PROMOTIONS WORKSHOP

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Sara Bean, SPH Human Resources

Meghan Herman, SPH Human Resources

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AGENDA

> Purpose of the workshop *(Stephanie)*

> Promotions process & general timeline *(Sara)*

> Tips from Faculty Council and Office of the Dean *(Rachel & Stephanie)*

> Perspectives from recently promoted faculty *(Anjuli, Sarah, Anjulie)*

> Question and answer *(45 minutes)*

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Mandatory vs. Non-Mandatory
presented by Sara Bean

> **Mandatory**
- "Clock managed" tracks
- Assistant professors (tenure-track, WOT, research)
  - Teaching track is not clock managed and they do not have a mandatory review

> **Non-Mandatory**
- Assistant professors (tenure-track, WOT, research) *prior* to the mandatory review year (i.e., early non-mandatory)
- Teaching track promotions
- Promotions to professor (tenure, WOT, research, teaching)

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Promotion "Clock"
presented by Sara Bean

> Faculty in clock-managed ranks/tracks (assistant professor rank in tenure, WOT, and research tracks) have a specified timeframe for promotion and tenure review (i.e. "promotion and/or tenure clock")

> Appointed to an initial 3-year term, with an academic review in year 2 to reappoint to a second 3-year term, for a total of 6 years (mandatory review year is your 6th year)

> Your clock is determined by your start date
>> o Promotion clocks should be outlined in your offer letter, or you can check Workday
>> o Connect with your Dept. AHR manager and they can outline it for you

> Clock waiver:
>> o A waiver essentially extends your "clock" or required timeframe to be promoted if you've had impacts to your progress toward promotion
>> o **Reasons for waivers:**
>>> ▪ Extraordinary circumstances associated with COVID-19 (AY 2019-2022) or recent federal policy changes (2025)
>>> ▪ Leaves due to birth or adoption of a child
>>> ▪ Other exceptional requests such as personal health condition
>> o If you are considering requesting a clock waiver reach out to your dept. AHR Manager for next steps

High-Level Promotion Process Overview
presented by Sara Bean

> **Per Faculty Code, eligible faculty are informed annually of the opportunity to be considered for promotion**
>   – Typically discussed at a faculty meeting and followed up with a written notification
> **Candidate compiles materials as requested by the department**
>   – CV, promotion consideration worksheet, self-assessment, teaching evaluations
> **Unit solicits external & confidential letters of review**
> **Unit committee (standing or ad hoc) reviews materials and makes recommendation to Department Chair and voting faculty**
>   – Candidate is provided a copy of report with opportunity for response (7 days)
> **Eligible voting faculty discuss and vote on promotion recommendation**
>   – Candidate is provided a copy of faculty summary and chair's recommendation with opportunity for response (7 days)

High-Level Promotion Process Overview
presented by Sara Bean

> **Promotion record is submitted to SPH AHR for review**

> **Record routes through SPH AHR, Faculty Council, Dean**

   – Candidate is provided a copy of the Faculty Council report and Dean's recommendation with opportunity for response (7 days)

> **Record routes to Academic Personnel and Faculty (APF) and Provost for review**

> *It is normal **and expected** to get questions at any/all of these stages of review.

> **Approval flow and formal recommendations chart**

General Timeline for Promotion
presented by Sara Bean

> **January - March:** Department process begins

> **March – July:** Committee reviews materials and solicits letters of evaluation

> **August - October:** Committee recommendation, faculty discussion/vote

> **October 1:** Promotion Cases due to SPH AHR

> **October - January:** SPH AHR, Faculty Council, & Dean review

> **February - May:** APF and Provost review

> **May:** Notification of promotion/tenure outcomes

> **July 1:** Promotion/tenure effective

Examples:

o *If you were to go up for promotion during the 2025-2026 AY, the process would begin January 2025 with promotion effective July 2026*

o *If you are in a clock managed position and your end date is June 30, 2027, your mandatory review year is AY 2026-2027, with the process beginning in January 2026*

Department AHR Managers
presented by Sara Bean

> Reach out to your unit level AHR Manager for additional support and local level trainings if offered

> You should hear process and timeline details from your department AHR Manager and/or Chair

> Your department AHR Managers will also provide guidance on submitting case materials in Interfolio RPT

> Contacts:
> - BIOSTAT – Zoe Kool, bacadhr@uw.edu
> - DGH – JP Eugenio, dghahr@uw.edu
> - DEOHS – Angie Wilson, angelah9@uw.edu
> - EPI – Tina Monroe, epifachr@uw.edu
> - HSPop – Tyneshia Valdez, hspopahr@uw.edu

Tips from Faculty Council Members
presented by Rachel Winer

> <u>UW SPH Faculty Affairs</u> - Promotion & Tenure resources
  - o SPH Academic Affairs Handbook (always refer here for most current version)
    - ▪ Includes guidance for writing the self-assessment (pp 63-64 of 2024 AAH)
  - o Annual P&T Memos (including reminders and updates) - please read!
  - o Promotion Consideration Worksheet Template
  - o Sample External Referee Form
> APF – Promotions & Tenure Resources
  - o Sample <u>Letter of Solicitation</u>
    - > See template for tenure, WOT, and Research Tracks
    - > See template for teaching Track

