

**PROVOST'S GUIDELINES FOR THE PROMOTION PROCESS
FOR TEACHING AND CLINICAL FACULTY
For Applicants, Committees, Chairs, and Deans
2020-2021**

The Provost's guidelines provide recommendations to the candidate developing a portfolio for promotion on ways to present their accomplishments effectively and concisely. They were developed to promote consistency in the organization of the candidate's materials, to provide the candidate with an understanding of what reviewers look for, and to provide clarity to readers at various levels of review.

The guidelines in no way supersede, replace the language of the MSP contract, or reflect a comprehensive statement of MSP contract principles. The faculty candidate, members of personnel committees, and chairs are expected to review the relevant sections of the MSP contract.

CANDIDATE ELIGIBILITY

Important note: The candidate is advised to talk with their chair and dean, and to consult the MSP contract, before deciding when to seek promotion.

For candidates seeking promotion:

- from assistant teaching professor to associate teaching professor
- from associate teaching professor to full teaching professor
- from assistant clinical professor to associate clinical professor
- from associate clinical professor to full clinical professor

Faculty may be promoted after completing six (6) years of full-time service at the University of Massachusetts Lowell. Accordingly, faculty may submit their materials for consideration for promotion to associate teaching or clinical professor as early as the September of their sixth academic year, or any year thereafter. Faculty at the rank of associate teaching or clinical professor may submit their materials for consideration for promotion to full teaching or clinical professor as soon as the September of their sixth year from the prior promotion, or any year thereafter.

Non-tenure track faculty members can continue to serve without promotion indefinitely.

Candidates who apply, but who are not recommended for promotion, may reapply in September of the third year after the initial application. There are no limits on the number of times that a candidate can be considered.

CRITERIA FOR PROMOTION

Eligible candidates are advised to begin their preparation by reviewing Articles II and VIII of the MSP contract, which outline the promotion procedure, and to make themselves familiar with the promotion calendar and the relevant deadlines that are part of the process.

Article II of the MSP contract provides guidance for the candidate and reviewers on the requirements for promotion:

The criteria for promotion in [...] non-tenure track positions are excellence in teaching and excellence in service.

Candidates document their achievement of these criteria in their promotion portfolio.

THE PROMOTION PORTFOLIO

Portfolio Format

The candidate submits two PDF files: a main portfolio and a supplemental materials file. The Electronic Materials Workshop is offered each spring to provide the candidate with support for constructing their portfolio. These materials may not be edited after the submission deadline. (Candidates may submit updates as addenda; see the section on addenda and responses for acceptable items.)

Main Portfolio Content

- Cover page, to include:
 - name
 - present rank
 - department and college
 - date of appointment at the University of Massachusetts Lowell and rank awarded
 - date of previous promotion (if applicable)
 - area of specialization within the discipline
- Candidate's Curriculum Vitae (CV) (MSP contract Appendix A-9, Personnel Form #6)
- The CV is intended to provide the accomplishments of the candidate's entire career, including the specific details of accomplishments at UMass Lowell. Accomplishments from the period under review are typically provided in bold face type. There is no page limit for the CV.
- Candidate's Narrative—recommended length, approximately 5 to 7 pages
- Instructional Activity Chart (Appendix 6)

Electronic Supplemental Materials Content

Required

- All annual or periodic evaluations by the Department Personnel Committee, department chair, and dean
- Student evaluations from the period under review (excepting Spring 2020)

For Clinical Track Faculty

- Letters of assessment provided by supervisors at clinical sites, provided to the candidate by the department chair

Optional

- Supplemental content that significantly advances or illustrates the case that cannot be sufficiently expressed in the CV or narrative – in consideration of the readers, the candidate should include only the most critical items, and should label them clearly

NEW • COVID-19 impact statement (see addendum of August 17, 2020 at the end of this document.)

There is no preclusion of the candidate to include any item that they deem important. However, candidates are advised that reviewers are unlikely to put weight on ancillary material or documentation beyond what is indicated above. Accordingly, candidates are advised to focus their efforts to ensure that their narrative and CV are thorough and complete.

CANDIDATE'S NARRATIVE

The candidate's narrative should tell the story of their accomplishments in instructional effectiveness and the impact of their service. The narrative should provide the context, perspective and focus of the candidate's work, describing its place in their department and in the university, and their contributions to the mission of UMass Lowell. We recommend that an effective candidate narrative is 5 to 7 pages in length.

An effective narrative will present a concise, synthesized overview of the candidate's accomplishments and their distinctive contributions. It will offer the reader a sense of the candidate's overall career trajectory, using selective details that focus on the candidate's achievements during the relevant period under review at the University of Massachusetts Lowell.

