Best Practices for AEP Policy Development

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Within SPH, a general lack of... 

- Understanding
- Respect
- Support

between PTK and TTK faculty...
History

Pre-2015: Little support for PTK promotions in units

2015: School policy, heavily reliant on unit sub-policies

2016-2020: Very few promotions of PTK faculty

2020: Initiate policy revision
Process

Envision Culture Change
Secure Leadership Support
Engage Stakeholders Often
Specify Outcomes and Timeline
Provide Guiderails & Support
Trust in the Process
Outcomes

1. New SPH-wide AEP Policy
2. Appendix of Promotion Criteria
3. FAQ
4. Timeline/Process for promotion
1. Faculty Titles
2. Appointments and Changing Titles
3. Mentoring
4. Evaluation
5. Promotion Process
6. Promotion Criteria, by Title/Activity
7. Detailed FAQ
Mentoring

Goals

Tailoring by Title Series

Primary Mentor; Secondary Mentors Encouraged

Expectations for Primary Mentor

Evaluating and Changing Mentors
Evaluation

Methods/Philosophy

Annual Reporting

Merit Review

Annual Evaluation and Goal Setting
Promotion

Timing in Rank

Unit Committee, Defined by Unit Plan of Org.

School Committee Structure; >50-100% PTK

Process, Defining Timeline and Deliverables

Appeal Process
Key Sticking Points

Clinical Professor Title Series

Mentors Outside Units/Changing Mentors

Promotion Criteria by Category: Research and Scholarship, Practice, Teaching, Mentoring, Program Administration, and Service

External letters for 2\textsuperscript{nd} and 3\textsuperscript{rd} Tier reviews

Promotion Committee Membership (TTK vs PTK); school vs unit

Contract Lengths and Promotion Raises
Lessons Learned

- Let people be angry
- Anticipate extra time to “steep”
- Find other examples; give a starting point
- Balance large and small groups
- Know/Define what is beyond scope/control
- Balance advocacy and shared governance
- Trust in the process
- Consensus is impossible (though we were close!)
Questions?
Reflections?

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