

Common Learning Outcomes for APAA Fellows

An APAA Fellow is an individual who has received a doctoral degree and is engaged in a two-year defined period of mentored, advanced training to enhance the professional skills and research independence needed to pursue an academic career. In addition to the standard research and scholarly activities, our goal is to help APAA Fellows recognize the continuous growth required to be an effective faculty member, and be prepared to demonstrate their abilities and evolution to a hiring institution. We have created a set of Common Learning Outcomes for APAA Fellows, based on the six core competencies set by the National Postdoc Association. We expect APAA Fellows to make progress in each of the five areas outlined below each year, as determined by their needs and goals set in their Individual Development Plan (IDP). Therefore, we ask that each year the Fellow's IDP include at least one activity/sub-bullet from each of the five categories.

- **Conceptual Knowledge and Research Competence -**
 - Design testable hypotheses and experiments to effectively test them.
 - Analyze data, interpret data in a greater context, and explain findings clearly.
 - Evaluate other's scientific data presentations and publications analytically.
 - Understand and navigate the context of your broader field, both in terms of research and as well as disciplinary norms of professionalism (may be learned, for example, from on-campus mentors and/or at national and international conferences).
- **Writing Proficiency for Publication and Funding-**
 - Recognize the steps of the scientific publication and peer review process.
 - Complete a written publication through all stages (conception, drafting, submission).
 - Review the breadth of funding sources for early career scientists and identify target sources of funding for specific research.
 - Recognize the steps of the grant proposal, review and funding process.
 - Complete (or participate in) the completion of a grant proposal through all stages.
- **Inclusive Teaching Readiness -**
 - Summarize recent literature on evidence-based teaching approaches (both in-person and online) that enhance learning, support diverse learners, and reduce equity gaps.
 - Implement pedagogical techniques demonstrated to enhance learning and support diversity
 - Have a mentored teaching experience that includes preparation, execution and assessment of a lesson/set of lessons/course.
 - Curate an effective teaching portfolio (particularly if interested in being faculty at teaching-focused institutions).
- **Laboratory Management, Leadership and Mentoring Knowledge -**
 - Receive training on responsible conduct of research and describe how proposed future research will be completed ethically, responsibly, and appropriately.
 - Foster an inclusive, diverse, productive and professional laboratory environment, including the ability to mitigate implicit bias and prevent sexual harassment.
 - Review best practices on recruiting, hiring, on-boarding, mentoring and performance-reviewing personnel (undergraduate, graduate and postdoctoral scholars as well as staff) in an equitable manner.
 - Develop strategies for effective laboratory and project management and identify tools for setting priorities, keeping records, managing time, and delegating tasks.
 - Actively cultivate your own mentors and learn what it means to be a good mentee.
- **Tenure Track Conversion Preparedness -**
 - Articulate the differences between various Carnegie Classifications of higher educational institutions and identify which aligns with personal goals.
 - Prepare effective materials for tenure-track conversion including a *curriculum vitae*, cover letter, research statement, teaching statement/portfolio, diversity statement and professional web presence.
 - Construct and perform an engaging, effective job talk (either a research presentation or teaching demonstration), incorporating feedback from mentors or professional developers.
 - Articulate and implement strategies for a successful self-presentation in a conversion/tenure-track interview.

Expectations for the APAA Postdoctoral/ Pre-Professoriate Fellows and their Mentors

Expectations of the APAA Fellows:

- Speak with the APAA Director, Robin Cresiski (rcresisk@umbc.edu) prior to your start date.
- Submit a photo and brief biosketch to Robin Cresiski by August 30th of your first year.
- Collaborate with your mentor on an annual Individual Development Plan (IDP) based on the Common Learning Outcomes of the APAA fellowship.
- Attend alliance-wide professional development events, particularly those organized for APAA fellows, throughout your fellowship. These should align with your IDP and the APAA Common Learning Outcomes.
- Travel and present at two conferences each year (\$2500 for this is provided by the APAA program), preferably one domestic and one international.
- Meet regularly with your mentor(s), checking in on your IDP progress.
- Meet once a semester with the department chair.
- Speak at least once a semester with the APAA Director, Robin Cresiski, and as desired or needed if issues arise.
- Speak with APAA evaluators, Dr. Wendy Carter-Veale (UMBC) and Jennifer Flynn (Westat) for APAA program evaluation during your fellowship.

Our general recommendation is that you focus on 1) **developing your research** with the goal of being a fully independent laboratory leader, 2) **participating in professional development** through participation in departmental, college, and alliance events that align with CLOs and your IDP, 3) **crafting a mentored teaching experience** to help build a portfolio of evidence-based teaching and 4) **cultivating good relationships with a mentor (or mentors) and learn about mentoring explicitly.**

Expectations of APAA Mentor(s)

- Speak to APAA Director, Robin Cresiski, rcresisk@umbc.edu, prior to Fellow start date and at the end of each semester.
- Attend a session on mentoring postdocs/junior faculty on your campus/within the alliance.
- Meet with the Fellow regularly, at least twice per month.
- Collaborate with the Fellow on an Individual Development Plan (IDP) based on the Common Learning Outcomes of the APAA fellowship. The IDP should be submitted to Robin Cresiski, within 30 days of the Fellow's start.
- Support the Fellow in participating in alliance-wide and on-campus professional development as aligned with the Common Learning Outcomes and IDP.
- Assist the Fellow in finding a mentored teaching experience that includes design, execution, and assessment of learning. Discuss feedback received on that teaching with the Fellow.
- Assist the Fellow with integrating into the campus community and learn about the contexts, norms, and culture of these communities and the discipline at large.
- Where applicable, assist the fellow in determining the type of post-fellowship environment and institution that most aligns with the academic life the fellow wants.
- Complete a mid-year review and first year review of the Fellow, updating IDP as necessary, to be submitted to Robin Cresiski by January 15 and May 30 of Fellow's first year.
- Meet with the Department Chair and the APAA Director, Robin Cresiski, during the spring of Year 1 once a semester to discuss the Fellow's progress.

Acknowledgement: These were adapted, with permission, from the UMBC Provost Fellows for Faculty Diversity expectations for fellows and mentors.