FTE	Full-Time Equivalent	USDA	US Department of Agriculture
FY	Fiscal Year	UW	University of Washington
GSR	Graduate School Representative	WOT	Without Tenure
		WOTRF	Without Tenure for Reason of Funding

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Appendices

Appendix 1—Additional UW/SPH Academic Affairs Information

Please note more information can be found on the SPH Faculty Council's web page of [Faculty Resources](#).

This includes:

- A link to the SPH Faculty Bylaws
- The SPH Faculty Council Charge¹ (*requires UW NetID*)
- The SPH Curriculum and Educational Policy Committee (CEPC) Charge (*requires UW NetID*)
- The list of current and previous members of the Faculty Council
- The SPH Faculty Search, Approval, and Appointment Process (*requires UW NetID*)
- The External Reviewer form used during a review/promotion process (*requires UW NetID*); additional information re: external review letters is below

Additional SPH/UW links of information for SPH faculty.

- This [resource page](#) includes links to the SPH Faculty Compensation Plan
- The [UW Faculty Code and Governance](#)
- The UW [Instructional Responsibility Policy](#)
- Template for the 'Chair's Letter of Solicitation' to external reviewers, during the review/promotion process; additional information re: external review letters is below
- UW Academic Personnel [Time Off and Leaves](#) policies, including Leave Without Pay, Sabbatical/Paid Professional Leave, and Sick Leave

As other information and resources become available, these will also be added to the [Faculty Council's Faculty Resources](#) web page.

¹ As of the time of this writing, this document remains a work in progress and will be posted as soon as it has been completed.

List of Materials Included in Promotion ~~Packet~~Cases

When a faculty candidate (tenure/tenure-track/WOT/-research/teaching) is proposed for promotion, the department chair, and AHR manager, must forward the promotion ~~packet~~case to the Office of the Dean per agreed upon deadlines. Each candidate is responsible for providing the materials for the promotion ~~packet~~case to their AHR manager. Candidates can place in their promotion files any materials they feel should be considered.

Below is a list of the required and recommended materials. See Sections 10-12 above for further details of these components.

PROMOTION ~~CASE~~PACKET MATERIALS LIST

The following list of materials is what the candidate must provide to AHR per department deadlines:

- Promotion Consideration Worksheet (cover).
- ~~Candidate's Curriculum Vitae documenting Scholarship, Teaching, and Service Activities.~~
- Candidate's Self-Assessment documenting Scholarship, Teaching, and Service Activities.
- ~~Candidate's CV documenting Scholarship, Teaching, and Service Activities.~~
- Candidate's list of potential external reviewers.
- Scholarship Examples (e.g., evidence of scholarly work). These are recommended, but not required for all tracks. Whether recommended or required, examples should contain:
 - Scans of three to five major articles, reports, or documentation of other scholarly products (e.g., workshop materials), including candidate's table of contents and/or cover sheet describing the documents.

~~Teaching Materials~~

~~Teaching materials~~

- Student ~~Teaching~~Course Evaluations (Quantitative and Qualitative)
- ~~Peer Teaching~~ Reviews
- Optional Teaching Artifacts (e.g. evidence of effective teaching). These are recommended for some tracks. Examples could include syllabi or assignments that document new course development or a major revision or highlight an application of the five principles of effective teaching.

~~Note: Documentation of teaching is contained in student/peer/partner~~

The list of materials the department chair/AHR must include in the candidate's ~~packet~~case:

- Letter from the chair to the dean; letter or signature of concurrence from the chair of the joint/adjunct department(s) (if applicable).
- Faculty advisory committee report (e.g., Appointment, Promotion, Tenure Committee) and the candidate's response to the faculty committee report.
- Faculty meeting report and the candidate's response to the faculty meeting report.
- Internal/external letters and supporting documentation.

Commented [AL90]: Justification: Clarification of required vs. optional documents to be submitted for promotion consideration

Commented [SB91]: Justification for changes: updated language to align with APFs website and UW/SPH guidelines

Commented [AL92]: Justification: Dropped because it is redundant

- Teaching evaluations (conducted in partnership with candidate), including copies of all parts of peer course reviews and student teaching evaluations conducted while in current rank.
 - * Note: Consider including a description of the scope of the position as set by the department for a Teaching Track faculty member. This title will be new to many internal and external reviewers, and expectations vary by department and candidate. For example, state if the candidate has been given the opportunity to develop their own course(s), participate in departmental leadership, and/or buy out of teaching with research dollars.

Commented [AL93]: Justification: The Teaching Track exemplars are written with the assumption that candidate's have the ability to determine the scope of their work. Some departments are using this title to hire faculty to fill a variety of changing teaching needs which limits the candidates ability to participate in the types of teaching, scholarship, and service that reviewers may be used to seeing in promotion packets.

Information on External Review Letters

LETTER CRITERIA

The University and SPH require a minimum of 3 external letters that can provide an arm's length ([see Glossary for definition](#)) assessment of the candidate's scholarly achievements. Additional letters, are permitted (whether internal or external to UW, either arm's length or conflicted). The external reviewer should not be asked to assess whether the candidate should be promoted/awarded tenure (but a reviewer may, of course, volunteer such an opinion). They should be asked to evaluate the candidate based on the unit criteria that are shared with them. [APF](#) has clear guidance on what reviewers are asked to evaluate depending on the candidate's track.

Each external letter should be accompanied by an [External Reviewer Form](#), as required by SPH.

Criteria for Soliciting External Reviewers

- Solicitation of letters: A letter solicited from at least one reviewer from the list provided by the candidate; it is not a requirement that a letter be received.
- A letter solicited from at least one reviewer from a person not on the candidate's list; at least one letter from a person not on the candidate's list must be included in the promotion [packetcase](#).

Criteria for Required Letters from External Reviewers

- External reviewers should be able to provide an arm's length assessment of the candidate's scholarly achievements. Arm's length reviewers should not have collaborated on scholarly work within the past 3 years (this includes in-progress work or unfunded grant proposals) or have been in a supervisory role (e.g., mentor, former department chair) over the candidate. Reviewers are required to meet the 'arm's-length' criterion specified on the [External Reviewer Form](#).
- All letters should be from prominent experts in their field who have no apparent conflict of interest, such as having a personal friendship, co-author, or co-investigator e.g., reviewers who meet the 'arm's-length' criterion specified on the [External Reviewer Form](#).
- All external reviewers should be recognized as contributors to their field, as indicated, for example, by tenure and/or an academic rank senior to the candidate at a major research university, frequent citation of their work, or major awards or expertise outside of academia.
- [Per UW guidelines](#), when evaluating assistant teaching professors, assistant professors of clinical practice, or artists in residence, 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. It is expected that if faculty members internal to UW are providing evaluation the individual can provide an arm's length review. For promotion considerations of

candidates from associate teaching professor or associate professor of clinical practice to professor rank within their respective title, reviewers must be external to UW.

Of the three letters required, ordinarily at least two of the letters are from persons at academic institutions. For faculty relying on APHP as their area of scholarship at least one of the letters should be from persons at academic institutions. The others may be from individuals in government or practice-related organizations.

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

EXTERNAL LETTER WRITER PROCESS

All recommendations for promotion and/or tenure forwarded to the UW Office of the Provost must include confidential evaluations by external reviewers, as prescribed in the UW Faculty Code [Section 24-54B](#). (External letters are shared with APT committees and other faculty reviewers, but not with the candidate.) Additional information on this step in the process can be found on the APF web page, "[Part 1: Assembly of the Promotion/Tenure Record](#)," under the "External Letters of Review" section.

As noted above, faculty candidates for promotion should provide a list of potential arm's length reviewers as part of their promotion [packetcase](#). Arm's length reviewers are broadly defined as someone with no relationship to the candidate that could bias their assessment of the candidate's [packetcase](#) materials. Examples of potential external reviewers who are not arm's length includes former mentors, current collaborators, and co-authors on recently published papers. The current SPH policy that defines arm's length reviewers is documented in the SPH External Reviewer Form (this document can be referenced on the [Faculty Council's Faculty Resources](#) web page).

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

External reviewers examine the candidate's CV, self-assessment, submitted scholarly materials, and course evaluations. Based on their assessment of these materials, along with the guidance provided by the chair in their solicitation letter, the reviewers provide a letter speaking to the candidate's qualifications for promotion and/or tenure.

Further details about the procedures for promotion and/or tenure cases are identified within the UW FCG, [Chapter 24](#). Refer to the "SPH External Reviewer Form" for the specific criteria implemented in SPH.

ADVICE ON COMMUNICATIONS WITH EXTERNAL LETTER WRITERS

The goal in good communications with external letter writers is to be successful in getting a useful and high-quality letter from the selected individuals.

Examples and template materials for promotion, like draft text for solicitation letters, are available to AHR staff and are revised over time as needed.

The AHR manager will provide an attachment for external letters that distill AAH promotion criteria for external letter writers, by track and rank.

