

APT Workshop

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Agenda

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

- Institutions of higher education exist for the common good, and not to further the interest of the individual or the institution.
- The common good depends on the free search for truth and its free exposition.
- 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...

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

Tenure is not...

- ...just about the candidate
 - Department, College, University, USM, and State of Maryland
- ...protection against demonstrated incompetence, moral turpitude, professional or scholarly misconduct, willful neglect of duty

Playing by Uniform APT Rules

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

In a Nutshell

- The main expectation of the APT committees is that **every unit takes the APT process seriously**
- One size does not fit all
- We should **all abide by rules that seek excellence**

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From the USM Policy

- “The criteria for tenure and promotion in the **University of Maryland System** are:
 - teaching effectiveness, including student advising;
 - research, scholarship, and, in appropriate areas, creative activities; and
 - relevant service to the community, profession, and institution.”
- ALL THREE, and especially the first two, are taken very seriously

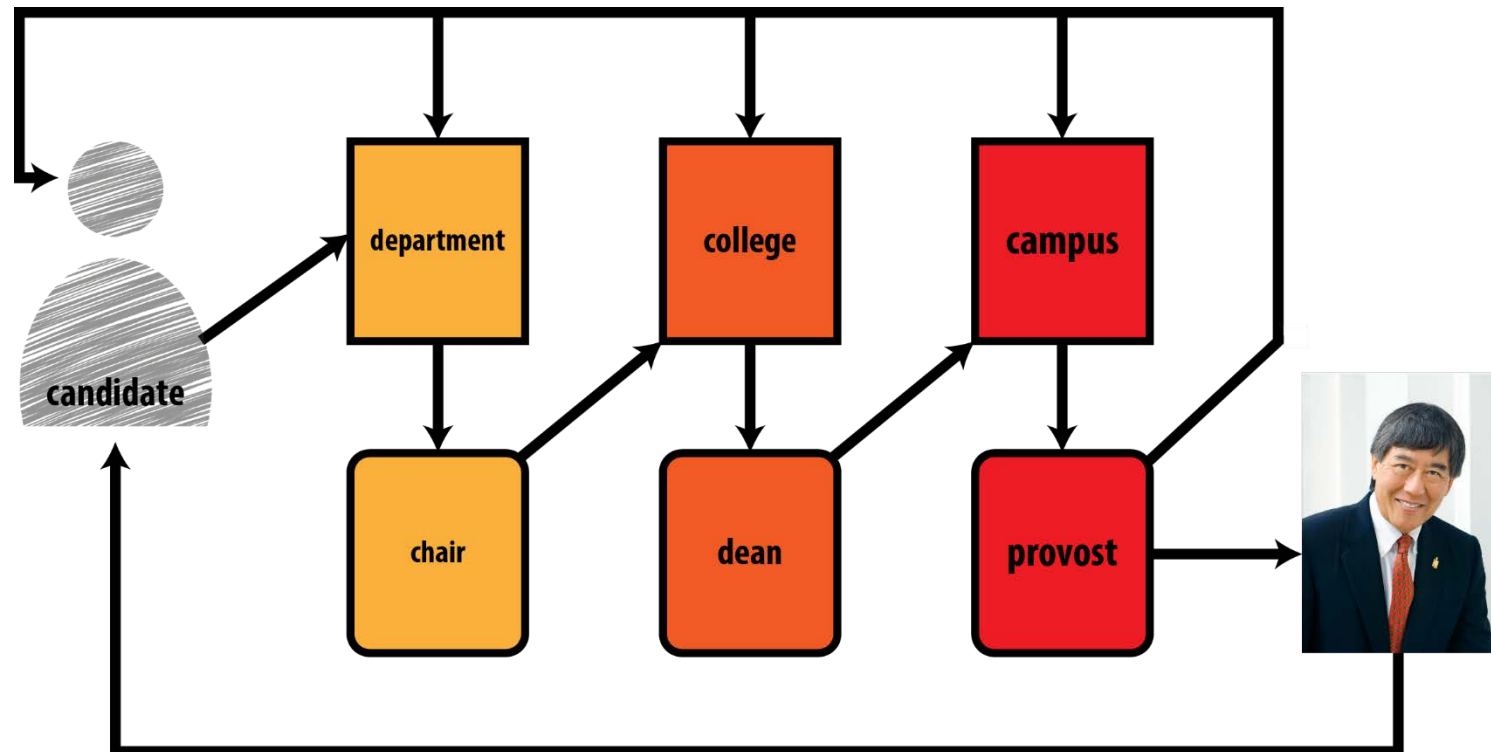
From the UMCP policy

- “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 tenure process is critical to the attainment of excellence

The APT Committee

- Seeks to understand **you** and the work you do in **your unit**
- The most important thing a dossier does is **tell a story**, in particular your story
- It is a narrative with several layers
 - Told at the Department, College, and Campus levels by
 - Chair, Dean, Provost
 - The goal and hope is that the conglomerate does justice to the case

The APT Process



Committees

- Department
 - Emphasis on surface aspects (worrying about the essential aspects of a CV, the spelling, the neatness)
 - Often comes at the expense of genuine substance
- Higher level (College/Campus)
 - Cases in higher committees do not depend on neatness
 - Focus on professional assessment of impact and quality
 - By field
 - By department (guided by written criteria)
 - By external evaluators

What Matters

- Show the significance of **your** work, **your** program, **your** achievements
- Why should the State of Maryland fund 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 **taking a step back for perspective**

Things to think about...

- Be **critical** 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, and keep asking how you're doing vis-à-vis the criteria.

Things to think about...

- 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

Things to Avoid

- 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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Indicators

