Faculty Promotion and Tenure Workshop

John Bertot

Office of Faculty Affairs

Agenda

1. **Setting the Context**
2. The Process
3. Key Elements
4. Considerations

Discussion and Any Questions – Ask Throughout

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Setting the Context

❖ Tenure exists to:
- Safeguard academic freedom
- Ensure free inquiry, free expression, and open discourse in student learning and the advancement of knowledge
- Protect faculty from the threat of loss of their positions for voicing unpopular, novel, or innovative views necessary for open deliberation and criticism

❖ 1940 Statement of Principles on Academic Freedom and Tenure (go.umd.edu/1940aaup)

Tenure is

❖ Earned based on demonstrated **excellence** in research, teaching, **and** service (and Extension, if applicable)

❖ Granted by an academic institution to those who demonstrate a capacity for a lifetime of scholarship, teaching, and service (and Extension, if applicable)

  • About trajectory – continued excellence

❖ A commitment by the University and State of Maryland to continuously **support faculty for the next few decades**

Yes, tenure is about you

❖ But, it is also about the
  - Department
  - College/School
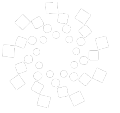 - University
  - USM
  - State of Maryland

❖ Which means that the threshold for receiving tenure is high

Defining Excellence

❖ The University's expectation is demonstrated and continued excellence in research/scholarship/creative work; teaching and mentoring; service; and, if applicable, Extension

❖ You (i.e., your department) are the experts in your area

❖ You (i.e., your department) establish the specific criteria for excellence in that area, answering the question:

- What does excellence in…
  - □ Research/scholarship/creative work
  - □ Teaching and mentoring
  - □ Service
  - □ [and Extension, if applicable]
- Look like in your field/unit?
- How is excellence measured?

❖ The case for tenure is about **articulating** and **demonstrating** how you have achieved "excellence" based on your unit's definitions, expectations, and metrics