The SPH Office of the Dean recommends that AHR managers discuss, in their regular AHR manager meetings, successful strategies for obtaining completed candidate external letters. One strategy that has been used in the past was to broaden the type of faculty who are approached (e.g., if a candidate specializes in infectious disease epidemiology, ask external letter writers who are social epidemiologists). Also, send requests early, so that letter writers have at least four weeks to provide the letter.

Appendix 2—Example Activities for Effectiveness

Table 10. Example Activities for Research and Scholarship Effectiveness²

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

² **Note:** Faculty are not required to engage in all activities listed. These are meant to be examples and are described to promote inclusion of all faculty and their contributions within the reappointment, promotion, and tenure processes. Faculty are to refer to the expectations described above in this handbook that are specific to their faculty title to determine what type of activities are required for their role.

	Assistant Incorporates considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in research activities.	Associate Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.	Professor Leads research initiatives to address considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.
EDUCATIONAL SCHOLARSHIP	Applies current knowledge of pedagogical research in teaching and/or mentoring and delivery of educational offerings.	Contributes to development of new knowledge/pedagogy in teaching and/or mentoring and delivery of educational offerings.	Leads the development of new knowledge/pedagogy in teaching and/or mentoring and delivery of educational offerings.
	Uses research findings and multiple forms of relevant evidence to advance teaching and/or mentoring activities, <u>including capstone and practicum</u> .	Generates research findings and multiple forms of relevant evidence to advance teaching and/or mentoring activities.	Mentors others to use and generate research findings and multiple forms of relevant evidence to advance teaching and/or mentoring activities.
	Participates in scholarly activities related to teaching and/or mentorship within the School or community.	Participates in planning and/or conducting of scholarly activities related to teaching and/or mentorship.	Leads planning and/or conducting of scholarly activities related to teaching and/or mentorship.
	Creates and evaluates videos or other multi-media material that support the School or University's educational mission.	Demonstrates application of research evidence on teaching and/or mentorship through publications, presentations, or other scholarly works.	Mentors others in sharing information about curriculum or teaching through publication in peer-reviewed journals, books, audio-visual media, presentations, or computer-assisted instruction.
	Uses knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.	Contributes to advancing knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.	Leads the advancement of knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.

Uses new instructional methods for facilitating inclusive excellence in course materials and learning environments. Incorporation of best teaching practices that support diverse learners.	Creates new instructional methods for facilitating inclusive excellence in course materials and learning environments.	Mentors others to use and create new instructional methods for facilitating inclusive excellence in course materials and learning environments.
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Commented [AL94]: Justification: Added to align with revised faculty code

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

			Creates guidelines on teaching and/or mentorship or curriculum for a national professional organization.

ACADEMIC PUBLIC HEALTH PRACTICE	Assistant	Associate	Professor
	Participates in performing population or community health needs assessments, surveys, and/or evaluations with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Significantly contributes to the conduct of population or community health needs assessments, surveys, and/or evaluations with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Designs or leads the design and conduct of population or community health needs assessments, surveys, and/or evaluations with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).
	Participates in partnerships to address specific health issues or priorities.	Significantly contributes or facilitates partnerships to address specific health issues or priorities.	Establishes coalitions or networks of new or existing community- and practice-based partners to address specific health issues or priorities.
	Participates in scholarly inquiry activities with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Provides scholarly inquiry consultation for community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Mentors community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).
	Participates in the response and recovery of small- and large-scale public health hazards.	Leads the response and recovery of small- and large-scale public health hazards.	Designs or leads the response and recovery of small- and large-scale public health hazards.
	Participates in the design, implementation, and analysis of population or community health interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Significantly contributes to the design, implementation, and analysis of population or community health interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	Designs or leads the design, implementation, and analysis of population or community health interventions with community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).

Assistant	Associate	Professor
Participates in providing technical assistance to community, public health, or health care entities to optimize their health, well-being, and disease-prevention efforts.	Leads technical assistance efforts for community, public health, or health care entities at the local or regional level to optimize their health, well-being, and disease-prevention efforts.	Leads technical assistance efforts for community, public health, or health care entities at the national or international level to optimize their health, well-being, and disease-prevention efforts.
Participates in the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local, state, regional, national, or international levels.	Significantly contributes to the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local, state, regional, national, or international levels.	Leads or facilitates multisectoral partnerships in the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local, state, regional, national, or international levels.
Assists in analysis or development of health policies at the local, tribal, state, regional, or national level.	Provides analysis or content expertise for the development of health policies at the local or regional level.	Provides analysis or content expertise for the development of health policies at the national or international level.
Participates with community and practice entities to use diverse modes of creating and disseminating knowledge.	Facilitates cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.	Mentors academic colleagues to facilitate cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.
Incorporates considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in public health practice activities.	Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in public health practice.	Leads scholarly initiatives to address considerations of diversity, equity, inclusion, and/or anti-racism or decolonizing principles in public health practice.
Participates in research/scholarly activities to support community health advocacy efforts.	Significantly or uniquely contributes to research/scholarly activities to support community health advocacy efforts.	Leads or co-leads research/scholarly activities to support community health advocacy efforts.
Participates in activities to further the mission of state, national, or international professional organizations.	Significantly or uniquely contributes to activities to further the mission of national professional organizations.	Leads or co-leads activities to further the mission of national professional organizations.

	Assistant	Associate	Professor
		Develops programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.	Facilitates coalitions to develop programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.
			Facilitates leadership and capacity of community partners in the design and conduct of population health needs assessments, surveys, and/or evaluations.
			Facilitates leadership and capacity of community partners in the design, implementation, and analysis of population health interventions.
DISSEMINATION AND IMPACT	Independently and collaboratively disseminates knowledge through data-based and peer-reviewed publication of written work.	Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).	Demonstrates national and international recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).

Assistant	Associate	Professor
Independently or collaboratively disseminates findings from research or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets.	Independently or collaboratively disseminates findings from research and/or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets, while including mentorship of others (students, community members, or practice partners).	Facilitates leadership of others (students, community members, or practice partners) in independent or collaborative dissemination of findings from research and/or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets.
<u>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.</u>	<u>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.</u>	<u>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.</u>
Participates in public health advocacy efforts at the local, state, regional, national, or international levels.	Significantly contributes to public health advocacy efforts at the local, state, regional, national, or international levels.	Leads public health advocacy efforts at the local, state, regional, national, or international levels.
Contributes to professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.	Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.	Mentors others (students, community members, or practice partners) to lead professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.

Commented [KL95]: Justification for changes:

Language added to address the Provost's charge letter for Open Science & Open Scholarship

	Receives recognition or honor for research/scholarly competence as an early-career scholar.	Receives recognition or honors for research/scholarly competence in the field or area of scholarly work.	Receives recognition and honors for sustained research/scholarly competence over time (e.g., career or lifetime achievement award).
		Advances theory and knowledge development by participating in conferences, symposia, or serving as guest editor for special issues in scholarly journals.	Advances theory and knowledge development by leading conferences, symposia, or providing editorial services for scholarly journals.
	<u>Participates in entrepreneurial, innovation, and commercialization efforts arising from scholarly work</u>	<u>Significantly contributes to entrepreneurial, innovation, and commercialization efforts arising from scholarly work</u>	<u>Leads entrepreneurial, innovation, and commercialization efforts arising from scholarly work</u>

Commented [KL96]: Justification for change:

Addresses provost's charge related to Entrepreneurship & Innovation

FUNDING AND SUPPORT	Assistant	Associate	Professor
	Pursues funding and/or support for research or scholarly activities, either independently or collaboratively.	Demonstrates success in soliciting, either independently or collaboratively, a source of sustained (>2 years) outside research support.	Demonstrates success in soliciting, either independently or collaboratively, multiple sources of sustained (>2 years) outside research support.
	Independently or collaboratively administers a small award, contract, and/or other source of funding (e.g., proviso) to support research or scholarly activities.	Independently or collaboratively administers several small or a large research awards, contracts, and/or other sources of funding (e.g., provisos) to support research or scholarly activities.	Independently or collaboratively administers several small and large research awards, contracts, and/or other sources of funding (e.g., provisos) to support research or scholarly activities.
	Participates in grant writing with community or practice partners.	Supports community or practice partners in co-writing of grant applications.	Mentors academic colleagues in co-writing of grant applications.
		Supports faculty colleagues in co-writing of grant applications.	Mentors academic colleagues to support community or practice partners in co-writing of grant applications.

