

**CRITERIA AND EXEMPLARS FOR APPOINTMENT,
REAPPOINTMENT, PROMOTION, AND TENURE OF PROFESSORIAL TRACKS**

Approved September 2012, October 2017, November 2019, December 9, 2020; November 1, 2021 last revised June 2023

NOTE: These *Criteria and Exemplars* shall be in effect for all candidate actions that are formally initiated on or after June 2023

INTRODUCTION

Decisions concerning appointment, reappointment, promotion, and tenure of the University of Washington faculty are based on three criteria: scholarship and research effectiveness, teaching effectiveness, and effectiveness in professional and community service. This document amplifies the Faculty Code and Governance (<http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>), providing a variety of possible ways the criteria can be met. The exemplars listed for each criterion are examples only and do not designate a minimum or maximum standard for appointment or promotion at any rank. Exemplars of criteria for each particular rank include lower rank exemplars, and some exemplars used to support criteria may also be drawn from exemplars at a higher rank. This document serves as a guide to individual faculty for self-evaluation, for departmental action and school APT committee action, and for external reviewers.

Scholarship and commitment to academia and the discipline are inherent in all three criteria. Scholarship is described in the *Faculty Code and Governance* (Section 24-32) as the “essence of effective teaching and research.” Examples within this document related to scholarship have been integrated into all three criteria.

Diversity of Faculty Preparation

In addition to the criteria concerning qualifications of the individual candidate, review of candidates for new appointment and for promotion and tenure must take into account the present and projected curricular and research programs of the School of Nursing and the department of primary appointment. Diversity in the graduate preparation of faculty and complementarity of the candidate’s qualifications with those of current faculty must be taken into account. The School of Nursing prioritizes diversity of experience and preparation, which lends to supporting diverse, inclusive, and an expansive environment of research and teaching scholarship and contributions within this academic community.

Professorial Faculty Tracks

Descriptions of ranks and qualifications for appointment, reappointment, and tenure are specified in Section 24-34 of the Faculty Code.

Tenure-Track Professorial Titles. Candidates whose titles are designated Assistant Professor, Associate Professor, or Professor should be evaluated based on the criteria and exemplars (i.e., scholarship and research effectiveness, teaching effectiveness, and effectiveness in professional and community service) corresponding to the particular professorial title and rank.

Research Professorial Titles. Candidates whose titles are designated Research Assistant Professor, Research Associate Professor, and Research Professor should be evaluated based on the criteria and exemplars corresponding to their particular rank with emphasis on research scholarship and research effectiveness. Research faculty engage in some service activities and may participate in the regular instructional program but are not required to do so, except insofar as required by their funding source. Research faculty are eligible for appointment to the graduate faculty, are expected to take active roles in generating research funding and are eligible to act as principal investigators for grants and contracts. Tenure is not acquired under research appointments.

Teaching Professorial Titles. Candidates whose titles are designated Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor should be evaluated based on the criteria and exemplars corresponding to their particular rank with emphasis on teaching scholarship and teaching effectiveness. While teaching professorial faculty may choose to demonstrate their scholarship through publication, such publication shall not be required. Teaching professorial faculty engage in some service activities and may participate in research but are not required to do so. Teaching professorial faculty are eligible for appointment to the graduate faculty and are eligible to act as principal investigators for grants and contracts. Tenure is not acquired under teaching appointments.

Other Non-Tenure-Eligible Professorial Titles. Candidates whose titles are designated Without Tenure (WOT) By Reason of Funding, Affiliate, Adjunct, Joint, or Acting should be evaluated based on the criteria and exemplars corresponding to the particular professorial rank. (i.e., scholarship and research effectiveness, teaching effectiveness, and effectiveness in professional and community service).

Diversity, Equity, and Inclusion

The Diversity Committee, in collaboration with the APT committee include reference to the American Association of Colleges of Nursing Statement on Diversity, Equity, and Inclusion in Academic Nursing (2017) in this preface to the School of Nursing APT Criteria.

The AACN Position Statement includes the following definitions:

Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; physical, functional, and learning abilities; religious beliefs; and socioeconomic status.

Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. Equity is interrelated with diversity and inclusion.

Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes or prejudices (Cooper, 2016).

Cooper, C. L. (2016). *The Blackwell Encyclopedia of Management*. Blackwell Publishing, Blackwell Reference Online. Accessed at

http://www.blackwellreference.com/public/book.html?id=g9780631233176_9780631233176

Kranich, N. (2001). *Libraries and Democracy*, Chicago, IL: American Library Association, 2001: 15-27.

Community-engaged scholarship

Community can be defined as people within a geographic location, patients seeking care for a condition, people seeking care at an institution, students, disciplines or professions, people within demographic categories such as age, race, ethnicity, sexual orientation, religious affiliation, military status. Community/researcher co-designed research questions and co-ownership of research projects is also known as community-based participatory research. Level definitions – a) Engagement: researchers share information and knowledge about research with participants and the public; b) Participation: The activity of study participants taking part in research studies; c) involvement: the highest level of contact, where participants, members of affected communities or of the general public are actively involved in shaping research projects from design to dissemination, including as co-researchers.