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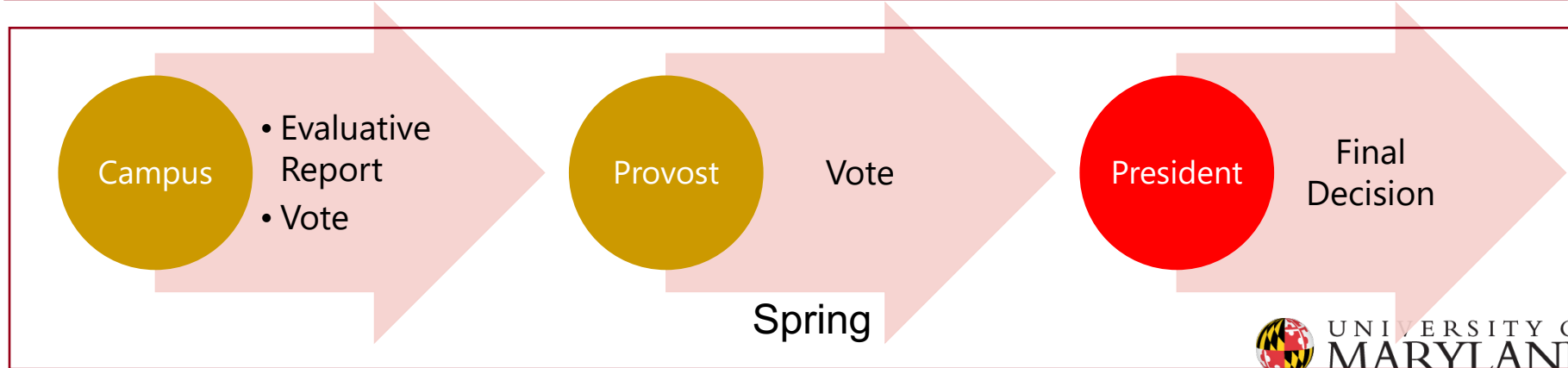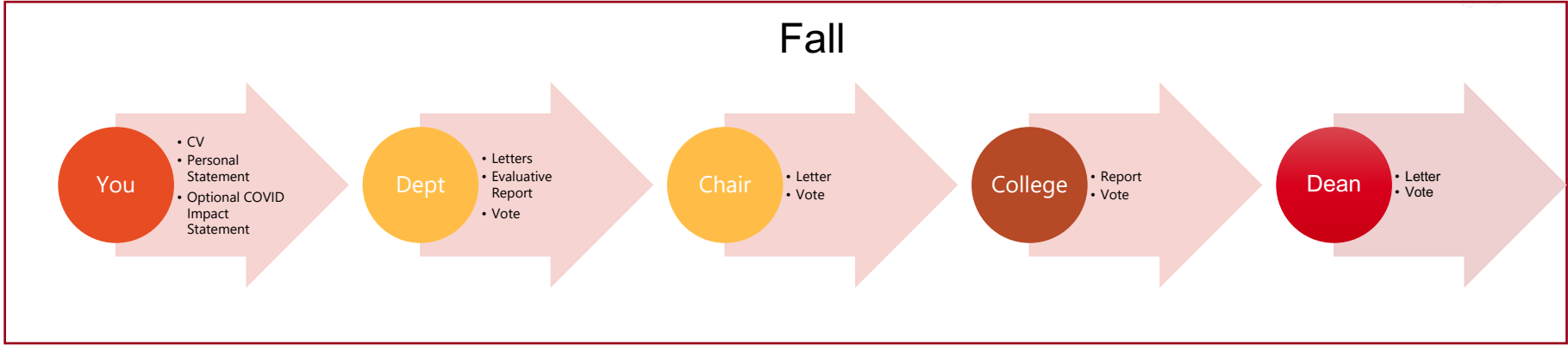
The APT process is a year-long process
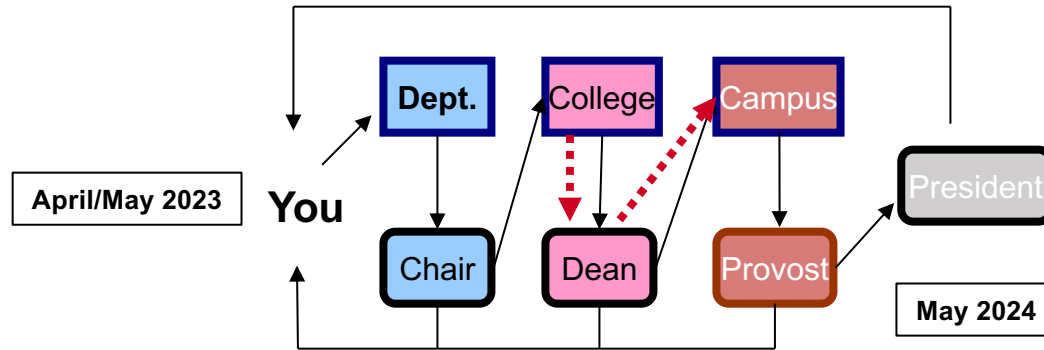
- Departmentalized colleges have 3 levels of review (department, college, campus)
- Non-departmentalized colleges have 2 levels of review (college, campus)
- Two campus committees (tenure, promotion) constituted by the Provost

The APT Process

Fall

You — • CV • Personal Statement • Optional COVID Impact Statement

Dept — • Letters • Evaluative Report • Vote

Chair — • Letter • Vote

College — • Report • Vote

Dean — • Letter • Vote

Campus — • Evaluative Report • Vote

Provost — Vote

President — Final Decision

Spring

The APT Committees

❖ Seek to understand **you** and the work you do in **your unit(s)**

❖ The most important thing a dossier does is **tell your story** (of excellence, impact, quality)

❖ It is a narrative with several layers and parts told by many different individuals/groups

  - Told at the Department, College, and Campus levels by You, the Department, Outside evaluators, Chair, Dean, Provost

❖ The goal and hope is that the whole does justice to the case

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The APT Committees

❖ Department
- Subject matter experts closest to your work
- Focus on essential components (CV and other candidate materials, selecting external evaluators, selecting materials for reviewers, precision)
- Focus on criteria and attainment of excellence, impact, quality

❖ Higher level (College/Campus)
- 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
  - Especially important to distinguish your contributions if you work collaboratively
- ❖ What is it about what you do that meets the definition of "excellence"? How has your work been impactful?
- ❖ Why should the State of Maryland support you and what you do for decades?
- ❖ This is **your** story, and telling it accurately and meaningfully requires **reflection, perspective, metrics, and context**

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The Process

❖ Although we have a common set of rules, expectations for excellence, and documentation
- Every case differs
  - □ No two faculty members, even if in the same unit, will have the same research profile, impact, or engage in teaching and mentoring the same way, etc.
  - □ Tenure reviews are independent and enable/embrace variation