Table 11. Example Activities for Teaching Effectiveness³

CLASSROOM TEACHING	Assistant	Associate	Professor
	Utilizes evidenced and effective teaching strategies, <u>aligned with the 5 elements of effective teaching [Faculty Code: Section 24-32 C].</u>	Partners with learners to develop or refine evidenced and effective teaching strategies, <u>aligned with the 5 elements of effective teaching [Faculty Code: Section 24-32 C].</u>	Mentors academic colleagues to partner with learners to develop or refine evidenced and effective teaching strategies, <u>aligned with the 5 elements of effective teaching [Faculty Code: Section 24-32 C].</u>
	Contributes to the implementation of innovative, collaborative, or interdisciplinary teaching approaches.	Designs and implements innovative, collaborative, or interdisciplinary teaching approaches.	Mentors academic colleagues in the design and implementation of innovative, collaborative, or interdisciplinary teaching approaches.
	Utilizes evidenced, effective, or innovative strategies to create a class environment that is culturally sensitive to diversity of identities, lived experiences, and philosophical positions on issues.	Partners with learners to develop or refine evidenced, effective, or innovative strategies to create a class environment that is culturally sensitive to diversity of identities, lived experiences, and philosophical positions on issues.	Mentors academic colleagues to partner with learners to develop or refine evidenced, effective, or innovative strategies to create a class environment that is culturally sensitive to diversity of identities, lived experiences, and philosophical positions on issues.
	Demonstrates competence in fostering critical and constructive discourse.	Demonstrates strength in fostering critical and constructive discourse.	Demonstrates excellence in fostering critical and constructive discourse.
	Participates in course facilitation, organization, or instruction.	Co-designs the method of course facilitation, organization, or instruction.	Leads or co-leads course facilitation, organization, or instruction.
	Participates in activities related to the implementation of educational technology.	Significantly contributes to activities related to the implementation of educational technology.	Leads or co-leads activities related to the implementation of educational technology.

Commented [KL97]: Justification for change:
Reference to the 5 elements of effective teaching recently added to the UW faculty code

³ **Note:** Classroom teaching activities overlap extensively with non-classroom teaching activities. The categories are not mutually exclusive. Faculty are not required to engage in all activities listed. These are examples and are meant to be described to promote inclusion of all faculty and their contributions within the reappointment, promotion, and tenure processes. Faculty are to refer to the expectations described above in this handbook that are specific to their faculty title to determine what type of categories are required for their role.

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

COURSE AND CURRICULUM DEVELOPMENT	Assistant	Associate	Professor
	Uses current information and analysis to guide curriculum development and evaluation.	Significantly or uniquely contributes to curriculum development and evaluation using current information and analysis.	Leads or co-leads curriculum development and evaluation using current information and analysis.
	Participates in activities related to the use of educational technology.	Significantly or uniquely contributes to activities related to the use of educational technology.	Provides leadership in activities related to the use of educational technology.
	Organizes and conducts courses appropriate to the level of instruction and the nature of the content.	Provides critical thinking and knowledge of the field in development, organization, and conduct of courses appropriate to the level of instruction and the nature of the content.	Demonstrates leadership in the field in development, organization, and conduct of courses appropriate to the level of instruction and the nature of the content.
	Implements and evaluates assignments and course activities that actively engage learners and foster critical thinking.	Significantly or uniquely contributes to the design, implementation, and evaluation of assignments and course activities that actively engage learners and foster critical thinking.	Mentors academic colleagues in the design, implementation, and evaluation of assignments and course activities that actively engage learners and foster critical thinking.
	Participates in the development of new courses, revisions of existing courses, and programmatic curriculum design.	Significantly or uniquely contributes to the development of new courses, revisions of existing courses, and programmatic curriculum design.	Leads or co-leads the development of new courses, revisions of existing courses, and programmatic curriculum design.
	Participates and gives input into accreditation efforts (e.g., curriculum mapping, documentation of student competencies).	Significantly or uniquely contributes to accreditation efforts (e.g., curriculum mapping, documentation of student competencies).	Lead or co-leads accreditation efforts (e.g., curriculum mapping, documentation of student competencies).

Assistant	Associate	Professor
Participates in the development of effective and innovative teaching strategies, such as audio-visual media and web-based learning.	Significantly or uniquely contributes to the development of effective and innovative teaching strategies, such as audio-visual media and web-based learning.	Leads or co-leads the development of effective and innovative teaching strategies, such as audio-visual media and web-based learning.
Participates in the coordination and management of multi-sectional courses.	Significantly or uniquely contributes to the coordination and management of multi-sectional courses.	Leads or co-leads the coordination and management of multi-sectional courses.
Participates in the development of training grants or other funding mechanisms that advance the teaching mission.	Significantly or uniquely contributes to the development of training grants or other funding mechanisms that advance the teaching mission.	Leads or co-leads the development of training grants or other funding mechanisms that advance the teaching mission.
Participates in delivery of workshops and courses in curriculum development and/or teaching methods.	Significantly or uniquely contributes to workshops and courses in curriculum development and/or teaching methods.	Leads or co-leads workshops and courses in curriculum development and/or teaching methods.
Delivers inclusive course content that addresses culturally congruent approaches to population and community health.	Designs and delivers inclusive course content that addresses culturally congruent approaches to population and community health.	Mentors academic colleagues to design and deliver inclusive course content that addresses culturally congruent approaches to population and community health.
Participates in the development of effective course and curriculum design in diversity, equity, inclusion, and/or anti-racism or decolonizing principles.	Significantly or uniquely contributes to the development of effective course and curriculum design in diversity, equity, inclusion, and/or anti-racism or decolonizing principles.	Leads or co-leads development of effective course and curriculum design in diversity, equity, inclusion, and/or anti-racism or decolonizing principles.

Assistant	Associate	Professor
	Identifies possible new practicum sites for student experiential learning or supervised practice.	Works with practice partners to establish and sustain practicum sites for student experiential learning or supervised practice.
	Engages practice- and community-partners in course development and/or implementation.	Mentors academic colleagues in the engagement of practice- and community-partners in course development and/or implementation.
	Contributes to courses via consultation on materials or guest lecturer in areas of expertise.	Mentors others (students, community members, practice partners) in contributing to courses via consultation on materials or guest lecturer in areas of expertise.
		Develops innovative teaching, media, or testing materials that are used within and beyond the School.
		Plans and facilitates programs that contribute to campus-wide teaching.
		Participates in UW-wide councils and collaborations related to teaching.
		Provides expert teaching consultation beyond the current program or School.

NON-CLASSROOM TEACHING (E.G., MENTORING)	Assistant	Associate	Professor
	Demonstrates competence in providing student advising, supervision, and/or mentorship that is learner-centered and contributes to student progression.	Demonstrates strength in providing student advising, supervision, and/or mentorship that is learner-centered and contributes to student progression.	Demonstrates excellence in providing student advising, supervision, and/or mentorship that is learner-centered and contributes to student progression.
	Contributes to mentorship of students within undergraduate honors and graduate projects (thesis, capstone, practica); committee membership.	Leads mentorship of students within undergraduate honors and graduate projects; chairing thesis, capstone, practica.	Mentors academic colleagues (e.g. assistant professors, community partners) to mentor students in undergraduate honors and graduate projects; chairing thesis, capstone, practica.
	Participates on student thesis or dissertation committees.	Provides significant mentorship or chairs student thesis or dissertation committees.	Successfully mentors students to complete thesis or dissertation as committee chair.
	Establishes mentoring or bi-directional learning opportunities with community and practice partners.	Demonstrates competence or strength in providing mentorship to or co-leading bi-directional learning with community-based or practice partners.	Demonstrates excellence in providing mentorship to or co-leading bi-directional learning with community-based or practice partners.
	Demonstrates competence in providing student advising, supervision, and/or mentorship that incorporates values of diversity, equity, and inclusion and/or anti-racism and decolonizing principles.	Demonstrates strength in providing student advising, supervision, and/or mentorship that incorporates values of diversity, equity, and inclusion and/or anti-racism and decolonizing principles.	Demonstrates excellence in providing student advising, supervision, and/or mentorship that incorporates values of diversity, equity, and inclusion and/or anti-racism and decolonizing principles.
		Demonstrates competence or strength in mentoring or co-leading bi-directional learning with faculty or professional colleagues.	Demonstrates excellence in mentoring or co-leading bi-directional learning with faculty or professional colleagues.

	Assistant	Associate	Professor
		Attracts undergraduates, graduate students, or postdoctoral fellows in areas of research/scholarly interest and expertise.	Demonstrates successful mentorship of undergraduates, graduate students, or postdoctoral fellows, and evidence of placement into their desired professional positions.
TEACHING EVALUATION AND IMPROVEMENT	Demonstrates competence in classroom and experiential teaching as evidenced by peer and student evaluations.	Demonstrates strength in classroom and experiential teaching as evidenced by peer and student evaluations.	Demonstrates excellence in classroom and experiential teaching as evidenced by peer and student evaluations.
	Incorporates one-time peer and student feedback to improve teaching.	Incorporates peer and student feedback gathered multiple times to improve teaching.	Mentors academic colleagues to incorporate peer and student feedback gathered multiple times to improve teaching.
	Demonstrates competence in didactic and experiential teaching related to integrating diversity, equity, inclusion, and/or anti-racism or decolonizing principles in learning environments.	Demonstrates strength in didactic and experiential teaching related to integrating diversity, equity, inclusion, and/or anti-racism or decolonizing principles in learning environments.	Demonstrates excellence in didactic and experiential teaching related to integrating diversity, equity, inclusion, and/or anti-racism or decolonizing principles in learning environments.
		Receives recognition of teaching excellence through local and regional awards.	Receives recognition of teaching excellence through national and international awards.
		Participates in peer-mentoring of faculty in teaching roles.	Demonstrates leadership in mentoring new faculty in teaching roles.
		Participates in School-wide efforts to enhance teaching effectiveness across programs.	Leads or co-leads School-wide efforts to enhance teaching effectiveness across programs.
			Uses scholarly expertise in dissemination of mentoring strategies across disciplines, and at multiple levels of expertise.

