

# APT Workshop: Promotion

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# Agenda

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1. General Considerations
2. Expectations of APT Committees
3. What the University committee looks for in a APT package
4. Discussion

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# Setting the Context

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- The principal purpose of tenure is to safeguard academic freedom, which is necessary for all who teach and conduct research in higher education.
- Free inquiry, free expression, and open dissent are critical for student learning and the advancement of knowledge.
- Tenure serves society and the common good by protecting the quality of teaching and research and thus the integrity of institutions of higher education.
- Tenure protects faculty from the threat of loss of their positions for voicing unpopular or innovative views necessary for open deliberation and criticism essential to a free society
- Useful resource
  - <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

# Tenure is...

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- ...earned, and is intended to protect academic freedom
- ...granted to those who demonstrate a capacity for a lifetime of scholarship, teaching, and service by an academic institution...
- ...a commitment by the University and State of Maryland to continuously **support faculty for the next few decades**

# Tenure is not...

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- ...just about you
  - Department, College, University, USM, and State of Maryland

# Promotion is...

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- A demonstration of continued (and enhanced) excellence in research, teaching, and service
  - The “bar” is higher
- A reflection of accomplishment and continued promise
- Earned
- Free of a timeline
  - It’s not about how long you’ve been an Associate Professor

# Playing by Uniform APT Rules

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- ... doesn't have to mean being uniform in all counts
- You (i.e., your department) are the experts in your area
- You (i.e., your department) should establish the criteria for excellence in that area



# In a Nutshell

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- Though we all use the same rules, one size does not fit all
- Excellence is the cornerstone of tenure:
  - Excellence in
    - Research
    - Teaching
    - Service
- You and your department colleagues are responsible for articulating how you have achieved “excellence”

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# From the USM Policy

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“The criteria for tenure and promotion in the **University of Maryland System** are:

- (1) teaching effectiveness, including student advising;
- (2) research, scholarship, and, in appropriate areas, creative activities; and
- (3) relevant service to the community, profession, and institution.”

ALL THREE, and especially the first two, are taken very seriously

# From the UMCP policy

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- “The University of Maryland is dedicated to the discovery and the transmission of knowledge and to the achievement of excellence in its academic disciplines” (l. 28).

# The APT Committee

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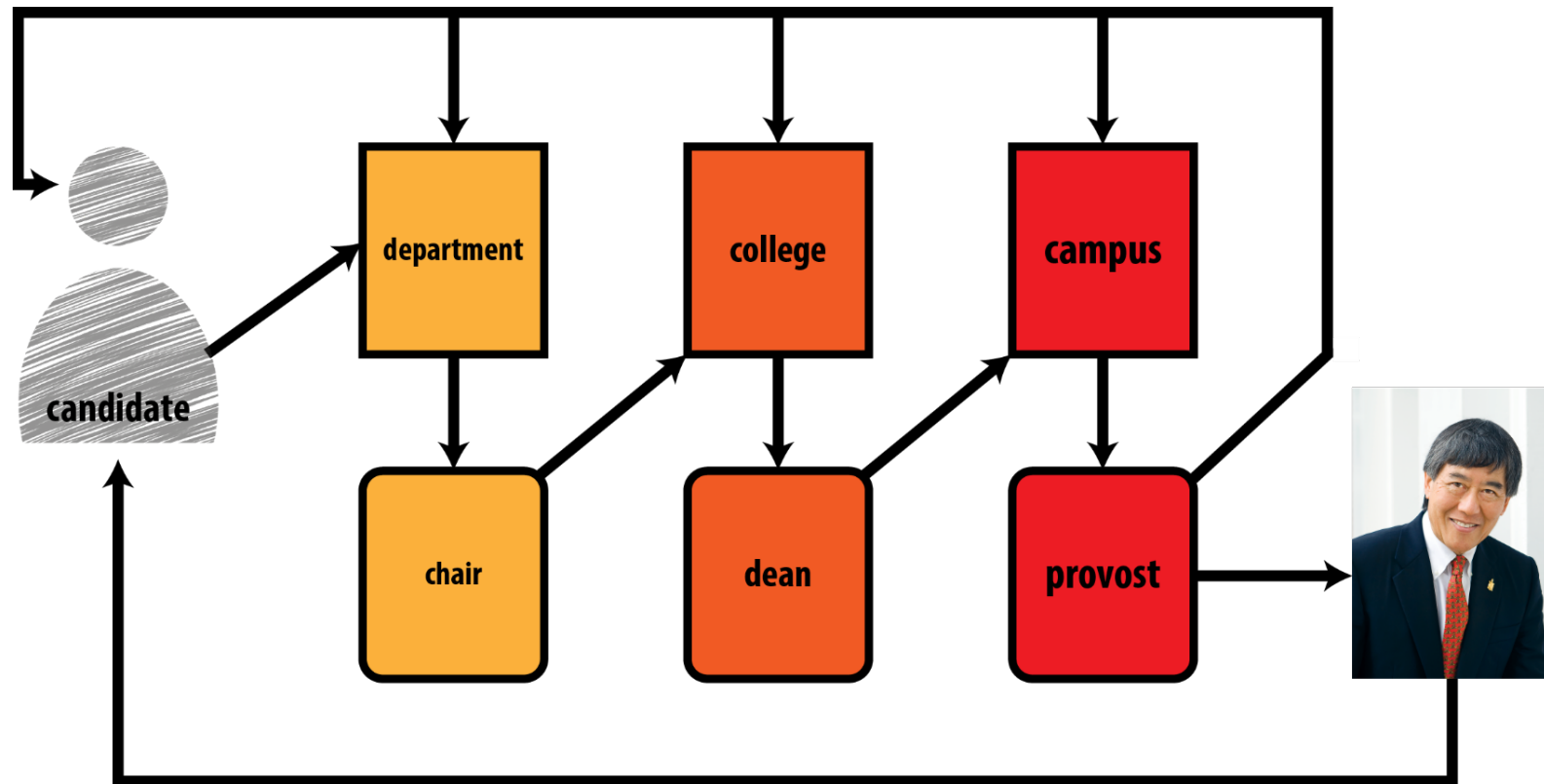
- Seeks to understand **you** and the work you do in **your unit**
- The most important thing a dossier does is **tell a story – yours**
- It is a narrative with several layers and parts
  - Told at the Department, College, and Campus levels by You, Department, Outside evaluators, Chair, Dean, Provost
  - The goal and hope is that the conglomerate does justice to the case
  - [Ultimately, it is the President who has the most information in the decision to grant tenure]