Franck LS, McLemore MR, Cooper N, et al. A Novel Method for Involving Women of Color at High Risk for Preterm Birth in Research Priority Setting. *J Vis Exp.* 2018(131). National Institute for Health and Care Research. [UK Standards for Public Involvement 2019](#)

CRITERIA AND EXEMPLARS: PROFESSORIAL RANKS

SCHOLARSHIP AND RESEARCH EFFECTIVENESS		
Scholarship and research effectiveness encompass multiple paradigms and methodologies. Systematic inquiry includes empirical research inquiry, historical and policy analyses, and systematic and synthetic reviews of knowledge. Scholarship, as described in the Faculty Code and Governance (Section 24-32B) is reflected in contributions to knowledge to advance health, performance of students related to inquiry, constructive professional contributions, quality of scholarly products, impact of work, funding, community-engaged research and interdisciplinary research.		
<i>CRITERIA</i>		
ASSISTANT/RESEARCH ASSISTANT PROFESSOR	ASSOCIATE/RESEARCH ASSOCIATE PROFESSOR	PROFESSOR/RESEARCH PROFESSOR
Demonstrates competence and research productivity as recognized within the institution.	Demonstrates competence and research productivity in a focused area of systematic inquiry as recognized by colleagues within and beyond the institution and region.	Demonstrates excellence in research activities within a focused area of systematic inquiry as recognized by colleagues and others within and beyond the institution, region, and nation.
ASSISTANT TEACHING PROFESSOR	ASSOCIATE TEACHING PROFESSOR	TEACHING PROFESSOR
Demonstrates integration of research findings in teaching.	Contributes to scholarship and research related to teaching, locally and regionally.	Contributes to scholarship and research relevant to teaching nationally and internationally.
<i>EXEMPLARS – RESEARCH SCHOLARSHIP</i>		
ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Demonstrates development of an area of scholarship. • Pursues or receives funding for systematic inquiry activities. 	<ul style="list-style-type: none"> • Demonstrates productivity within a focused area of scholarship. • Receives funding for systematic inquiry activities within focused area. 	<ul style="list-style-type: none"> • Demonstrates excellence over time within a focused area of scholarship. • Demonstrates consistent record of funded systematic inquiry activities.

<ul style="list-style-type: none"> • Contributes to the development of information systems for advancing nursing science or health outcomes. • Participates on research team(s) in focused area of scholarship. • Serves as a principal investigator (PI) or co-investigator (Co-I) of intramurally/ extramurally funded research • Conducts systematic inquiry within a program of research • Uses theories in advancing nursing science • Incorporates considerations of diversity, equity, and inclusion in scholarly inquiry • Integrates community feedback into research questions, design and/ recruitment and retention • Creates and evaluates research materials with, for, and/or by community members • Assembles a community advisory board 	<ul style="list-style-type: none"> • Develops information systems for advancing nursing science or health outcomes. • Contributes uniquely to interdisciplinary research team(s) in focused area of scholarship. • Serves as PI or Co-I of extramural, government, or foundation-funded research. • Demonstrates leadership in the development and implementation of systemic inquiry. • Uses scientific expertise to contribute to evidence-based practice reviews and guideline development regionally • Participates in efforts based on translational science to enhance uptake and institutionalization of evidence into practice • Contributes to theory-based development that advances nursing science and practice • Contributes to advancing knowledge about considerations of diversity, equity, and inclusion in nursing science • Demonstrates knowledge about community assets, needs, and/or strengths • Participates in community meetings where decision-making occurs • Conducts and/or evaluates research in the areas of community engagement, participation, involvement or co-creation • Evaluates intervention or outcomes research for scale and or modification with community partners/communities 	<ul style="list-style-type: none"> • Leads and evaluates the integration of information systems for advancing nursing science or health outcomes. • Leads interdisciplinary research team(s) in focused area of scholarship. • Generates ongoing funding for program of research as PI or Co-I in development and implementation of systematic inquiry • Demonstrates ongoing leadership in systematic programs of research • Uses scientific expertise to lead or contribute to evidence-based practice reviews and guideline development nationally • Leads efforts based on translational science to enhance uptake and institutionalization of evidence into practice • Generates new directions and policies based on evidence • Generates new directions for theory-based nursing science and practice • Leads scientific inquiry initiatives to address considerations of diversity, equity, and inclusion • Demonstrates active engagement in a program of scholarly inquiry using community-based methods • Champions collaborative opportunities with communities to participate in research • Creates and disseminates guidelines on community partnerships for research
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<i>EXEMPLARS – TEACHING SCHOLARSHIP</i>		
ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Integrates knowledge of current research in specialty area of teaching. • Applies current knowledge of pedagogical research in teaching and delivery of educational offerings. 	<ul style="list-style-type: none"> • Evaluates reports of research findings in specialty area of teaching. • Demonstrates knowledge about current research in a specialty area of teaching related to diversity, equity, and inclusion. 	<ul style="list-style-type: none"> • Demonstrates active engagement in a program of scholarly inquiry in teaching • Acts as a leader in promoting the scholarship of teaching.