Table 12. Example Activities for Effectiveness in Institutional, Professional, and Community-Based Service⁴

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

⁴ **Note:** Faculty are not required to engage in all activities listed. These are examples that are meant to describe and promote inclusion of all faculty and their contributions within the reappointment, promotion, and tenure processes. Faculty are to refer to the expectations described above in this handbook that are specific to their faculty title to determine what type of activities are required for their role.

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

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

Assistant	Associate	Professor
	Participates in activities of state, national, or international professional organizations.	Leads or co-leads activities of state, national, or international professional organizations.
	Serves on committees, boards, or councils of professional organizations to support diversity, equity, inclusion, and/or anti-racism or decolonizing practices.	Leads committees, boards, or councils of professional organizations to support diversity, equity, inclusion, and/or anti-racism or decolonizing practices.
	Contributes professional services or consults with local and state organizations.	Contributes professional services or consults with national and international organizations.
	Serves on a review panel for federal funding agencies (e.g., NIH, NSF, DOE, USDA, or similar) or other (non-federal) funding agencies and organizations.	Serves on multiple review panels or chairs/co-chairs a review panel for federal funding agencies (e.g., NIH, NSF, DOE, USDA, or similar) or other (non-federal) funding agencies and organizations.
	Significantly or uniquely contributes to a local, state, regional, national, or international advisory council.	Leads or co-leads a local, state, regional, national, or international advisory council.
	Generates new directions in research and/or scholarly activities of professional organizations.	Provides leadership in professional organizations whose primary focus is generating research or scholarship.
	Provides research and/or scholarly consultation to academic/professional colleagues locally and regionally.	Provides research and/or scholarly consultation to academic and/or professional colleagues nationally and internationally.
		Recruits and mentors colleagues to lead professional organizations.
		Serves on research and/or scholarly review committee for national and international organizations.
		Mentors faculty within and beyond the School in the development of successful extramural funded research.
		Receives recognition (awards, honors) for professional and/or community service within the institution and beyond.

Appendix 3—Metrics for Faculty Promotion

This appendix provides information to guide candidates in assessing their readiness for promotion into the associate or full professor rank. The first section provides SPH's current articulation of its minimum expectations. The second section provides recent data on scholarship and mentoring by SPH faculty, based on data extracted from the packages of recently promoted faculty (2019-2022). These performance summaries are intended to demonstrate typical faculty performance. Used in combination with the minimum expectations, this information should help faculty candidates ascertain their readiness for promotion. However it is important to note that these numbers do not reflect the holistic record of the quality of the candidate's work. The candidate's portfolio will be reviewed as a whole to assess effectiveness.

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

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Emphasis on language included in Section 6.3.

Pertinent SPH Minimum Expectations for Promotion to Associate Rank

RESEARCH/SCHOLARSHIP DOMAIN

Minimum Expectations for Effectiveness	Track-Specific Minimum Expectations			
	Tenure Track (TT)	WOT	Research	Teaching
Demonstrates significant contributions to areas of high-quality research and/or scholarship through research and/or scholarly activity compatible with mission and objectives of the department, School, and University.	1. For faculty relying on traditional research publications, at least ten high-quality publications in strong scientific journals with at least five of these publications bearing the name of the candidate as the first/senior/second author, or 2. Faculty whose subdiscipline (e.g., APHP) may have different norms for communication of scholarship should consult their department chair, mentors, and/or Faculty Council representative to discuss alternative minimum criteria. (*Future revisions to the handbook will address examples of minimum expectations in these areas.)	Same as TT	Same as TT	Some evidence of scholarship is required as outlined in other sections of the AAH.*
Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations and/or dissemination activity for areas of research and/or scholarship appropriate to rank.	Evidence of national reputation, such as leading a study section, keynote address at national and/or international conference, etc.	Same as TT	Same as TT	N/A
Demonstrates sustainment of areas of research and/or scholarship, including funding as principal investigator (PI), multiple-PI, or major co-investigator (if PI is not the norm) on one or more competitive government, foundation, or private-sector awards or contracts. Major book contracts will be acceptable in fields where book publishing is the norm.	Success in competing for one or more major outside grants: a. as PI or MPI, or b. as a substantive scientific contributor (documentation of candidate's role required), or c. other comparable substantive success in fundraising for scholarship. (*Future revisions to the AAH should address possible examples for C.)	Same as TT	Same as TT	N/A

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TEACHING DOMAIN

Expectations for Effectiveness	Track-Specific Minimum Expectations			
	Tenure Track (TT)	WOT	Research	Teaching
Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations.	1. This would be a One course per year. Co-instruction is allowed, however, department-specific rules and class size may dictate minimums while co-teaching. 2. Faculty who are primary in the School of Medicine and who wish to count instruction in clinical settings should consult their department chair, mentors, and/or Faculty Council representative to discuss documentation of alternative minimum criteria.	Same as TT or slightly less	N/A	Total instructional effort will <u>vary by appointment and</u> reflect at least 50% of the candidate's FTE.
Demonstrates strength in facilitating student learning <u>through implementation of the elements of effective teaching</u> , as evidenced by peer <u>reviews</u> and student course evaluations, and corresponding improvements to teaching approach and activities, <u>and/or teaching artifacts</u> .	1. Evidence of effectiveness through some combination of peer and student course evaluations, and/or 2. Evidence of effective incorporation of feedback as evidenced by self-assessment, <u>teaching artifacts</u> , and improvement in peer or student course evaluations. 2-3. <u>Optional: evidence of the implementation of the elements of effective teaching evidenced by example teaching material</u>	Same as TT	N/A	Same as TT. <u>Additionally: evidence of the implementation of the elements of effective teaching evidenced by example teaching materials</u>
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;	1. Chaired one completed UW PhD dissertation or two completed UW MS theses, MPH theses, capstone projects, or practica, or 2. Extensive involvement in other training activities which must be documented by the faculty member and chair.	Same as TT	Same as TT	Same as TT <u>or demonstrate mentorship appropriate to the appointment.</u>

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 - Incorporation of the 5 elements of effective teaching
 - Specifying minimum expectations for teaching track faculty

developing the teaching practice of teaching associates through mentoring, post-graduation outcomes/placements; or mentoring and/or advising awards/nominations.				which may include mentoring undergraduate s. graduate student teaching assistants, other faculty, or community partners.
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SERVICE DOMAIN

Expectations for Effectiveness	Track-Specific Minimum Expectations			
	Tenure Track (TT)	WOT	Research	Teaching
Demonstrates sustained engagement in service activities within the UW (e.g., department, School, University), the profession or discipline, and/or the community.	Service on at least: 1. one or more departmental or SPH committees for at least three years, or 2. one or more departmental or SPH committee for at least two years and one or more University-wide committee for at least two years.	Same as TT	Same as TT	Same as TT

Pertinent SPH Minimum Expectations for Promotion into Professor Rank

RESEARCH/SCHOLARSHIP DOMAIN

Expectations for Effectiveness	Track-specific Minimum Expectations			
	Tenure Track (TT)	WOT	Research	Teaching
Demonstrates leadership and excellence over time in areas of high-quality research and/or scholarship through research and/or scholarly activity compatible with mission and objectives of the department, School, and University.	1. For faculty relying on traditional research publications, at least 20 high-quality publications in strong scientific journals with at least ten of these publications bearing the name of the candidate as the first/senior/second author. 2. Faculty whose subdiscipline (e.g., APHP) may have different norms for communication of scholarship should consult their department chair, mentors, and/or Faculty Council representative to discuss alternative minimum criteria.	Same as TT	Same as TT	Some evidence of scholarship is required as outlined in other sections of the AAH.

Expectations for Effectiveness	Tenure Track (TT)	WOT	Research	Teaching
Demonstrates evidence of research/scholarly partnerships or interdisciplinary collaborations, and/or dissemination activity for areas of research and/or scholarship appropriate to rank.	Evidence of national/international reputation, such as leading a study section, keynote address at national and/or international conference, etc.	Same as TT	Same as TT	N/A
Demonstrates sustainment of areas of research and/or scholarship, including funding as principal investigator (PI), multiple-PI, or major co-investigator (if PI is not the norm) on one or more competitive government, foundation, or private-sector awards or contract). Major book contracts will be acceptable in fields where book publishing is the norm.	Record as an independent investigator indicated by success in competing for one or more major outside grants: a. as PI or MPI, or b. success in competing for grants as a substantive scientific contributor (documentation of candidate's role required), or c. other comparable substantive success in fundraising for scholarship. (*Future revisions to the AAH should address possible examples for C.)	Same as TT	Same as TT	N/A

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- Incorporation of the 5 elements of effective teaching
- Specifying minimum expectations for teaching track faculty

TEACHING DOMAIN

Expectations for Effectiveness	Track-specific Minimum Expectations			
	Tenure Track (TT)	WOT	Research	Teaching
Participates in teaching, course and curriculum development, and/or student advising, supervision, or mentoring activities commensurate with or exceeding minimum expectations.	For faculty relying on UW Course teaching: 1. Tenure-track and tenured faculty must demonstrate a consistent record of effective teaching, per UW Executive Order 45 . Ordinarily, this would be one course per year. Co-instruction is allowed, however, department-specific rules and class size may dictate minimums while co-teaching. 2. Faculty who are primary in the School of Medicine and who wish to count instruction in clinical settings should consult their department chair, mentors, and/or Faculty Council representative to discuss documentation of alternative minimum criteria.	Same as TT or slightly less	N/A	Total instructional effort will vary by appointment and reflect at least 50% of the candidate's time.