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# The APT Process



# Committees

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- Department
  - Emphasis on surface aspects (worrying about the essential aspects of a CV, the spelling, selecting external evaluators, selecting materials for reviewers, the neatness)
- Higher level (College/Campus)
  - Focus on professional assessment of impact and quality
    - By field
    - By department (guided by written criteria)
    - By external evaluators



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# What Matters

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- Show the significance of **your** work, **your** program, **your** achievements
- Why should the State of Maryland support you and what you do for decades?
- What is it about what you do that meets the definition of “excellence”?
- This is **your** story, and telling it accurately and meaningfully often requires **reflection** and **perspective**



# Things to think about...

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- Be **critical** and **honest** with yourself and your discipline
- **Reach out to**
  - **Peers:** get to understand what they do and to understand what you do
  - **Mentor(s):** seek their counsel and guidance
- **Don't procrastinate**
  - Think of your case from the day you receive your unit's criteria for tenure
  - Keep asking how you're doing vis-à-vis the criteria
  - Think about how you articulate what it is you do (personal statement)
  - Think holistically – there are many parts to a full dossier (personal statement, CV, suggested letter writers, teaching dossier)
- Be **proactive** in the profession and keep a **record** of your activities and your achievements
- **Measure your results**
  - Don't take them for granted
  - Make sure you understand the measures of impact and criteria in your unit



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# Things to Avoid

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- In general, don't try to get your friends or collaborators to write evaluation letters
- Take seriously both positive and the negative criticism
  - Address any issues head on and rationally
- Be demanding and honest with yourself



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# Key Questions To Ask

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- What counts as “**peer review**” in your field?
  - Are these standards applied at peer institutions?
- What counts as “**metrics of impact**” in your field?
  - (What will external reviewers use to assess your record)?
- How does your field **define** “**regional**”, “**national**” or “**international**”?
  - Particularly in the context of reputation
- What is considered **entrepreneurial** and **innovative** in your field?
- How is **collaborative research** viewed and measured in your field?



# The University is Changing

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- A culture of cooperation and interdisciplinarity is growing
- Great societal issues (climate change, renewable energies, social justice, international cooperation) are more and more central
- The university is beginning to value innovation and entrepreneurship
- Your fields may not have 'caught up' to how UMD is changing
  - If your activities fall into these dimensions
    - You may need to make a special effort to spell-out what this means in your case



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# Some Counsel

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- Mentorship is critical
  - Identify mentors
- Set mutual goals and evaluate annually
- Know where to publish in your field
  - And/or be able to articulate why where you publish is appropriate
    - And make sure that others agree
- Get to know the key players in your field
- Ensure good teaching and evaluations
  - Start building your teaching portfolio now
  - Make use of teaching resources on campus
    - Teaching and Learning Transformation Center (TLTC) - <http://tltc.umd.edu/>



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# Some Counsel

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- Teaching portfolio with evaluations, syllabi, teaching philosophy, course development
  - TLTC is very useful for this
  - Check their website for joint TLTC-OFA workshops
    - <http://tltc.umd.edu/>

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