

# Faculty APT Workshop

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# Agenda



1. Setting the Context
2. The Process
3. Teaching Portfolio
4. Considerations

Discussion and Any Questions – Ask Throughout

# 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](https://go.umd.edu/1940aaup))

# Tenure is



- ❖ Earned based on demonstrated **excellence** in research, teaching, **and** service
- ❖ 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 you. It's also about the
  - Department
  - College
  - University
  - USM
  - State of Maryland

# Defining Excellence



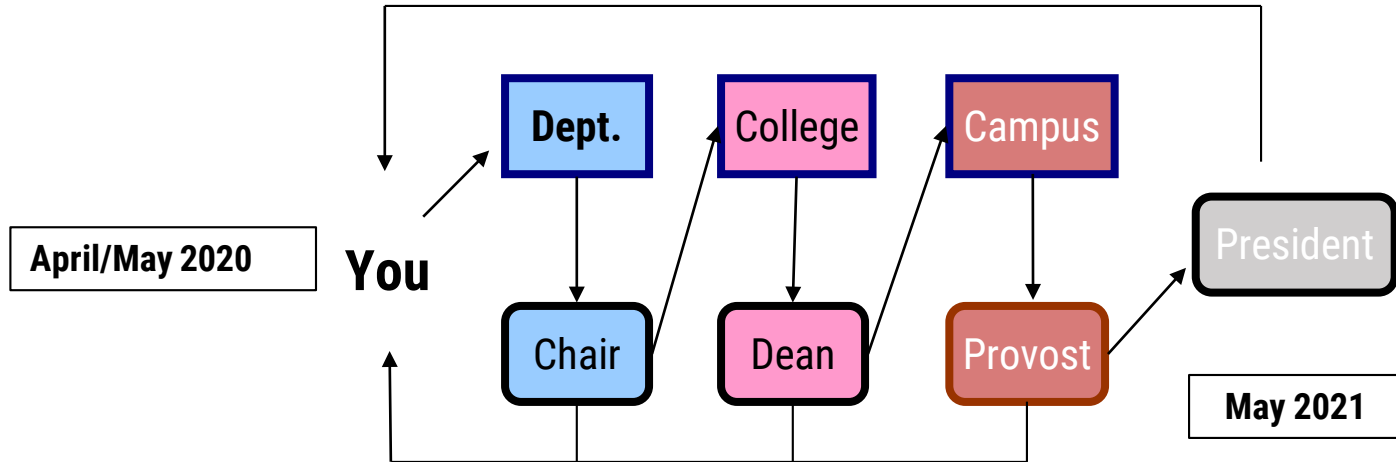
- ❖ You (i.e., your department) are the experts in your area
- ❖ You (i.e., your department) should and do establish the criteria for excellence in that area, answering the question:
  - What does excellence in...
    - Research
    - Teaching
    - Service
  - Look like in your field/unit?
  - How is excellence measured?
- ❖ You and your department colleagues are responsible for **articulating** and **demonstrating** how you have achieved “excellence”