Expectations for Effectiveness	Tenure Track (TT)	WOT	Research	Teaching
Demonstrates excellence in facilitating student learning <u>through implementation of the elements of effective teaching</u> , as evidenced by peer <u>reviews</u> and student course evaluations and corresponding improvements to teaching approach and activities <u>and/or teaching artifacts</u> .	1. Evidence of effectiveness through some combination of peer and student course evaluations, and/or 2. Evidence of effective incorporation of feedback as evidenced by self-assessment and improvement in peer or student course evaluations.	Same as TT	N/A	Same as TT <u>Additionally: Evidence of the implementation of the elements of effective teaching evidenced by example teaching materials</u>
Demonstrates excellence in student supervision, mentoring, and/or 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; developing the teaching practice of teaching associates through mentoring, post-graduation outcomes/placements; or mentoring and/or advising awards/nominations.	1. Chaired two completed UW PhD dissertation or four completed UW MS theses, MPH theses, capstone projects, or practica, or 2. Extensive involvement in other training activities which must be documented by faculty member and chair. (*Note that future revisions of the AAH should include examples.)* 2.3. <u>Optional: evidence of the implementation of the elements of effective teaching evidenced by example teaching material</u>	Same as TT	Same as TT	Same as TT. <u>Demonstrate mentorship appropriate to the appointment, which may include mentoring undergraduates, graduate student teaching</u>

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				<u>assistants, other faculty, or community partners.</u> <u>Additional</u> <u>V:</u> <u>Evidence of the implementation of the elements of effective teaching evidenced by example teaching materials</u>
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SERVICE DOMAIN

Expectations for Effectiveness	Track-specific M inimum Expectations			
	Tenure Track (TT)	WOT	Research	Teaching
Demonstrates leadership and excellence in service activities within the UW (e.g., department, School, University), the profession or discipline, and/or the community.	Service on at least: 1. one or more departmental or SPH committees for at least three years, or 2. One or more University-wide committee for at least two years, and service for two or more years in some capacity to the broader profession or broader community service.	Same as TT	Same as TT	Same as TT

Recent Data on Scholarship and Mentorship

Used in combination with the minimum expectations, the information below should help faculty candidates ascertain their readiness for promotion. Candidates will not be evaluated by the numbers put forward below. In accordance with the definition of a minimum, the typical promotion candidate’s record will exceed these minimum standards. In other words, meeting the minimum expectations alone is not sufficient to justify promotion. Data included from promotion files are from 2019 through 2022.

NUMBER OF PEER REVIEWED PUBLICATIONS

For WOT/Tenure Tracks Only

Total During Time in Rank

Current Title	Promotion	Average	Median	25th Percentile	75th Percentile	Sample Size
Assistant Professor	to Associate Professor	35.6	31.3	22	43	17
Associate Professor	to Professor	43.8	40	25.9	51.9	23

MENTORING

Theses and/or Dissertations Chaired

Total During Time in Rank

Current Title	Promotion	Average	Median	25th Percentile	75th Percentile	Sample Size
Assistant Professor	to Associate Professor	6.4	6	4	8	20
Associate Professor	to Professor	12.6	11	6	15	31

Appendix 4—Case Study Scenarios to Demonstrate Assessment of Criteria

The case scenarios below are intended to demonstrate how candidates can present their scholarly work, given the variations in discipline and expansion of products to include based on the revisions of this handbook. These scenarios provide narrative guidance for successful promotion cases based on prior promotion examples. More case study scenarios will be added over time.

In all individual faculty candidate reviews, the evidence requires the candidate to demonstrate the four criteria: productivity, quality, impact, and sustainability (see Section 6.2 above).

The tables provided below for each scenario are intended to be illustrative and highlight the key activities that the faculty candidate demonstrated in their promotion package.

Two columns are included in the tables, one for what to include in the self-assessment, and a second column to identify what to include in the CV (plus any additional materials that could be added to the promotion package). The focus of cases is on scholarship/research because required documentation for teaching and service remains the same as in prior years (and prior versions of this handbook). The tables in each case also link to the activity tables from Appendix 2.

Research/Scholarship

Following are four scenarios for research/scholarship. These are intended to provide guidance for the types of evidence needed for a successful promotion among faculty pursuing the varied career pathways that the SPH seeks to support.

Faculty candidates must also provide evidence, not detailed here, for teaching and service effectiveness. Candidates should review Section 11 above for further guidance on what must be included as part of their promotion [packetcase](#).

RESEARCH/SCHOLARSHIP SCENARIO 1: APHP FOCUS

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

The candidate determines that four of 13 cells from the "Associate" column of the *Example Activities for Research and Scholarship Effectiveness* table (Appendix 2), in the Academic Public Health Practice category capture their efforts. Faculty giving substantial weight to APHP activities in the promotion review process are expected to have clearly established goals; strong evidence of productivity, impact, rigor, and dissemination with regard to activities; and a positive trajectory of coherent activities suggesting a strong commitment to APHP.

Regardless of the specific activities undertaken, the portfolio of APHP activities should be of high quality, and demonstrate the following features outlined in this revised handbook:

- Scientific rigor
- Positive impact on the target community, population, or organization
- Effective dissemination
- Leadership

The quantity of documented APHP activities expected for promotion depends upon the anticipated weight being given to these activities in the candidate's review. A clear trajectory of increasing impact that includes plans for future years should be explained in the self-assessment and highlighted in the SPH CV. The candidate should work in close collaboration with their HSPOP mentor, and their departmental faculty development leader (with knowledge of the chair), to confirm that the work will be sufficient and substantial enough for promotion, and that the promotion package includes the proper documentation for the work.

The candidate decided to focus on the following cells from the APHP category:
(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2
Associate column of the *Example*
Activities for Research and Scholarship
Effectiveness, APHP category:

	Candidate's Self-Assessment	CV and Scholarship Products
Leads technical assistance efforts for community, public health, or health care entities at the local or regional level to optimize their health promotion and disease prevention efforts.	A detailed explanation of the candidate's engagement with the project, describing their leadership, technical assistance, organizational support role, method and findings, and their role in dissemination and policy change.	In addition to refereed publications, also include technical reports, policy reports, and other non-refereed materials.
Provides analysis or content expertise for the development of health policies at the local or regional level.		Under Funding History, include Public Health—Seattle and King County funding of SHB project.
Facilitates cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.	Highlight evidence of policy change, as well as public health and community impact of the project on vaccine education in the community and attitudes toward vaccine hesitancy.	Under Public Health Practice Activities, provide “thematic area” short descriptions that describe in detail the development of the projects with the SHB, significant products, leadership, and impact of work.
Develops programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.	A detailed description of the candidate's sustained trajectory for future related projects; evidence for new funding obtained or pursued with community partners.	Under Professionally-Related Community Service, describe history of the projects with the SHB and other community health boards, using the CV format. Example scholarship products to include in the packet case : ▪ Co-facilitated community partner engagement meeting: letter from community partner documenting candidate's role, agendas/participants from community engagement meetings, slides. ▪ Scan of published policy report. ▪ Scan of paper on findings in practice journal.

RESEARCH/SCHOLARSHIP SCENARIO 2: RESEARCH AND APHP FOCUS

An assistant professor WOT in the Department of Global Health (DGH) is combining activities in APHP with a research focus on peer-reviewed publications and NIH Grants. This faculty member works on projects in Mozambique and has developed relationships with their National Institute of Health (INS in Portuguese), the research arm of the Ministry of Health. The candidate has been successful in securing major funding from The Doris Duke Charitable Foundation (DDCF) Africa Health Initiative to support development and research training for an INS regional research center in the central city of Beira called CIOB. This support work includes developing short courses on implementation science, research design, and data analysis in health system strengthening research. The faculty member has also successfully obtained and completed an NICHD R01 that funded a pilot intervention to improve HIV-exposed infant follow-up in the primary health system in Sofala Province, and has submitted a follow-on R01 proposal that has received a very strong score. The candidate seeks promotion to associate professor WOT in the DGH.