The narrative should outline the vision and philosophy that guide the candidate's efforts in teaching and service, including efforts towards continuous improvement, and address both standard areas of evaluation outlined in the MSP contract (II.A.) and should focus on the outcomes of the work in each. At both levels of promotion, accomplishments may be assessed in a variety of ways and may vary across disciplines. The narrative should enable reviewers—**including those who come from other specialties or disciplines**—to make informed judgments based on both qualitative and quantitative measures.

INSTRUCTIONAL EFFECTIVENESS

In this section of the narrative, the candidate should articulate their contributions to the University's instructional mission in and beyond the classroom. The candidate should specify the student outcomes resulting from their instructional efforts. The candidate should present their instructional accomplishments in ways that enable colleagues from any discipline to understand the criteria that are most important for pedagogy in the specific field of study.

Excellence in instruction is central to the mission of UMass Lowell, and faculty engage in a wide array of related activities that, both directly and indirectly, create the rich educational environment we provide for our students. In accordance with the MSP contract, evaluation of faculty achievement in instructional effectiveness should consider the full breadth of their contributions.

The MSP contract (VII.B.2.c.(1)) defines instructional effectiveness as:

Including, but not limited to [...] development, improvement and demonstration of subject matter competence, continued improvement of methods and procedures of classroom presentation; active participation in departmental evaluation of course offerings and curricula for the purpose of maintaining their quality, relevance, and viability; conscientious discharging of responsibilities for student advisement throughout the academic year; and special or uniquely valuable contributions to the development or implementation or teaching of needed courses in any college or division of the University, and the like.

Reviewers will expect the narrative to address aspects of the candidate's contributions to instruction such as, but not limited to:

- ensuring student success through the continuous improvement of instruction
- pedagogic innovation
- courses developed, redeveloped, and taught; and their place in the curriculum
- currency and appropriateness of course content
- fulfillment of program, department, and Core Curriculum learning outcomes
- promoting equity in student achievement
- clarity and transparency of teaching materials, including articulating expected student outcomes
- response to instructional issues raised in teaching observations, annual/periodic reviews, or student evaluations
- use of student learning outcomes assessment to improve teaching
- role and contribution in the supervision/ mentoring of independent studies, experiential learning opportunities (undergraduate research, service learning, community-engaged learning, external placements, etc.), theses, dissertations
- engagement in interdisciplinary/collaborative instruction
- teaching awards and honors

The narrative may also address contributions to the university's instructional mission beyond classroom instruction, including, but not limited to:

- academic advising, including advisee load
- development of learning opportunities outside the classroom
- promoting equity in providing special opportunities and achievements for students
- curriculum development and implementation
- program-level assessment of student learning outcomes used for curricular improvement

- development of curricular materials to be shared with colleagues
- seeking or providing professional development on instruction-related topics
- production of scholarship of teaching and learning (presentations, publications)
- internal or external funding for instructional activities
- partnering with campus support services to improve students' academic success

Faculty seeking promotion to full teaching or clinical professor should emphasize examples of distinguishing accomplishments, such as, but not limited to:

- demonstration of pedagogical improvements sustained over time
- mentoring of junior faculty with respect to teaching
- examples of impact on the department or wider university relating to instructional methods
- leadership in curriculum development and continuous improvement

The Instructional Activity Chart

In the portfolio, the candidate provides the Instructional Activity Chart (Appendix 6) after the conclusion of the narrative. This chart documents key data items, including courses and sections taught, enrollments, student credit hours delivered, and student evaluation scores, helping readers to have an overview of the candidate's teaching.

SERVICE

In this section of the narrative, the candidate should describe the quality and discuss the impact of their sustained and transformative service to the University, the community, and, if applicable, to the profession. The narrative should not merely list activities undertaken or committee memberships, but should provide readers with a clear picture of how the candidate shapes the campus community, participates in faculty self-governance, and enacts leadership at these various levels. The narrative should clarify the candidate's role in key service activities cited, and identify the resulting accomplishments and outcomes; leadership roles should be emphasized.

Please refer to the definitions of service outlined in the MSP contract and MOA of 26 June 2018, (VII.B.2.c.(3)) which provide a foundation for what should be included in this section. In addition to those definitions, the narrative should address the impact of their service within three categories:

Service to the University, such as, but not limited to:

- service on department, college or university-wide committees
- mentoring junior faculty, e.g., service on Launch@UML teams, or as part of college or departmental efforts
- fundraising or recruiting for the department or college
- service on professional boards or accreditation agencies as a representative of the University
- service on University-wide task forces
- service as an MSP officer or board member
- service as a faculty advisor to students including clubs, Living-Learning Communities, DifferenceMaker teams, etc.

The candidate should list both compensated and uncompensated service assignments, and delineate accordingly.

