

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

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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 for each rank. 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 Promotion and Tenure 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.

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 their 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 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).

CRITERIA AND EXEMPLARS: PROFESSORIAL RANKS

SCHOLARSHIP AND RESEARCH EFFECTIVENESS		
<p>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.</p>		
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 related to teaching nationally and internationally.

EXEMPLARS – TEACHING SCHOLARSHIP		
<p>Teaching professorial faculty members may be evaluated by their contribution to knowledge in the form of instruction, instructional and training methods and related outputs (e.g., curricular and training materials). Scholarship may include work that is not specifically related to a teaching professor's teaching (e.g., outcomes research)</p>		
ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
<ul style="list-style-type: none"> • Integrates knowledge of current empiric and pedagogical research in specialty area of teaching. • Uses research findings and multiple forms of relevant evidence in teaching activities. • Creates, Evaluates and implements resources to support teaching/learning, including items such as materials for handbooks, guidelines for teaching using evidence-based teaching 	<ul style="list-style-type: none"> • Development of new knowledge or methods in course, seminar or clinical training content. • Demonstrates knowledge about current research in a specialty area of teaching related to diversity, equity, and inclusion. • Develop new courses in the BSN, MS. DNP or PhD program 	<ul style="list-style-type: none"> • Leads scholarly inquiry in teaching or other research (locally, regionally, nationally, internationally). • Presents nationally/internationally related to teaching. • Creates guidelines on teaching or curriculum locally or nationally. • Disseminates teaching curricular approaches, teaching modules, and alternative forms of teaching materials.

<p>strategies, instructional content, videos or other multi-media material that support the teaching mission.</p> <ul style="list-style-type: none"> • 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. • . • Integrates community feedback into course design and/or syllabi • Authors/co-authors textbook chapter(s) • 	<ul style="list-style-type: none"> • Disseminates resources to support teaching/learning, using mechanisms to encourage their broad use, including traditional open-source/open-access licenses. • Participates in scholarly inquiry activities related to teaching within the school, community or clinical sites. • Creates new methods for evaluation of effectiveness of educational programs. • Presents locally and regionally 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. • Contributes to proposal development related to advancing the teaching mission of the school. • Integrates community feedback into curricular design/planning • Participation in regional task forces on education • Develops and/or leads remote or international study programs for UW students 	<ul style="list-style-type: none"> • Publishes systematic reviews, book chapters, review articles on teaching. • Leads critical appraisal of pedagogy in original publications related to diversity, equity, and inclusion. • Receives funding for systematic area of inquiry related to teaching or other scholarly projects. • Mentors others in sharing information about curriculum or teaching through publication in peer-reviewed journals, books, audiovisual media, presentations, or computer-assisted instruction. • Serves as a peer reviewer for disciplinary or education journals, Participates in planning and/or conducting community research related to teaching scholarship • Edits/co-edits textbooks • Participates and leads on national task forces on education
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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.

CRITERIA

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.

EXEMPLARS – TEACHING ACTIVITIES

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. • Participates in the development of effective teaching strategies in diversity, 	<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 • Critically appraises original publications on scholarly inquiry and diversity, equity, and inclusion. 	<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 content specific to diversity, equity, and inclusion. • Participates in the development of effective teaching strategies and curriculum design at the national and

<p>equity, and inclusion at the local and/or state level.</p> <ul style="list-style-type: none"> • 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 • Maintains relevant national certification and applies related specialty expertise into teaching activities. 	<ul style="list-style-type: none"> • 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. • Participates in supporting students toward achieving certification, as appropriate. 	<p>international level related to diversity, equity, and inclusion.</p>
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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. 	<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, 	<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

<ul style="list-style-type: none"> • 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. • 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. 	<p>syllabi, and bibliographies documented by colleagues.</p> <ul style="list-style-type: none"> • 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 assuring integration of relevant content for student certification, as appropriate. • Demonstrates excellence in the development of effective and innovative teaching strategies such as audiovisual media and web-based learning. • 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. 	<p>actively engage students and foster critical thinking and mentors others in doing so.</p> <ul style="list-style-type: none"> • 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. • 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.
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<ul style="list-style-type: none"> • Identifies possible new clinical sites for student clinical experiences. • Integrates community feedback into course design and/or syllabi • Maintains relevant national certification and applies related specialty expertise into curricula and teaching. 	<ul style="list-style-type: none"> • 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 	
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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. 	<ul style="list-style-type: none"> • Contributes to advance shared governance through committee leadership at departmental and SoN 	<ul style="list-style-type: none"> • Leads shared governance in committees at all UW levels of governance

<ul style="list-style-type: none"> • Participates in departmental or school-level committees. • 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. • 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. 	<p>levels, and through committee membership at all UW levels</p> <ul style="list-style-type: none"> • 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. • 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. • Participates in the promotion of national certification. 	<ul style="list-style-type: none"> • 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 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
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<ul style="list-style-type: none"> • Participates in SON activities related to diversity, equity, and inclusion. • Maintains clinical practice expertise and related certification, as appropriate 	<ul style="list-style-type: none"> • 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. 	<p>service within the institution and beyond.</p> <ul style="list-style-type: none"> • 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.
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