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

The candidate decided to focus on the following cells from the APHP category:
(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2 Associate column of the Example Activities for Research and Scholarship Effectiveness, APHP category:

	Candidate's Self-Assessment	CV and Scholarship Products
Provides scholarly inquiry consultation for community (e.g., community-based organizations or groups) or practice partners (e.g., government, healthcare, or other institutional entities).	A detailed explanation of their engagement with the INS and CIOB which describes their leadership, technical assistance, organizational support role, method and findings, and role in capacity building.	Refereed publications Technical reports policy reports
Provides consultation in the evaluation of large-scale public health hazards.		Under Funding History, include DDCF funding of the CIOB project.
Leads technical assistance efforts for community, public health, or health care entities at the local or regional level to optimize their health, well-being, and disease-prevention efforts.	Detailed description of the sustained trajectory for future projects that builds on this DDCF project, and the evidence for new funding obtained, or is being pursued in collaboration with the INS and CIOB.	Under Public Health Practice Activities, provide "thematic area" descriptions.
Facilitates partnership in the design, implementation, and/or evaluation of training or mentoring for community and practice colleagues or groups at the local or regional level.		Under Professionally Related Community Service, describe history of the projects with the CIOB and INS.
Provides analysis or content expertise for the development of health policies at the local or regional level.	Evidence of substantial capacity building outcomes, including new projects developed and led by mentees, grants submitted, and papers published by local scientists they mentored.	Example scholarship products to include in the packet case:
Facilitates cross-sectoral partnerships and integration of diverse forms of knowledge in scholarly activities.		▪ The DDCF project training materials developed. ▪ List and copies of presentations. ▪ Published reports for the DDCF project.
Develops programmatic or organizational linkages among community, public health, or health care entities for the purpose of addressing a health-related problem or policy.		

The candidate also chose the following cells from the Research category:
(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2 Associate column of the <i>Example Activities for Research and Scholarship Effectiveness, Research category:</i>	Candidate's Self-Assessment	CV and Scholarship Products
Leads, co-leads, or uniquely contributes to research teams in focused area of study.	A detailed explanation of the NICHD R01, development of the research team in collaboration with local scientists from the CIOB, outcomes of the study, explanation for how findings will be used locally, plans for follow-on research funding.	Refereed publications Technical reports Policy reports
Contributes to development of knowledge systems to advance population health research.		
Contributes to advancement of rigorous scientific methods within their discipline.		
Sustains interdisciplinary and/or cross-sectoral partnerships in focused areas of research.		
Develops or sustains pathways for diverse modes of generating knowledge for and with communities (e.g., community-based communities or groups) and practice-partners (e.g., government, healthcare, or other institutional entities).		
Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.	Detailed description of the sustained trajectory for future projects.	Under Funding History, include R01 description.
	Identification and discussion of articles with Mozambican first authors and explanation of mentorship role in supporting local authorship.	Example scholarship products to include in the <u>packet</u> case: Scans of refereed articles with Mozambique lead authors.

The candidate further chose the following cells from the Dissemination and Impact category:

(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2 Associate column of the Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact category:

	Candidate's Self-Assessment	CV and Scholarship Products
Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).	A detailed explanation of the NICHD R01, development of the research team in collaboration with local scientists from the CIOB, outcomes of the study, explanation for how findings will be used locally, plans for follow-on research funding.	In addition to any refereed publications, also include technical reports, policy reports and other non-refereed proceedings or materials in section 7d of the CV.
Independently or collaboratively disseminates findings from research and/or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets, while including mentorship of others (students, community members, or practice partners).	Detailed description of collaborative dissemination plan, conferences/symposia attended, papers presented; description of community venues and presentations.	In Section 9 of the CV (Funding History), include R01 description and new funding submissions.
Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.		Scholarship products: List and discuss refereed articles with Mozambique lead authors that describes the context and extent of the mentor role.
Receives recognition and honors for research and/or scholarly competence in the field or area of scholarly work.	Identification and discussion of articles with Mozambican first authors and explanation of their mentorship role in supporting local authorship.	
Advances theory and knowledge development by participating in conferences, symposia, or serving as guest editor for special issues in scholarly journals.		

RESEARCH/SCHOLARSHIP SCENARIO 3: RESEARCH AND PUBLISHING FOCUS

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

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

The candidate chose the following cells from the Research category:
(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2 Associate column of the Example Activities for Research and Scholarship Effectiveness, Research category:

	Candidate's Self-Assessment	CV and Scholarship Products
Leads, co-leads, or uniquely contributes to research teams in focused area of study.	Detailed explanation of their R01, development of their research team in collaboration with local public health authorities, outcomes of the study, explanation for how findings will be used locally, and plans for follow-on research funding.	Refereed publications
Contributes to development of knowledge systems to advance population health research.		Under Funding History, include R01 description and new funding submissions.
Contributes to advancement of rigorous scientific methods within their discipline.	Description of peer-reviewed articles in high-quality journals.	Example scholarship products to include in the packet case:
Sustains interdisciplinary and/or cross-sectoral partnerships in focused areas of research.		▪ List and scans of refereed articles with URM lead authors
Develops or sustains pathways for diverse modes of generating knowledge for and with communities (e.g., community-based organization or groups) and practice-partners (e.g., government, healthcare, or other institutional entities).		▪ List (table of contents) that describes the context and extent of the mentor role.
Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.	Discussion of their mentorship of other URM lead authors for peer-reviewed articles stemming from their R01 research.	

The candidate also chose the following cells from the Dissemination and Impact category:

(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2 Associate column of the Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact category:

	Candidate’s Self-Assessment	CV and Scholarship Products
Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).	A detailed explanation of their R01, development of the research team in collaboration with local scientists, outcomes of the study, explanation for how findings will be used locally, plans for follow-on research funding.	In addition to any refereed publications, also include technical reports, policy reports and other non-refereed proceedings or materials in section 7d of the CV.
Independently or collaboratively disseminates findings from research and/or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets, while including mentorship of others (students, community members, or practice partners).	Detailed description of collaborative dissemination plan, conferences/symposia attended, papers presented; description of community venues and presentations.	Under Funding History, include R01 description and new funding submissions.
Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.		Example scholarship products to include in the packetcase : List and discuss the refereed articles with Mozambique lead authors that describes the context and extent of the mentor role.
Receives recognition and honors for research and/or scholarly competence in the field or area of scholarly work.	Discussion of their mentorship of other URM lead authors for peer-reviewed articles stemming from their R01 research.	
Advances theory and knowledge development by participating in conferences, symposia, or serving as guest editor for special issues in scholarly journals.		

RESEARCH/SCHOLARSHIP SCENARIO 4: EDUCATIONAL SCHOLARSHIP FOCUS

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

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

As an assistant professor, the candidate has been able to pilot test these interventions in UW classrooms. This was done through controlled experimental designs that allow a rigorous measurement of impact on learning outcomes related to challenging epidemiological training. The faculty member has been able to assemble a research team of PhD and post-doctoral students, most of whom are URM. The team has managed to publish a number of articles in peer-reviewed journals that describe their approaches and report findings from their controlled trials. The work has now received national attention, and the faculty member has made numerous presentations at national conferences in both epidemiology and education. The post-doctorate and PhD students have been mentored and supported by the faculty member to produce first-authored peer-reviewed publications and lead conference presentations. The faculty member has secured major new funding to scale-up the teaching approaches in five Schools of Public Health to measure and compare learning outcomes, with a focus on URM students, and track student decisions to pursue careers in epidemiology. The candidate worked with colleagues to get a methods paper published early, in the first year of the project.

The candidate chose the following cells from the Educational Scholarship category:
(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

**Applicable cells from the Appendix 2 Associate column of the
Example Activities for Research and Scholarship Effectiveness,
Educational Scholarship category:**

	Candidate's Self-Assessment	CV and Scholarship Products
Contributes to development of new knowledge/pedagogy in teaching and/or mentoring and delivery of educational offerings.	A detailed explanation of their grants, focus on pedagogy, development of their research team, explanation for how findings will be used locally, plans for follow-on research funding.	Refereed publications
Generates research findings and multiple forms of relevant evidence to advance teaching and/or mentoring activities.		Newspaper contribution (other non-refereed materials)
Participates in planning and/or conducting of scholarly activities related to teaching and/or mentorship.	Discussion of mentorship of other URM lead authors for peer-reviewed articles stemming from the funded research.	Under Funding History, include descriptions of new funding
Demonstrates application of research evidence on teaching and/or mentorship through publications, presentations, or other scholarly works.		Example scholarship products to include in the packetcase :
Contributes to advancing knowledge related to diversity, equity, inclusion, sovereignty, and/or anti-racism in a specialty area of teaching and/or mentorship.	A detailed description of the candidate's sustained trajectory for future related projects; description of new funding obtained.	List and scan of refereed articles with URM lead authors that describes the context and extent of the mentor role.
Creates new instructional methods for facilitating inclusive excellence in course materials and learning environments.		
Creates new methods for evaluation of effectiveness of effectiveness of educational programs.		
Makes national and international presentations related to teaching and/or mentorship.		
Participates in the acquisition of funding for teaching and/or mentoring and curricular programs (e.g., grants, UW CEU programs).		
Evaluates research findings for application in teaching and/or mentorship.		