<ul style="list-style-type: none"> • Uses research findings and multiple forms of relevant evidence in teaching activities. • Creates and evaluates materials for handbooks, guidelines for teaching using evidence-based teaching strategies • Creates and evaluates videos or other multi-media material that support the teaching mission. • Applies new methods for evaluation of effectiveness of educational programs. • Participates in sharing information related to teaching or curriculum through professional presentation or publication in peer reviewed journals or books. • Participates in the acquisition of funding for teaching and curricular programs (e.g., HRSA grants, UW CEU programs). • Integrates community feedback into course design and/or syllabi 	<ul style="list-style-type: none"> • Evaluates research in the area of teaching/learning technology. • Evaluates research findings for application in teaching. • Participates in scholarly inquiry activities related to teaching within the school or community. • Creates new methods for evaluation of effectiveness of educational programs. • Makes local and regional presentations related to teaching. • Writes editorials in response to published works on teaching. • Demonstrates application of research evidence on teaching through publications, presentations, or other scholarly works. • Seeks funding to advance the teaching mission of the school. • Integrates community feedback into curricular design/planning 	<ul style="list-style-type: none"> • Creates guidelines on teaching or curriculum for a professional organization. • Makes national and international presentations related to teaching. • Disseminates teaching curricula, teaching modules, and alternative forms of teaching materials. • Participates in planning and/or conduct of research projects related to teaching. • Publishes systematic reviews, book chapters, review articles on teaching. • Leads critical appraisal of pedagogy in original publications related to diversity, equity, and inclusion. • Leads the acquisition for funding for teaching and curricular programs (e.g., HRSA grants, UW CEU programs) • Receives funding for systematic area of inquiry related to teaching • Mentors others in sharing information about curriculum or teaching through publication in peer-reviewed journals, books, audiovisual media, presentations, or computer-assisted instruction. • Participates in planning and/or conducting community research related to teaching scholarship
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<i>EXEMPLARS - DISSEMINATION OF SCHOLARSHIP</i>		
ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Disseminates knowledge through presentations at local and regional conferences. • Disseminates knowledge through diverse local and regional media platforms 	<ul style="list-style-type: none"> • Disseminates knowledge through presentations at local, regional, and national conferences. • Disseminates knowledge through diverse local, regional, and national media platforms. 	<ul style="list-style-type: none"> • Disseminates knowledge through presentations at local, regional, national and international conferences. • Invited to disseminate knowledge through diverse national and international media platforms.

<ul style="list-style-type: none"> • Uses diverse modes of creating and disseminating knowledge for and with communities locally. • Disseminates knowledge through databased and peer-reviewed publication of written work. • Contributes to professional publications and/or presentations that disseminate findings related to diversity, equity, and inclusion at local and regional level. • Ensure through dissemination and publication that findings are available to local and regional communities 	<ul style="list-style-type: none"> • Provides pathways for diverse modes of creating and disseminating knowledge for and with communities locally and regionally. • Disseminates knowledge through publication in peer-reviewed journals, books, media, or computer-assisted instruction. • Contributes to professional publications and/or presentations that disseminate findings related to diversity, equity, and inclusion at regional and national level. • Ensure through dissemination and publication that findings are available to communities at the regional and national levels • Acknowledge communities/organizations in collaborative publications and presentations 	<ul style="list-style-type: none"> • Advances theory and knowledge development by leading symposia or editing special issues in scholarly journals. • Contributes to professional publications and/or presentations that disseminate findings related to diversity, equity, and inclusion at national and international level. • Ensure through dissemination and publication that findings are available to communities at the national and international level. • Support community members' involvement as co-authors in professional publications and/or presentations
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EXEMPLARS – RECOGNITION OF SCHOLARSHIP

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Receives recognition and honors for systematic inquiry competence at the local and/or regional level. 	<ul style="list-style-type: none"> • Receives recognition and honors for systematic inquiry competence at the local, regional and national level. • Attracts potential graduate students in areas of systematic inquiry interest and expertise. 	<ul style="list-style-type: none"> • Receives recognition and honors for systematic inquiry competence at the international level. • Attracts potential postdoctoral fellows and visiting scholars in areas of systematic inquiry interest and expertise.