# Agenda



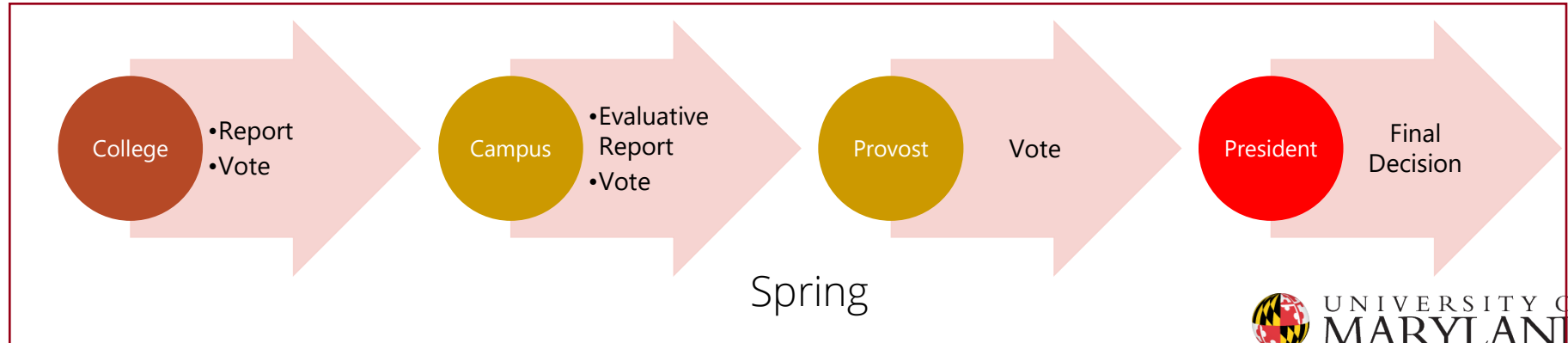
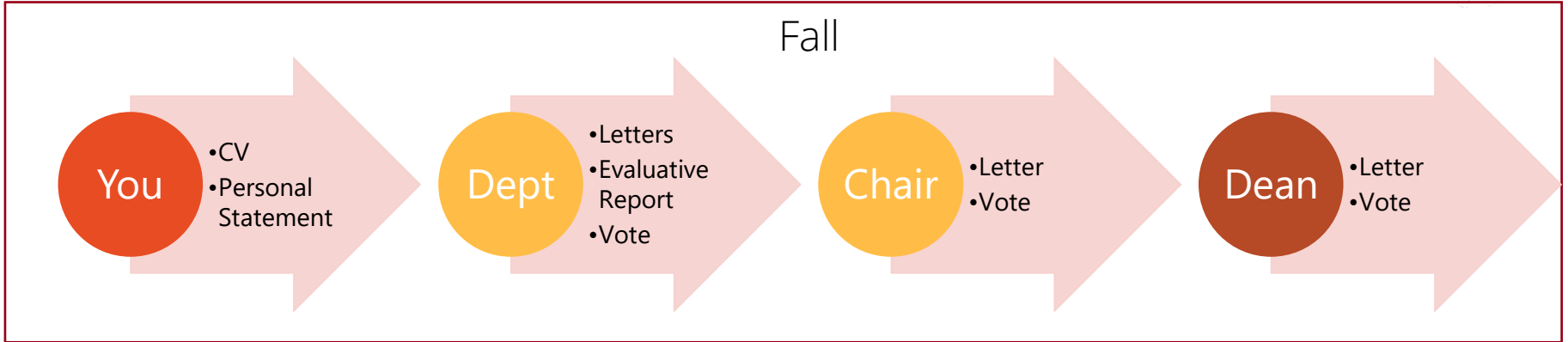
1. Setting the Context
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# The APT Process





# The APT Process



# 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)
- ❖ It is a narrative with several layers and parts by many different individuals/groups
  - Told at the Department, College, and Campus levels by You, Department, Outside evaluators, Chair, Dean, Provost
- ❖ The goal and hope is that the whole does justice to the case
  - [Ultimately, it is the President who has the most information in the decision to grant tenure]



# 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, the neatness)
  - Focus on criteria and attainment of excellence
- ❖ 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
- ❖ 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 requires **reflection, perspective, metrics, and context**

# Agenda



1. Setting the Context
2. The Process
3. Teaching Portfolio (Conducted by TLTC)
4. Considerations

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1. Setting the Context
2. The Process
3. Teaching Portfolio
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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)
- ❖ 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
  - 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**
  - Show how you follow and meet expected measures of success/impact
  - Put the results in context:
    - Type of research you conduct
    - 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
  - **Chair/Director:** stay in touch



# 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 (personal statement)
- Think about the whole
  - There are many parts to a full dossier (personal statement, CV, suggested letter writers, teaching dossier)

# Life Happens



- ❖ Tenure delay
  - Birth/Adoption
  - Personal/Professional
- ❖ Paid Parental Leave
- ❖ Leave Without Pay
- ❖ Family Medical Leave
- ❖ Accommodation

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