The candidate also chose the following cells from the Dissemination and Impact category:

(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2 Associate column of the Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact category:

	Candidate's Self-Assessment	CV and Scholarship Products
Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).	Provided a detailed explanation of their grants, development of their research team, explanation for how findings will be used locally, and plans for follow-on research funding.	In addition to any refereed publications, also include technical reports, policy reports and other non-refereed proceedings or materials in section 7d of the CV.
Independently or collaboratively disseminates findings from research and/or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets, while including mentorship of others (students, community members, or practice partners)	Detailed description of collaborative dissemination plan, conferences/symposia attended, papers presented; description of community venues and presentations.	Under Funding History, include description of new funding submissions.
Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.		Example scholarship products to include in the packetcase : List and discuss the refereed articles with URM lead authors that describes the context and extent of the mentor role.
Receives recognition and honors for research/scholarly competence in the field or area of scholarly work.	Discussion of their mentorship of other URM lead authors for peer-reviewed articles stemming from their research.	
Advances theory and knowledge development by participating in conferences, symposia, or serving as guest editor for special issues in scholarly journals.		

Research Professors

RESEARCH SCENARIO 1

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

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

The candidate focused on the following cells from the Research category:
(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2 Associate column of the Example Activities for Research and Scholarship Effectiveness, Research category:

	Candidate's Self-Assessment	CV and Scholarship Products
Leads, co-leads, or uniquely contributes to research teams in focused area of study.	Detailed description of their grants, development of the research team, explanation for how findings will be used locally in Zimbabwe, plans for follow-on research funding.	Refereed publications Technical reports Policy reports
Contributes to development of knowledge systems to advance population health research.		
Contributes to advancement of rigorous scientific methods within their discipline.	Description of peer-reviewed articles in high quality journals.	Under Funding History, include R01 description and the EU funding, plus new submissions.
Sustains interdisciplinary and/or cross-sectoral partnerships in focused areas of research.	Discussion of the mentorship of Zimbabwean lead authors for peer-reviewed articles stemming from the funded research.	Example scholarship products to include in the packetcase : List and scan refereed articles with Zimbabwean lead authors that describes the context and extent of the mentor role.
Develops or sustains pathways for diverse modes of generating knowledge for and with communities (e.g., community-based organizations or groups) and practice-partners (e.g., government, healthcare, or other institutional entities).		
Contributes to advancing knowledge with respect to diversity, equity, inclusion, and/or anti-racism or decolonizing principles in population health science and research.		

The candidate also chose to include cells from the Dissemination and Impact category:

(Appendix 2, within Table 10. Example Activities for Research and Scholarship Effectiveness)

Applicable cells from the Appendix 2 Associate column of the Example Activities for Research and Scholarship Effectiveness, Dissemination and Impact category:

	Candidate's Self-Assessment	CV and Scholarship Products
Demonstrates national recognition for knowledge dissemination, independently or collaboratively, through data-based and peer-reviewed publication of written work, while including mentorship of others (students, community members, practice-partners).	A detailed explanation of their grants, development of their research team, explanation for how findings will be used locally in Zimbabwe, plans for follow-on research funding.	In addition to any refereed publications, also include technical reports, policy reports and other non-refereed proceedings or materials in section 7d of the CV.
Independently or collaboratively disseminates findings from research and/or scholarly activities in local, state, regional, national, or international professional, practice, and/or community venues, platforms, or other dissemination outlets, while including mentorship of others (students, community members, or practice partners).	Detailed description of collaborative dissemination plan, conferences/symposia attended, papers presented; description of community venues and presentations.	Under Funding History, include description of new funding submissions.
Leads professional publications and/or presentations that disseminate findings related to diversity, equity, inclusion, and/or anti-racism or sovereignty.		Scholarship products: List and discuss the refereed articles with Zimbabwe lead authors that describes the context and extent of the mentor role.
Receives recognition and honors for research and/or scholarly competence in the field or area of scholarly work.	Discussion of their mentorship of Zimbabwean lead authors for peer-reviewed articles stemming from their research.	
Advances theory and knowledge development by participating in conferences, symposia, or serving as guest editor for special issues in scholarly journals.		

Teaching Professors

TEACHING SCENARIO 1

Note: This candidate was promoted before the formal adoption of the five elements of effective teaching and did not present their case to address each point by name, but they addressed each of these elements in their work. For clarity, ways this candidate's work aligns with the elements of effective teaching have been noted in the text and table below.

Commented [AL106]: Justification: This scenario has been updated to incorporate the 5 elements of effective teaching.

An assistant teaching professor who has a primary appointment in the Health Systems and Population Health Department (HSPOP) teaches undergraduate and graduate courses and is preparing for promotion to associate teaching professor after three to four years of teaching at 100 percent FTE. They have taught in both solo instructor and co-instructor models. They use didactic and active learning methods in the classroom, including class discussions, “paper and pen” in-class assignments, presentations, as well as digital teaching methods (PollEv, etc), as appropriate for their style of teaching and content taught. (shows active and engaged teaching)

When they began their appointment, they met the qualifications of the job description and spent the first year learning the new courses and focusing on how to develop their teaching skills. At this stage in their teaching practice, they are able to:

- Iterate on previous teaching methods via thoughtful consideration during the course design and revision process, including revising lectures and assignments, clarifying alignment between teaching goals and evaluation/grading methods, utilizing a variety of media that are written by a wide range of diverse scholars, etc. (aligned, inclusive and equitable, relevant)
- Engage in reflective teaching practices via feedback from students, colleagues, and themselves
- Demonstrate a commitment to inclusive teaching by creating practices that create a safer environment for students to experiment with their learning, which includes, but is not limited to, the practice of cultural humility in regards to diversity of identities, lived experiences, and philosophical positions on issues. (active and engaged, inclusive and equitable)

It is evident in their work that they have attempted to, and continue to, experiment with creating learning experiences that foster deep reflection and critical inquiry in course topics (active and engaged). The faculty member mentors fellow colleagues in teaching methods and/or teaching specific content areas. They are also training teaching assistants in how to teach and provide support as needed (growth-oriented, relevant). This faculty member mentors students, writes letters of recommendation, and serves in a range of advisory roles for thesis, practicum, internships, capstone, and honors projects.

In terms of scholarship, this faculty member has developed their “scholarly identity” within their service, types of courses taught, and practice endeavors. For example, this faculty member comes from a qualitative research background and has incorporated this content in their courses when applicable, and has written on the topic in various venues. In addition, they worked with a community partner to develop a program evaluation that includes qualitative methods, and they have taught community partners how to engage in this work, which is evidence of extending the educational mission/reach of the University. One community partner had a paper published in an indigenous health newsletter on qualitative work conducted with the assistance of the faculty member. They have also presented annually at a state public health conference with colleagues and students on teaching methods and/or other research or public health practice areas. This faculty member also coaches other instructors via program level workshops, co-developing effective teaching strategies, and curriculum design that best communicates the concepts being taught. Their service commitments include participating in the department curriculum committees and diversity committee.

The candidate chose the following cells from the Classroom Teaching category:

(Appendix 2, within Table 11. Example Activities for Teaching Effectiveness)

Applicable cells from the Appendix 2 Associate column of the Example Activities for Teaching Effectiveness, Classroom Teaching category:

	Candidate's Self-Assessment	CV and Scholarship Products
Partners with learners to develop or refine evidenced and effective teaching strategies. <u>(inclusive and equitable)</u>	- A detailed explanation of their courses, teaching methods and iteration over time and the results, accompanied by a graph of scores from student teaching evaluations that evidence improvement over time. - Detailed description of how peer evaluations have been used to improve teaching practice (teaching). - A description of their curricular and scholarly leadership as evidenced by serving on curricular committees, boards, or work teams (strategic planning, course development groups, etc) (scholarship and educational leadership). - Discussion of mentorship of students and colleagues and outcomes (practica, capstone, entrance into graduate school) of that mentorship (mentorship and service).	CV; Self-Assessment:
Designs and implements innovative, collaborative, or interdisciplinary teaching approaches. <u>(relevant)</u>		- Discussion of training community partners. - Supporting program evaluation efforts. - Explanation of service activities that contribute to the department and/or School's mission. - Discussion of conference presentations that evidence one's scholarly identity.
Partners with learners to develop or refine evidenced, effective, or innovative strategies to create a class environment that is culturally sensitive to diversity of identities, lived experiences, and philosophical positions on issues. <u>(active and engaged, inclusive and equitable)</u>		
Demonstrates strength in fostering critical and constructive discourse. <u>(active and engaged)</u>		
Co-designs the method of course facilitation, organization, or instruction. <u>(aligned)</u>		
Significantly or uniquely contributes to the development and use of effective strategies for teaching, curriculum design, and fostering inclusive course climate that incorporate diversity, equity, and inclusion and/or anti-racism and decolonizing principles in research, teaching, and practice. <u>(inclusive and equitable)</u>		Example scholarly products to include in the packet <u>case</u> :
Engages and mentors students (e.g., teaching assistants) in gaining experience with teaching. <u>(growth-oriented)</u>		- Community partner publication where candidate was a co-author. - Workshop agenda, participants, and slides. - Conference presentation slides.
Engages in some level of mentorship in teaching roles within the department or School. <u>(growth-oriented)</u>		

Appendix 5— Incorporating the “5 elements of effective teaching” and ‘4 criteria for reviewers to consider’ into promotion packetcase materials Faculty Development Program

Beginning in the 2022-2023 academic year, the SPH Office of the Dean began hosting a faculty development program (FDP) to complement the department-level support offered to new faculty. The goal of the SPH FDP is to provide a robust and sustainable anti-racist faculty development program where faculty are supported in their research and teaching activities, and also as human beings in an academic system where new faculty can thrive and grow in their careers. The Office of the Dean formed a steering committee to support and inform this program as well.