EXEMPLARS – SCHOLARLY SERVICES

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Contributes book chapters in area of scholarship. • Participates in scholarly inquiry activities of professional organizations. 	<ul style="list-style-type: none"> • Serves as a peer reviewer for journals. • Reviews books in area of expertise. • Generates new directions in scholarly inquiry activities of professional organizations. • Provides scholarly inquiry consultation to colleagues locally and regionally. 	<ul style="list-style-type: none"> • Serves on scholarly inquiry review committees for national and international organizations. • Publishes as senior author or editor of books or systematic reviews in area of scholarship. • Serves on an NIH institute national advisory council. • Provides leadership in professional organizations whose primary focus is systematic inquiry.

<i>EXEMPLARS – SCHOLARLY SERVICES</i>		
ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
		<ul style="list-style-type: none"> • Provides consultation in areas of systematic inquiry to colleagues nationally and internationally. • Mentors faculty within and beyond the school in the development of successfully funded extramurally funded research. • Mentors others to use diverse modes of creating and disseminating knowledge with communities nationally and internationally.

TEACHING EFFECTIVENESS

Effective teaching as described in the Faculty Code and Governance (24-32) includes conventional classroom instruction as well as educational outreach and extends to a variety of teaching formats and media approaches. Effectiveness may include the ability to organize and conduct a course of study adapted to level of instruction and nature of subject matter, consistently incorporating current research findings and professional debates within the nursing and related disciplines, stimulation of intellectual inquiry, promotion of student skills to develop ideas and examine and evaluate ideas and arguments, availability of instructor beyond the classroom, updating of course materials, new approaches to effective educational methods, advising and counseling students, and student achievements.

<i>CRITERIA</i>		
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ASSISTANT PROFESSOR/ASSISTANT TEACHING PROFESSOR	ASSOCIATE PROFESSOR/ASSOCIATE TEACHING PROFESSOR	PROFESSOR/TEACHING PROFESSOR
Demonstrates competence in facilitating student learning through teaching activities. This may include academic courses, classroom and/or clinical teaching.	Demonstrates above average quality in facilitating student learning through teaching activities. This may include academic courses, clinical and/or classroom teaching.	Contributes to curricular design, excellence in student learning through teaching activities, implementation of curricular changes, and mentoring within the school and beyond the institution.

<i>EXEMPLARS – TEACHING ACTIVITIES</i>		
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ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Utilizes effective and innovative teaching strategies. • Creates a classroom atmosphere that is culturally sensitive to diversity of life-style, gender, ethnicity and the respectful sharing of diverse philosophical positions on issues. • Contributes to activities related to the implementation of educational technology. 	<ul style="list-style-type: none"> • Demonstrates excellence in encouraging discussion and debate. • Implements new approaches to teaching. • Contributes to the design and leadership of innovative teaching approaches. • Contributes to mentorship of students within undergraduate honors and graduate projects 	<ul style="list-style-type: none"> • Engages and mentors students in gaining experience with teaching. • Plans and facilitates programs that contribute to campus wide teaching • Provides expert teaching consultation beyond the current program • Demonstrates leadership in teaching and implementing curricular offerings in terms of

<ul style="list-style-type: none"> • Participates in the development of effective teaching strategies in diversity, equity, and inclusion at the local and/or state level. • Mentors students in ways tailored to the needs of a diverse student body. • Participates in interprofessional collaborative teaching and learning activities. • Brings community voice into content through guest speakers 	<ul style="list-style-type: none"> • Critically appraises original publications on scholarly inquiry and diversity, equity, and inclusion. • Participates in the development of effective teaching strategies and curriculum design at the local, regional and national level related to diversity, equity, and inclusion. • Participates in mentoring new faculty in teaching roles. 	<p>content specific to diversity, equity, and inclusion.</p> <ul style="list-style-type: none"> • Participates in the development of effective teaching strategies and curriculum design at the national and international level related to diversity, equity, and inclusion.
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<i>EXEMPLARS – COURSE AND CURRICULUM DEVELOPMENT</i>		
ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Uses cutting-edge information, and analysis to guide curriculum development. • Contributes to curriculum and course development and evaluation. • Participates in activities related to the acquisition of educational technology. • Organizes and conducts courses appropriate to the level of instruction and nature of content. • Uses up-to-date information and analysis to guide course development. • Participates in assignments and course activities that actively engage students and foster critical thinking. • Participates in development of new courses, major revisions of existing courses, and programmatic curriculum design. • Participates in the development of effective and innovative teaching strategies such as audiovisual media and web-based learning. • Participates and gives input into curriculum revisions. • Integrates knowledge of current scholarship in diversity, equity, and inclusion in support a climate of inclusiveness within the SON. 	<ul style="list-style-type: none"> • Demonstrates excellence in curriculum development using cutting edge information and analysis. • Demonstrates excellence in curriculum and course development and evaluation. • Provides critical thinking and knowledge of the field in development of courses, learning experiences, syllabi, and bibliographies documented by colleagues. • Designs, implements, and evaluates assignments and course activities that actively engage students and foster critical thinking. • Demonstrates excellence in new course development, major revisions of existing courses, or programmatic curriculum design. • Demonstrates responsibility for coordination and management of multisectional courses. • Demonstrates excellence in curriculum development using up-to-date information and analysis. • Demonstrates excellence in the development of effective and innovative teaching strategies such as audiovisual media and web-based learning. 	<ul style="list-style-type: none"> • Leads curriculum development using cutting-edge information and analysis. • Provides leadership in curriculum and course development and evaluation. • Provides leadership in activities related to the acquisition of educational technology. • Designs, implements, and evaluates assignments and course activities that actively engage students and foster critical thinking and mentors others in doing so. • Initiates and leads the development of new courses, major revisions of existing courses, and programmatic curriculum design. • Leads curriculum development using up-to-date information and analysis. • Provides leadership for major curricular developments and innovations within and beyond the university. • Develops innovative teaching, media, or testing materials that are approaches used within and beyond the school. • Provide leadership for the development of training grants or other funding mechanisms that advance the teaching mission.