- Everyone knows his/her field is unique
- You need to **establish your own indicators of excellence** – and to apply them
- What does **your field** (peers outside the university) determine as measures of success in **your area**?
- Your best strategy is to clearly determine these indicators, and then to **show how you follow and meet them...**
 - ...in the context of your unit's criteria

Key Questions To Ask

- What counts as **peer review** in your field?
 - Are these standards applied at peer institutions?
- What counts as **metrics of impact** in your field?
 - Are these taken seriously at peer institutions?
 - What will external reviewers use to assess your record?
- How does your field define **regional, national** or even **international**?
- How do you delineate the **differences between research/creativity, teaching/mentoring and service**?
- What is considered **entrepreneurial** and **innovative** in your field?

The University is Changing

- 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
- If your creativity falls into these dimensions
 - Make a special effort to spell out what this means in your case (so your colleagues understand and appreciate your approach)

And More to Consider

- Learn the culture of the institution and your department
- Establish connections within department
- Find out spoken and unspoken expectations of junior faculty
- Become familiar with the tenure process

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Some Counsel

- Mentorship is critical
 - Identify mentors
- Set mutual goals and evaluate annually
- Know where to publish in your field
- 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/>
- Choose service commitments wisely

Some Counsel

- Know why you were hired
- Ensure faculty understand your research
- Obtain annual reviews and understand their meaning
- Solicit honest input from your mentor and faculty in your research area
- Be sure to stay in touch with your Chair

Some Counsel

- Time management
 - Block off time to work and get things done
- Develop an independent research program
 - Balance of your own and team work
 - Be able to clearly articulate your contribution to teamwork
- Be proactive and take responsibility
 - Contact mentors/Chair for meetings
- If funded research is important in your field, request help in getting funding
 - Read proposals, introductions to program managers, campus resources

Some Counsel

- Financial assistance
 - Graduate Research Board Awards, ADVANCE seed grants, Young Scholar Awards
- Departmental support
 - Reduced teaching and service loads
 - TAs/RAs
 - Funding for conferences
- Tenure delay policies
 - Automatic for childbirth/adoption
 - Requests for personal/professional reasons

Some Counsel

- Personal statement about accomplishments
 - Future trajectory
- Complete C.V.
- Choices for reviewers
- 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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