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Faculty Council
presented by Rachel Winer

Karen Levy
FC Chair
Department of
Environmental &
Occupational
Health

Rachel Winer
FC Vice Chair
Department of
Epidemiology

Connie Celum
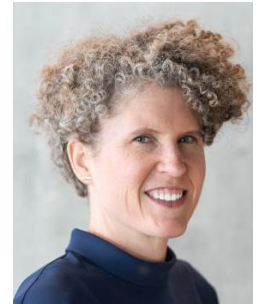Department of
Global Health

India Ornelas
Department of
Health Systems
& Population
Health

Marco Carone
Department of
Biostatistics

Anne Lund
Interdisciplinary
Programs

Joan Casey
At-Large Member

Tips from Faculty Council Members
presented by Rachel Winer

> Faculty who spent time in rank at another institution should discuss this as part of their self-assessment.

> Include a brief narrative about your most impactful scholarship contributions, e.g., why and what you did, what added knowledge came from your work.

> Address how your work has increased the capacity for longer-term impact (e.g., through mentorship, developing new methods, course development, etc.)

> Look at CVs of colleagues for accomplishments that you may have as well, but have not included in your CV.

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Tips from Faculty Council Members
presented by Rachel Winer

> If teaching is an expectation for your track, and your initial teaching evaluations are not as positive as you had hoped, highlight your trajectory towards more positive teaching evaluations.

> If research is an expectation for your track, evaluations of your research from independent reviewers is an important aspect of the review so ensure a reader can understand your work based on your description.

> Explicitly call attention in your self-assessment to the promotion criteria for your track and how you meet these criteria. This will help the external reviewers understand how your packet compares against the expectations of the SPH Academic Affairs Handbook. (This may be most useful for teaching track faculty as this track is not commonly understood across institutions.)

A world of
HEALTHY PEOPLE

Tips from Office of the Dean
presented by Stephanie Farquhar

> *Do* begin to track activities early and often

> *Do* include everything in your CV, even if it doesn't traditionally fit into the categories (e.g. radio interviews; nominations for awards; public health department committees)

> *Don't* double count things in various sections of your CV (e.g., presentations and guest lectures and workshops)

> *Do* be succinct and parsimonious in your self-assessment narrative (3-6 pages)

> *Do* examine recent examples of materials from your own field/department; ask your mentor or recently promoted faculty

> **UW Academic Personnel and Faculty Affairs:**
>   o **Assistant Faculty Promotion Workshops and Guidance, Teaching Faculty Workshops, and Associate to Full Workshops, Resources for Community-Engaged Scholarship and P & T Guidelines**

CFAR Scientific Working Groups WIPs
presented by Stephanie Farquhar

> <u>Substance Use</u> SWG Works-in-Progress

> <u>Health Access</u> SWG Works-in-Progress

> <u>Implementation Science</u> Early-Stage Investigators (ESIs) Mentorship Group

> ... Scientific Working Groups capitalize on areas of excellence...encourage interdisciplinary collaboration among investigators who have not previously collaborated with each other...identify high risk/high impact studies, foster submission of new proposals for peer-reviewed funding.

Perspectives from Recently Promoted Faculty

> **Anjuli Wagner (SOM-GH, SPH-GH)** Assistant Professor WOT to Associate Professor WOT

> **Sarah Knerr (HSPOP)** Assistant Professor WOT to Associate Professor WOT

> **Anjulie Ganti (HSPOP)** Associate Teaching Professor to Teaching Professor

Tips from Anjuli Wagner
2025 promotion process from Assistant to Associate WOTRF

> Consult early with senior faculty and Vice Chair to know when "ready"

> Expect the whole process to take ~1.5 years

> Figure out who your **buddies** are and work together to understand process, read one another's documents

> Think strategically about who is on and not on your **list of potential letter writers**

> Letters are incredibly influential (quotes from them are directly used by A&P); craft your materials to be easy for them to use to sing your praise

> Funding projection worksheet: is there a real minimum?

> Make systems for how you "**count your beans**"; you'll be asked to update counts (some time end of summer)

> Keep your own records for teaching evaluations and cross-check with AHR

> Know about implicit bias in review: https://www.nature.com/articles/s41562-024-01977-7