EXEMPLARS – COURSE AND CURRICULUM DEVELOPMENT

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Participates in workshops and courses in curriculum development/teaching methods. • Provides course content that includes culturally congruent approaches to care for a variety of racial/ethnic populations and diverse life-styles. • Participates in the development of effective course and curriculum design in diversity, equity, and inclusion at the local and/or state level. • Identifies possible new clinical sites for student clinical experiences. • Integrates community feedback into course design and/or syllabi 	<ul style="list-style-type: none"> • Demonstrates excellence in activities related to the acquisition of educational technology. • Demonstrates expertise in advising students in their systematic inquiry activities. • Contributes to the development of training grants or other funding mechanisms that advance the teaching mission. • Recognizes and promotes the development, retention, and academic achievement of a diverse student body and • Demonstrates excellence in teaching, implementing, and evaluating curricular offerings in terms of content specific to diversity, equity, and inclusion. • Integrates community feedback into curricular design/planning 	<ul style="list-style-type: none"> • Contributes to course materials as a consultant and guest lectures in areas of expertise. • 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.

EXEMPLARS – EVALUATION AND IMPROVEMENT OF TEACHING EFFECTIVENESS

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Demonstrates teaching effectiveness by positive peer and student evaluations of classroom and clinical teaching. • Incorporates student feedback to improve teaching. • Receives positive evaluation of teaching by external stakeholders. • Receives positive peer and student evaluations of didactic and clinical teaching related to diversity, equity, and inclusion. 	<ul style="list-style-type: none"> • Receives very good to excellent peer and student evaluations of classroom and clinical teaching. • Evaluations include comments about student enthusiasm for learning, critical thinking, inquiry, and/or professional growth. • Incorporates student feedback to improve teaching and assists others in doing so. • Receives very good evaluations of teaching by external stakeholders. • Collaborates with others in enhancing teaching effectiveness across programs and mentoring new faculty in teaching roles. • Receives recognition of teaching excellence through local and regional awards. 	<ul style="list-style-type: none"> • Receives outstanding student and peer evaluations of effective instructional strategies. • Uses clinical expertise in dissemination of mentoring strategies for clinicians knowledge across disciplines and at multiple levels of expertise. • Receives outstanding evaluations of teaching by external stakeholders. • Receives recognition of teaching excellence through national and international awards. • Provides leadership in mentoring new faculty in teaching roles. • Receives outstanding peer and student evaluations of teaching specific to diversity, equity, and inclusion.

EXEMPLARS – EVALUATION AND IMPROVEMENT OF TEACHING EFFECTIVENESS

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
	<ul style="list-style-type: none"> Receives very good to excellent peer and student evaluations of teaching specific to diversity, equity, and inclusion. 	<ul style="list-style-type: none"> Leads school-wide efforts to enhance teaching effectiveness across programs.

EFFECTIVENESS IN PROFESSIONAL AND COMMUNITY SERVICE

Professional and Community Service includes administrative service within the department, School of Nursing, and UW as well as service provided to community partners, professional organizations, and public service organizations at the local, state, national, and/or international level.

CRITERIA

ASSISTANT/RESEARCH ASSISTANT /ASSISTANT TEACHING PROFESSOR	ASSOCIATE/RESEARCH ASSOCIATE /ASSOCIATE TEACHING PROFESSOR	PROFESSOR/RESEARCH PROFESSOR/TEACHING PROFESSOR
Participates in professional and service activities.	Contributes to advance professional and service activities.	Leads in professional and service activities.