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Key Elements of a Dossier

❖ What you provide
  - **CV in University format**
  - **Personal Statement**
    - □ 5 page maximum
  - Optional Covid Impact Statement
    - □ 2 pages
  - Optional Teaching Statement
  - Optional Supplement Materials
  - **Teaching Portfolio**
    - □ https://tltc.umd.edu/portfolios
  - Names of possible external evaluators
  - [Optional rejoinder to Summary Statement of Professional Achievement]

❖ These are opportunities for **you** to shape the narrative of excellence in research, teaching and mentoring, service (and Extension if applicable)

❖ Everything else is someone else telling your story (external letter writers, department, college, campus)

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Key Elements of a Dossier

❖ All items

Items to be Included in the Dossier

1. Transmittal Form
2. Candidate Verification Page
3. Curriculum Vitae †
4. Reputation of Publication Outlets †
5. Personal Statement †
6. Optional COVID Impact Statement †
7. Unit Field Impact Statement †
8. University COVID Actions Timeline
9. Summary Statement of Professional Achievements †
10. Optional Rejoinder from Candidate †

11. Unit Promotion Criteria †
12. Agreement of Modified Unit Criteria (if applicable) †
13. Department APT Report
14. Optional Minority Report
15. Department Chair's Letter
16. College APT Report
17. Dean's Letter
18. Optional Teaching Statement †
19. Student Course Experience Data †
20. Peer Teaching Evaluations / Information †

21. Mentoring / Advising / Research Supervision †
22. Credentials of External Evaluators
23. Responses from External Evaluators
24. Candidate Notification from Chair
25. Candidate Notification from Dean
26. Letter Log of Evaluation Requests
27. Sample Message Formally Requesting Evaluation †
28. Sample Message Requesting Availability †
29. Declines from Evaluators

† Signed and Dated by Candidate

Revised 4.2022

Note: CV and personal statement are signed directly on those documents.

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Some Considerations

❖ **Know the criteria and process**
  - Know your unit's criteria
  - Know how APT works in your unit (or multiple units if you have a joint appointment)
    - ▢ Operationally and culturally

❖ **Know the expectations**
  - Know where to publish
    - ▢ And/or be able to articulate why where you publish is appropriate
      - - And make sure that others agree
    - ▢ Be ware of predatory publishers
  - Know funded research expectations

Some Considerations

❖ **Measure and contextualize your results**
  - Make sure you understand the measures of impact and criteria in your unit
  - Know what **your field** (peers outside the university) considers to be measures of success in **your area**
    □ If you are a trailblazer, you may need to help others understand your specific area
  - Show how you follow and meet expected measures of success/impact
  - Put the results in context:
    □ Type of research you conduct
      - Community-based, lab, human subjects, etc.
      - Contributions if you co-author/collaborate on grants
    □ Kinds of courses you teach

❖ **Reach out/Check in**
  - **Colleagues:** get to understand what they do and to understand what you do
  - **Mentor(s):** seek their counsel and guidance
    □ Associate Professors can ask for an assigned mentor (APT 2015)
  - **Chair/Director**: stay in touch

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Some Considerations

❖ **Listen**
- In their comments, colleagues may be trying to tell you something
  - □ Informally
  - □ Via annual/periodic reviews

❖ **Don't procrastinate**
- Think about how to articulate what it is you do – your contributions and impact (personal statement)
- Think about the whole, not just the independent components
  - □ There are many parts to a full dossier (personal statement, CV, suggested letter writers, teaching dossier)
  - □ Weave these into a comprehensive narrative

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Some Considerations

❖ Addressing COVID
  • During APT
    □ Internal
      - Optional Impact Statement
        • Guidance
      - Field impact statement
    □ External and Internal
      - Personal Statement
      - CV annotations
      - University timeline
      - Modifications to external letter request
  • Tenure delay
    □ COVID tenure delay
      - **June 1, 2026**

https://faculty.umd.edu/resources/covid-guidance

Life Happens (Beyond COVID)

❖ Paid Parental Leave

❖ Leave Without Pay

❖ Family Medical Leave

❖ Accommodation

❖ Reach out to OFA for information and to discuss individual situations

Resources

❖ APT policy
  - https://policies.umd.edu/faculty/university-of-maryland-policy-and-procedures-on-appointment-promotion-and-tenure-of-faculty
  - Undergoing revision
❖ APT Guidelines/Manual
  - HTML
    □ https://faculty.umd.edu/apt-manual
  - PDF
    □ https://faculty.umd.edu/media/186/download
❖ Tenure/promotion reports
  - https://faculty.umd.edu/main/appointments/promotion-and-tenure#annual-report

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