The SPH FDP is intended to take a holistic approach to supporting new faculty, operating at individual, interpersonal, and structural levels. It is organized into sessions, where each session serves to uncover the ‘Hidden Curriculum’ for faculty (Hafler et al., 2011). The SPH FDP is based on the assumption that many policies and procedures within academia are often unclear and not transparent.

There are several components to the SPH FDP, as noted below:

New Faculty Orientation (NFO)

Each year, during autumn quarter, the SPH Office of the Dean (OD) holds an orientation for new faculty. The orientation is structured such that OD leadership discuss the services they offer to faculty in the School; there is an open dialogue where new faculty express their anticipated needs; the faculty development program sessions are introduced; and, the new faculty take the indigenous walking tour of campus in small groups.

Monthly Faculty Development Program Meetings

The vice dean for faculty and the FDP steering committee hold monthly sessions for assistant professors, under the themes of uncovering the hidden curriculum for faculty, inclusive classroom teaching, surviving soft money, and community engagement/public health practice. Example topics include handling microaggressions in the classroom and the SPH budget 101 (understanding how money flows from the University to the School, and to its departments). Any SPH faculty member may attend. These sessions are optional.

Annual Promotion Workshop for Assistant and Associate Professors

These workshops are designed for faculty who are considering promotion and assembling promotion packets in the next one to two years. The workshop is facilitated by the vice dean for faculty, SPH AHR staff, and the chair of the SPH Faculty Council.

Commented [KL107]: Justification for this change: Appendix 5 in the AAH includes dated offerings re: faculty development efforts and faculty newsletter. These have been modified and change regularly. We send updated faculty development workshops and offerings via email/calendar holds with regularity. This is a more effective way to share out these opportunities than in the handbook. We therefore propose removing this Appendix from the AAH.

Commented [KL107R2]: Appendix 5 is now being repurposed for the new table

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Mentoring of Mentors (MTM) Program

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

Faculty Newsletter

The vice dean for faculty [Associate Dean for Faculty](#) provides a bi-monthly newsletter that collates research and teaching-specific support offerings for new faculty, whether hosted by the OD or departments.

SPH Faculty of Color Affinity Group

In addition to these programs, the SPH Office of the Dean support a quarterly faculty of color affinity group led by the SPH assistant dean of equity, diversity, and inclusion and the vice dean for faculty [Associate Dean for Faculty](#). This is a safe space for faculty of color to obtain peer support from bias incidents that are experienced, networking opportunities for scholarship, and guidance on hidden curriculum.

<u>Promotion packetcase document</u> Suggested Content	Potential content alignment with the '5 elements of effective teaching' *	Content alignment with the '4 criteria for reviewers to consider' **
<u>Self-assessment</u>		
Demonstrate a thoughtful course development and/or course revision process	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
Document breadth in teaching activities, including classroom teaching and mentoring or depth of instruction in a specific area.	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
Discuss implementation of the elements of effective teaching in teaching activities. (See below for	<u>Aligned</u> <u>Inclusive and equitable</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u>

<u>examples)</u>	<u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Sustainability</u>
Articulate thoughtful engagement with external reviews (<u>Peer & Student Evaluations</u>)	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Optional course syllabi and teaching materials</u>		
<u>Clear and organized course syllabi with appropriate and well-aligned goals, objectives, competencies, deliverables, and grading metrics</u>	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Course syllabi or teaching materials that provide opportunities provided for students learners to iterate a concept or technique to develop competence</u>	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Course syllabi or teaching materials that provide opportunities provided for learners to critically engage with course material and each other</u>	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Syllabi or other documentation of cCourse materials are written by a wide range of diverse scholars</u>	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Documentation of successful mentoring/advising of undergraduate and/or graduate students, other teaching personnel, or community partners (may be discussed in self-relectionassessment and documented through optional artifcats), including (but not limited to):</u>		
<u>Mentoring plans</u>	<u>Aligned</u> <u>Inclusive and</u>	<u>Productivity</u> <u>Quality</u>

	<u>equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Impact</u> <u>Sustainability</u>
<u>Mentee feedback, such as letters from former academic mentees or a partner organization</u>	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Mentee publications or presentations***</u>	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Optional teaching or mentoring awards or other recognitions that highlight high-quality instruction</u>		<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Peer course reviews</u>	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>
<u>Engagement with student course evaluations</u>	<u>Aligned</u> <u>Inclusive and equitable</u> <u>Active and engaged</u> <u>Growth-oriented</u> <u>Relevant</u>	<u>Productivity</u> <u>Quality</u> <u>Impact</u> <u>Sustainability</u>

* Faculty Code: Section 24-32 C Scholarly and Professional Qualifications of Faculty Members and Faculty Code 2025 updated language on effective teaching

** SPH AAH “four criteria for reappointment and promotion” (section 6.8)

*** May be included as scholarship.

Appendix 6—Documentation Revision Tracking

SPH Academic Affairs Handbook

Change Date	Details	Page Number(s)	Faculty Vote
3/1/22	<i>Document Revisions:</i> - Addressed handbook description: who revises it, under what authority. - Retired the “regular” faculty term for professorial tracks. - Added “Academic Expectations”. - Harmonized qualifications across the three professorial tracks; revised qualifications for non-professorial positions. - Added Qualifications for Appointments Requiring Reappointment section. - Combined/simplified “Faculty Recruitment and Appointment Process”; clarified section that addresses decision-making. - Provided succinct and generalizable summary for promotion expectations. - Included evidence of sustained scholarly quality, productivity, and impact for all tracks. - Harmonized language for sections addressing teaching, research, and academic public health practice scholarship. - Aligned language throughout with the UW FCG.	All	Approved by SPH voting faculty, February 2022
4/20/22	<i>Document Revisions:</i> - Updated Section 10: Contents of Promotion Packet<i>Case</i> 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
8/30/24	<i>Document Revisions:</i> Complete overhaul and restructure of the AAH, including to: - Add inclusivity and diversity to reflect the diversity of scholarly activities performed by SPH faculty. - Support faculty through the promotion and tenure review process. - Expand the types of scholarly activities that count toward promotion and tenure cases. - Change how scholarly activities are evaluated. - Incorporate principles of diversity, equity, inclusion, justice, and anti-racism at SPH. - Add references, glossary, acronyms, example activity tables, and case study scenarios.	All	Approved by SPH voting faculty, June 2024
1/26/25	<i>Document Revisions:</i> Made clarifying edits to address inconsistencies resulting from document revisions on 8/30/24	42, 43, 109	N/A

12/19/25	Document Revisions: Made edits to change the required number of external letters from 4 to 3, to make the SPH policies mirror those of the UW, updated throughout to change Office of Academic Personnel (OAP) to Office of Academic Personnel & Faculty (APF) and updated hyperlinks	13, 14, 32, 69, 91, 119	Approved by FC, December 2025
6/9/26	Document Revisions: <u>Edits in response to the UW Provost's October 2025 Charge to Review and Update Promotion and Tenure Guidelines</u> <u>Edits to clarify promotion guidelines for teaching faculty</u> <u>Edits to align our guidelines with current university policies</u> <u>Miscellaneous edits and corrections</u>	Various	Approved by SPH voting faculty, June 2026

SPH Bylaws

Change Date	Details	Page Number(s)	Faculty Vote
6/20/24	<i>Document Revisions:</i> ▪ The UW Secretary of the Faculty recommended changing the order of the sections and renaming others. ▪ They also recommended not copying and pasting language from the FCG, and, instead, providing links to the pertinent sections of the FCG. ▪ Language was updated to include teaching faculty so that SPH is consistent with the FCG. ▪ The term of the interdepartmental program representative to the Faculty Council was extended to two years. ▪ Faculty Council membership was also updated to add an 'at-large faculty representative' with a two-year term.	All	Approved by SPH voting faculty, June 2024
7/1/24	<i>Article Interpretation:</i> At the monthly Faculty Council meeting, the interpretation of Article IX was discussed. The language states that: <i>The Bylaws may be amended by electronic ballot by two-thirds of the voting faculty.</i> This text is ambiguous. The FC chair consulted the Secretary of the Faculty regarding interpretation and was referred to the Roberts Rules of Order. The FC chair also contacted faculty member Mike Yost (who was an author of the original SPH Faculty Bylaws) and concluded that the 'two-thirds' under Article IX means two-thirds of voting faculty must approve, regardless of how many vote. Faculty Council affirmed this interpretation and requested that there be documentation of this decision established for the future which this document now provides.	9	N/A