EXEMPLARS

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> Participates in shared governance through committee membership at departmental and SoN levels. Participates in generating a climate conducive to professional growth in SoN Serves as a member of special review groups, task forces, and policy making bodies in the department and SoN. Participates in application review/admissions committees for student programs Engages in partnerships with community and professional organizations that advance the school’s mission Assists community health advocacy efforts at the local level. Serves on agency, community, or organization boards, commissions, and committees at the local/ regional level. 	<ul style="list-style-type: none"> Contributes to advance shared governance through committee leadership at departmental and SoN levels, and through committee membership at all UW levels Participates in activities of state, national or international professional organizations. Contributes to a climate conducive to professional growth in the department and/or school Represents the SoN in UW committees, such as the UW Senate or other committees. Works collaboratively and/or assumes chair position on special review groups, task forces, and policy making bodies in the department and SoN. Leads community health advocacy efforts at the local and regional levels. Contributes professional services or consults with local and state organizations. 	<ul style="list-style-type: none"> Leads shared governance in committees at all UW levels of governance Assumes chair position on special review groups, task forces, and policy making bodies at the UW. Provides leadership that generates a climate conducive to professional growth in SoN. Contributes to UW Senate committees and councils, or other UW committees, with participation or leadership roles. Leads community advocacy efforts at the national and/or international level. Leads agency, community, or organization boards, commissions, and committees at the state, national, and/or international level. Contributes professional services to national and international organizations. Organizes workshops and/or continuing education programs for professional and

EXEMPLARS

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none">• Attends professional conferences and workshops to enhance knowledge and visibility of the school.• Maintains memberships in state, national or international professional organizations.• Presents workshops and/or continuing education programs for local professional and community groups.• Participates in planning groups for local/regional continuing education activities.• Participates in SON activities related to diversity, equity, and inclusion.• Maintains clinical practice expertise	<ul style="list-style-type: none">• Organizes workshops and/or continuing education programs for local professional and regional community groups.• Leads agency, community, or organization boards, commissions, and committees at the local/regional level.• Leads the development of community research/educational projects.• Participates actively in national professional organizations.• Contributes to the recruitment, promotion, and retention of students, faculty and staff towards fostering a diverse environment.• Serves on committees, boards and councils of SoN, UW, community, and professional organizations to support diversity at the regional, national and international level.• Assists in the development and evaluation of interprofessional collaborative teaching and learning activities.	<ul style="list-style-type: none">community groups at the national and/or international level.• Leads activities of national or international professional organizations.• Demonstrates leadership in recruitment, mentoring, promotion, and retention of colleagues towards fostering a diverse environment.• Demonstrates leadership in diversity activities within and beyond the institution.• Receives recognition (awards, honors) for professional and/or community service within the institution and beyond.• Recruits and mentors colleagues to lead professional and community services• Leads the development, evaluation, and dissemination of interprofessional collaborative teaching and learning activities.• Maintains high level of clinical expertise demonstrated by feedback from patient experience surveys and/or clinical supervisor evaluations/feedback.

APPENDIX
CLINICAL AND AFFILIATE FACULTY
CRITERIA FOR APPOINTMENT AND PROMOTION
APPROVED March 2023

1.0 Clinical Professorial Track Faculty-Non-Salaried

1.1 General criteria from the University of Washington (UW) Faculty Code

As per Section 24-32.11 of the faculty code, clinical appointments are made to individuals whose training/experience positions them to make valuable contributions to the clinical teaching mission of the University. A clinical appointment in the appropriate rank or title is usually made to a person who holds a primary appointment with an outside agency or non-academic unit of the University, or who is in private practice. A clinical faculty appointment requires qualifications comparable to those required for appointment to those required for the corresponding [rank and title](#).

1.1.2 Clinical non-salaried appointments are annual; the question of renewal shall be considered each year by the voting faculty of the department in which they are held. This is an unpaid academic title that can receive salary on a temporary basis but cannot be appointed in a manner that results in benefits eligibility (< 50%). Clinical faculty are not voting members of the faculty.

1.2 School of Nursing (SON) Criteria

The SON awards clinical faculty non-salaried appointments to those individuals who advance its mission of scholarship of teaching and research, and to build alliances that further support our mission. Initial appointments may be granted based on planned teaching, precepting, or contributions to the SON academic mission. Clinical faculty appointments are renewed annually as provided for in the Faculty Code, based on continued involvement in the academic mission of the SON, including teaching, research and scholarship.

In addition to clinical faculty criteria outlined in the Faculty Code [\[Ch 24-34 Section B.11\]](#), the SON is committed to the inclusion and consideration among professional and scholarly contributions for appointment and promotions “any contributions in scholarship and research, teaching and service that address diversity and equal opportunity.” [\[Ch 24; Section 24-32\]](#)

The following are examples of activities that meet the academic mission of the SON:

Teaching and teaching-related service:

- Clinical teaching of University of Washington SON learners in clinic, hospital or community setting;
- UW SON course-related classroom teaching, small group facilitation, clinical simulation, or lecturing;
- Clinical faculty development teaching or coaching
- Participation in admissions application reviews;
- Participation in Curriculum Committee-sponsored workgroups

Research and scholarship:

- Co-investigator on SON grant; PI with Dean’s permission

- Site research lead for SON grant;
- Sponsor and site liaison for graduate student project(s);
- Author or co-author of peer-reviewed publications or texts;
- Presenter or co-presenter at conference (s).