Service to the Community, such as, but not limited to:

- participation on community boards, activities developed outside regular curricula engaging communities in the work of the faculty member
- serving as an expert on public panels or giving presentations to the public

- significant outreach activities performed in a professional capacity, such as outreach to K-12 students and teachers, outreach to other community groups, or public outreach
- engagement with diverse communities related to the faculty member's area of academic or professional expertise

Service to the Profession, if applicable, such as, but not limited to:

- partnering with external professionals, groups, or agencies on matters related to the discipline
- moderating at conferences and professional meetings, especially as related to the scholarship of teaching and learning or student development
- service roles in professional societies
- evidence of impact on diverse communities, where applicable

Faculty seeking promotion to full teaching or clinical professor should emphasize examples of distinguishing accomplishments, such as, but not limited to:

- evidence of progression in the career, demonstrating growth beyond what was achieved at the previous rank
- holding leadership roles on campus, or leadership in major, university-wide initiatives
- stewardship of curricular design, improvement, and assessment
- raising the department profile, e.g., by cultivating student opportunities and success
- mentoring of junior faculty with respect to pedagogy
- forging sustained, impactful partnerships with the community

UPLOAD INFORMATION FOR ALL CANDIDATES

The two PDF files described above (the main portfolio and the supplemental materials) are uploaded into a UML P&T file share for secure distribution to authorized campus reviewers. Access to the file share for the candidate and all reviewers strictly follows the P&T calendar; late upload is not permissible.

In order to facilitate establishment of a candidate folder within the P&T file share, it is recommended that the candidate sends a notice of intent to apply for promotion and/or tenure—via the new web form accessible via a link on the P&T website or <https://www.uml.edu/service/Apps/Forms/Form/Render?id=218412>—by **July 1, 2020**.

The final portfolio and supplemental materials must be uploaded electronically to the P&T file share by **Monday, September 21, 2020 at 5:00 pm**. The candidate is advised to have the portfolio reviewed by mentors prior to uploading, as it may not be altered after this deadline.

ADDENDA & RESPONSES

After September 21, 2020, the portfolio may not be edited, but the candidate may submit addenda reflecting significant new updates. Addenda should be submitted by email to PanDT@uml.edu with a copy to the department chair and dean. Only the candidate may submit addenda. Because they are not a formal part of the portfolio, these addenda will not trigger further review by levels completed prior to submission. The P&T Team will upload addenda to the Review Letters, Responses, Addenda folder on the P&T file share. Addenda are limited to:

- funding for teaching and learning projects awarded after final submission of the candidate's portfolio
- honors or awards received after final submission of the candidate's portfolio
- candidate responses to recommendation letters by various levels of review (in accordance with the promotion and tenure calendar)
- other extraordinary examples appropriate to the candidate's discipline

RESOURCES

Additional information can be found at www.uml.edu/PandT, including the promotion and tenure calendar, which provides the candidate and reviewing authorities with a timetable of due dates for the given academic year, and the addenda and templates referred to in this document.

Candidate questions about portfolio content should be addressed to the department chair.

Any questions about electronic portfolio creation or fileshare uploads may be directed to PandT@uml.edu.

These guidelines were approved by the Provost in April 2020.

SUMMARY OF KEY GUIDELINE CHANGES FOR 2020-2021

- New process for candidates to request a 2020-21 P&T file share folder: Complete the simple web form at <https://www.uml.edu/service/Apps/Forms/Form/Render?id=218412> by July 1, 2020.
- Appendix 6, the Instructional Activity Chart, has been edited.
- Appendix 8, Process for Assessments from Clinical Sites, is a new element of the guidelines, designed to improve clarity and transparency for clinical faculty candidates and department chairs about the Clinical Letters of Assessment.
- **IMPORTANT:** The submission deadline for the candidate's materials has been moved **from 11:59 pm to 5:00 pm on September 21, 2020**. This change ensures that IT Help Desk assistance will be available for candidates with any last-minute password or technical issues.

ADDENDUM August 17, 2020

In recognition of the many ways in which the disruption of COVID-19 has affected faculty work, the Provost invites candidates to include in their supplemental materials for 2020-21 a one-page statement outlining any relevant impact of the pandemic and its resulting conditions on their efforts in the areas of evaluation.

A COVID-19 Statement is not required. Faculty who opt to provide one may include it in their supplemental materials file (see page 2 of this document).

Faculty candidates and members of review committees may wish to refer to this helpful document as a reference:
Asking the Right Questions: A primer for merit, tenure and promotion evaluation committees.
<https://www.pnas.org/content/pnas/suppl/2020/06/17/2010636117.DCSupplemental/pnas.2010636117.sapp.pdf>

For a more complete discussion of the impact of COVID-19 on faculty work, please refer to the following article, which is the source of the primer linked above:

Malisch, J.L. et al. (2020). Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity. *Proceedings of the National Academy of Sciences* Jul 2020, 117(27), 15378-15381
<https://www.pnas.org/content/pnas/117/27/15378.full.pdf>