Tips from Anju Ganti: Pedagogical point of view Intentionality of course design

> **Identify and describe your pedagogical point of view (PPOV)**
>> How do you think students learn best? Why?
>>> o How does this shape your teaching decisions? Your course design decisions?
>> o Hint: frame your teaching as a methodological process, similar to research:
>>> ▪ What are the guiding questions of the course?
>>>> – How can students apply theory to practice?
>>>> – What methods will I use answer that question?
>>>>> o Lecture only? Class discussion, journaling, case studies, simulations, service learning?
>>>>> > Active learning? Be specific: Think-Pair-Share, Problem-Based Learning, Role Plays, etc
>> o Why did you choose the above methods?
>>> ▪ Name what guides your intentional course design process
>>>> – Learning objectives (seated in blooms taxonomy), CEPH competencies, assignments based on the critical skills needed to work in a variety of communities
>>>> – Remember: creating topics and assignments matched to the course description is NOT considered intentional course design
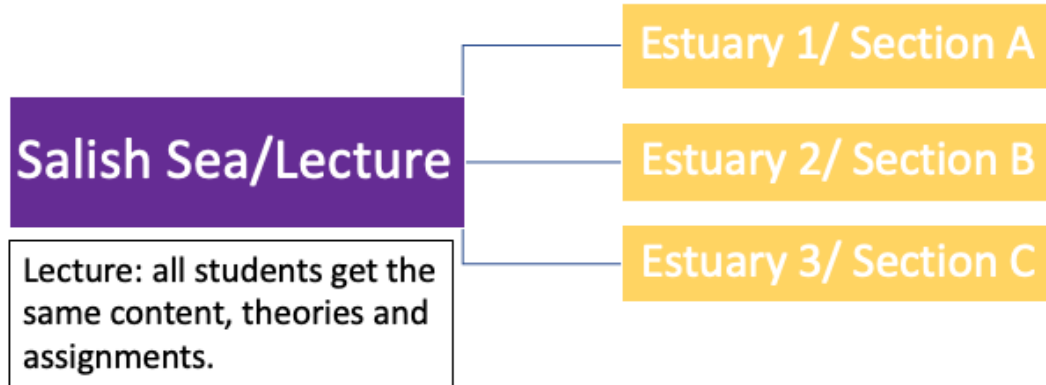
Example of PPOV and intentional course design

Emphasizing community, relationships and place

Integrating community partners takes creativity and hustle—especially during the pandemic, when my 158 service-learning placements dropped to 58. Drawing inspiration from the Salish Sea, I restructured the remaining placements and created 100 new ones within two weeks. The redesigned courses mirrored the Salish Sea and its many ecosystems. I compared the many estuaries contained in the Salish Sea to community partners because each partnership brings with it, its own population, issue, assignments, skills and unique culture, just like each estuary is separate and unique, where specific plants thrive in one estuary, but may not in another. Estuaries exist within and are connected by the Salish Sea which is where I locate the curriculum that all the students receive.

Iterating upon this model with community partners not only reinforces relevancy in terms of population health practice for students but also deepens my commitment to anchoring community and place in my own teaching practice.

Use visual representations

Salish Sea/Lecture

- Estuary 1/ Section A
- Estuary 2/ Section B
- Estuary 3/ Section C

Lecture: all students get the same content, theories and assignments.

- Each section is matched with different community partner (CP)
- Students receive tailored instruction (readings, activities, specialized training prn) about the population and PH issues addressed by the CP
- Students work on mutually agreed upon projects in groups
- CPs co-develop section content as interest/schedule allows
- CPs come to class to provide coaching and feedback on the projects
- Students apply lecture content to their project deliverables
- Students create a Padlet Gallery to share their learning.

Describe your teaching to match faculty code

> **Five elements of effective teaching outlined in faculty code**
  - Aligned: intentionally designed and organized to help learners meet learning objectives.
  - Inclusive and equitable: considers learners' experiences and creates opportunities to thrive
  - Active and engaged: learners engage with ideas and each other
  - Growth-oriented: learners learn through practice; instructors provide feedback that grows their knowledge and abilities
  - Relevant: help students understand why and what they are learning so that they are prepared for life after UW

  - **How do you do all of the above?**
  - **How is it responsive to how teaching effectiveness is described in the SPH AAH?**

PPT **Webinar** and Updates to AAH
presented by Stephanie Farquhar

Revised SPH Academic Affairs Handbook (AAH) – At a Glance

> **Part 1: Introduction and General Academic Affairs Information**
> o Values and expectations, qualifications, search/appointment process (Sections 1-3, 5)
> o Summary of the SPH faculty compensation plan & its connection to promotion (Section 4)
> **Part 2: Reappointment, Promotion, and Tenure of Faculty in Professorial Titles**
> o Guidelines (Section 6)
> o Expectation tables by track and rank: tracks separately in Sections 7, 8, and 9
> **Part 3: Navigating the Promotion Process**
> o Advice to the faculty candidate (Section 11)
> o Roles of groups in the process – mentors, department chair, external reviewers, APT committee, Faculty Council, Office of the Dean, Office of the Provost (Section 12)
> **Glossary, Acronyms, References, and Appendices**
> o **Appendix 1**: Materials formerly included in the AAH appendix; Links and policies applicable to the AAH
> o **Appendix 2**: Activity Tables
> o **Appendix 3**: Metrics for Faculty Promotion
> o **Appendix 4**: Case Study Scenarios

Today's focus

SPH Expectations for Promotion to Various Ranks (AAH, Page 98, Table 11)
presented by Stephanie Farquhar

Table 11. Example Activities for Teaching Effectiveness[3]

CLASSROOM TEACHING	Assistant	Associate	Professor
	Utilizes evidenced and effective teaching strategies.	Partners with learners to develop or refine evidenced and effective teaching strategies.	Mentors academic colleagues to partner with learners to develop or refine evidenced and effective teaching strategies.
	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.
	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.

Questions?