1.3 Appointment process

To be considered for a Clinical non-salaried faculty appointment, a voting department faculty member must provide a referral and recommendation for the appointment. This will be considered along with the candidate's CV, and are contingent on chair approval, departmental faculty vote in favor of the appointment, and University approvals. At the initial appointment, the specific scope of responsibilities will be established by mutual agreement between the clinical faculty member and the department.

1.4 Ranks at appointment

1.4.1 Clinical Instructor

Initial appointment is often at the rank of Clinical Instructor, and these titles/ranks are promotion eligible. Criteria for initial appointment as a Clinical Instructor include a graduate nursing or related health-sciences degree and appropriate clinical licensure/certification. A minimum expectation of involvement in SON activities, ~40 hours/year, is necessary for appointment as a Clinical Instructor.

1.4.2 Clinical Assistant or Associate Professor

Initial appointment as Clinical Assistant or Associate Professor is reserved for exceptionally qualified clinicians who may hold a similar rank at a peer institution and who will be contributing at rank appropriate hours.

1.5 Promotion

1.5.1 Clinical Assistant Professor (non-salaried)

The SON requires high quality performance, as evidenced by evaluations and substantial involvement for a minimum of three years in rank as Clinical Instructor, at the time of requesting consideration for promotion to the rank of Clinical Assistant Professor. The candidate also must demonstrate substantial contribution to nursing education, the nursing profession, or the standing of the profession in the community. Completion of a terminal doctorate (usually DNP or PhD) is expected, however, in rare circumstances, because of unusual qualifications or experience, the requirement for an earned doctorate may be waived. It is expected that the candidate will participate in SON activities for a minimum of ~60 hours/year.

1.5.2 Clinical Associate Professor (non-salaried)

High quality contributions of a substantial nature to the mission of the department and the school over a prolonged period (generally 5 years of meritorious service as Assistant Professor). The candidate is expected to participate in SON activities for at least 80 hours/year.

1.5.3 Clinical Professor (non-salaried)

High quality contributions of a substantial nature (minimum of 100 hours/year or equivalent) to the mission of the department and the school over a prolonged period of time (at least 5 years meritorious service as an Associate Professor). The individual should have national or extensive regional recognition as a leader in the discipline.

In any of the described non-salaried clinical faculty ranks, the department may choose to promote an extraordinary individual who has made exceptional contributions to the department or SON in ways other than those designated in the criteria above.

1.5.4 Promotion Materials for Clinical Faculty-Non-salaried must include the following:

1. A memo from the SON dean indicating concurrence with the departmental recommendation
2. A memo from the department chair, including a report of the faculty vote
3. A letter of concurrence from joint department, if applicable
4. The candidate's current CV, which includes the current faculty appointment
5. A minimum of three letters of support (can be internal or external)
6. Teaching evaluations for each course or continuing education event , if applicable
7. Annual peer evaluations of teaching, if applicable

The evaluation of clinical teaching skills and clinical competence may include the following (as available):

- Clinical Teaching Assessment Forms from students
- Ratings of lectures given for continuing education events
- Peer ratings of clinical teaching

2.0 Clinical Professorial Track Faculty-Salaried (SON Employed \geq 50%)

2.1 General criteria from the University of Washington Faculty Code (Section 1.1 of this document)

Limited multiyear appointments for those in salaried Clinical Faculty titles/ranks are possible via Provost exception and require competitive recruitment. Clinical faculty are not voting members of the faculty.

2.2 School of Nursing Criteria

Clinical Faculty-Salaried is defined as a person whose primary employer is the University of Washington and whose primary responsibility is to actively participate in the SON's clinical teaching mission and to engage in scholarship and service to support the SON.

In addition to those activities in the Clinical Faculty-Non-salaried criteria (Section 1.3) , the following are examples of activities that meet the academic mission of the SON for those in salaried positions:

Teaching:

- Serving as faculty of record for a UW SON course or course section
- Directing a certificate or specialty track;
- Involvement in SON advising;
- SON student supervisory committee membership.

Academic Administration:

- Onboarding new clinical faculty and preceptors;
- UW SON curriculum committee membership
- Participate in admission reviews (undergraduate or graduate)

The following represent criteria in addition to those listed for non-salaried clinical faculty (Sections 1.4 and 1.5).

2.3 Clinical Assistant Professor-Salaried

Appointment or promotion to Clinical Assistant Professor will require sustained and substantial service to the University in high-quality teaching, as evidenced by evaluations. In addition, there is an expectation to provide evidence of clinical or teaching scholarship. In the case of new appointments, at least two years of equivalent experience at another institution typically would be expected.

In general, an earned doctorate and relevant licensure and certification will be required for appointment or promotion to the rank of Clinical Assistant Professor or above. In rare circumstances, because of unusual qualifications or experience, the requirement for an earned doctorate may be waived.

2.4 Clinical Associate Professor-Salaried

The salaried Clinical Associate Professor will have matured over time with local or regional recognition for clinical or teaching excellence; have evidence of sustained clinical or teaching scholarship activities; and evidence of high-quality, substantive contributions to the mission of the appointing department and SON over a prolonged period (generally 5 years or more). In addition, the candidate may be making administrative contributions to the clinical teaching mission or providing leadership at the local or regional level.

2.5 Clinical Professor-Salaried

The salaried Clinical Professor will have achieved regional and national recognition as a leader in the discipline or exceptional levels of involvement, recognition and leadership at the regional or national level in clinical care and teaching; distinguished and substantial professional activity in teaching and scholarship over an extended period of time (≥ 6 years at associate rank); and evidence of dedication to the programs of the department and school. Examples of regional or national recognition and leadership include scholarly publications, clinical program development, service in national or international professional societies and national/regional awards for clinical or teaching excellence.

In any of the described salaried clinical faculty ranks, the department may choose to promote an extraordinary individual who has made exceptional contributions to the department or SON in ways other than those designated in the criteria above.

2.6 Promotion Materials for Clinical Faculty-Salaried must include the following:

1. A memo from the SON dean indicating concurrence with the departmental recommendation
2. A memo from the department chair, including a report of the faculty vote
3. A letter of concurrence from joint department, if applicable
4. The candidate's current CV, which includes the current faculty appointment
5. A minimum of three letters of support (one of which must be external)
6. Teaching evaluations for every course taught

7. Annual peer evaluation of teaching

The evaluation of clinical teaching skills and clinical competence shall include the following (as available):

Clinical Teaching Assessment Forms from students
Ratings of lectures given for continuing education events
Peer evaluation of clinical teaching

3.0 Affiliate Faculty

3.1 General criteria from the University of Washington Faculty Code

UW Faculty code, [Chapter 24, Section 24-32](#) states that affiliate appointments in the appropriate rank is made to an individual whose principal employment responsibilities lie outside the schools or colleges of the University. Individuals in non-academic units at the University may be considered for Affiliate appointments. An affiliate appointment requires qualifications comparable to those required for appointment to those required for the corresponding rank and title [See <https://ap.washington.edu/ahr/academic-titles-ranks/affiliate-titles/>]. Affiliate appointments are annual; the question of renewal shall be considered each year by the voting faculty of the department in which they are held. Affiliate faculty are not salaried and are not voting members of the faculty.

3.2 School of Nursing Criteria

The SON awards affiliate faculty appointments to those individuals who advance its mission of teaching, research and scholarship and to build alliances that further support our mission.

3.2.1 Initial appointments

Appointments be granted based on research and scholarship activities or planned contributions to the SON academic mission. Criteria for initial appointments include demonstrated proficiency for engaging in research and scholarship or teaching and mentoring as evidenced by prior experience at primary institution or organization.

3.2.2 Appointment Process

To be considered for an affiliate appointment, a voting SON faculty member must provide a referral and recommendation for the appointment. This will be considered along with the candidate's CV, and are contingent on chair approval, departmental faculty vote in favor of the appointment, and University approvals. For reappointment, the SON expects appropriate involvement in its academic mission and requires documentation of involvement in the appointing department's activities. At the chair's discretion, an individual may be extended for up to 2 years in an Affiliate Appointment without documented involvement.

3.2.3 Expected involvement by affiliate faculty may include:

- Consultation on scholarly initiatives, teaching and or research
- Collaboration with other SON faculty on teaching, grants, publications or funded projects.
- Collaboration on community-engaged initiatives

3.3 Promotion

Appointments in affiliate title are promotion eligible, except Affiliate Professor. Recommendations for promotions in affiliate titles/ranks are considered annually by the faculty (in Fall quarter), and positive departmental recommendations will be referred to the Provost/Office of Academic Personnel for consideration by their published timeline (usually March 1).

Members of the SON affiliate faculty may hold positions outside of an academic environment. Although members of our affiliate faculty hold qualifications which are comparable to the regular members of our faculty, the nature of their professional lives does not present the same evaluation measures available to full-time faculty members. Accordingly, promotion dossier requirements for members of our affiliate faculty have been specifically prepared and are described below.

3.3.1 Promotion Materials for Affiliate Faculty must include the following:

1. A memo from the SON dean indicating concurrence with the departmental recommendation
2. A memo from the department chair, including a report of the faculty vote
3. The candidate's current CV, which includes the current faculty appointment
4. A minimum of two letters of support (not required to be external or at arm's length)