



# **Provost's Annual Promotion Workshop for Teaching & Clinical Faculty**

May 4, 2026  
Moloney Hall, UCC-260

[www.uml.edu/pandt](http://www.uml.edu/pandt)  
[pandt@uml.edu](mailto:pandt@uml.edu)





**Provost's Annual Promotion Workshop  
for Teaching and Clinical Faculty**  
May 4, 2026, 9:00 – 11:00 a.m.  
Moloney Hall, UCC 260

AGENDA

- 9:00 Welcome  
Quick poll  
Workshop goals
- 9:05 Documenting accomplishments in the areas of evaluation  
Teaching  
Service
- 9:30 Updates and reminders  
Process timeline & review levels  
Candidate Materials  
Resources
- 10:00 Panel: Recent Perspectives on the Promotion Process  
**Tracy Michaels**, English: *recently-promoted Associate Teaching Professor*  
**Nikolay Lepeshkin**, Physics & Applied Physics: *recently-promoted Full Teaching Professor*  
**Christopher Hansen**, Mechanical & Industrial Engineering: *Department Chair*  
**Lori Weeden**, Environmental, Earth & Atmospheric Sciences: *URT Committee Member*
- 10:40 Open Q&A with panel and presenters
- 10:55 Wrap up & thanks



## Promotion and/or Tenure Calendar 2026-2027

April/May 2026	Departments send results of 2026-7 DPC Elections and DPC Chair to <a href="mailto:pandt@uml.edu">pandt@uml.edu</a> by end of April Provost's P&T Workshops and Electronic Materials Workshops <b>TT:</b> Candidates, Chairs, and Deans complete Appendices 1 and 2A-C prior to external review solicitation. Chair solicits external reviews from final list of reviewers. Chair sends TT candidate materials, including completed waiver statement, to confirmed reviewers by last week of May. <b>CL:</b> Candidates provide Chair with contact info. for letters of assessment from clinical sites. Chair solicits letters of assessment from clinical sites.
Early June 2026	TT: Chairs who have not received sufficient commitments should solicit additional reviewers.
7/1/26	Deadline for candidates to request a file share folder (link at <a href="https://www.uml.edu/pandt">https://www.uml.edu/pandt</a> ).
Mid August 2026	Chair ensures all external letters & CVs were received; seeks additional reviewers if needed.
<b>9/14/26</b> 5:00pm ET	Deadline for individuals to file for promotion and tenure and to submit all necessary supporting materials for Department Chairpersons (via file share).
9/23/26	Provost's Preparation Meeting for P&T Reviewers, 9:00-10:30am. (register by 9/14/26)
<b>10/5/26</b>	Deadline for Chairpersons to submit all individual promotion and tenure materials (inclusive of external letters and reviewer information) for Department Personnel Committees.
<b>10/26/26</b>	Deadline for Department Personnel Committees to forward recommendations and personnel materials for Chairpersons.*
11/2/26	Last day for candidates to file responses to recommendations from Departmental Personnel Committees.**
<b>11/9/26</b>	Deadline for Chairs to forward recommendations and personnel materials for College Personnel Committees.*
11/16/26	Last day for candidates to file responses to recommendations from Chairpersons.**
<b>12/7/26</b>	Deadline for College Personnel Committees to forward recommendations and personnel materials for college deans.*
12/14/26	Last day for candidates to file responses to recommendations from College Personnel Committees.**
<b>1/11/27</b>	Deadline for college deans to forward recommendations and personnel materials for the Rank and Tenure Committee.*
1/19/27	Last day for candidates to file responses to recommendations from Deans.**
2/4 and 2/5/27	University Rank and Tenure committee meets to review applications.
<b>2/16/27</b>	Deadline for University Rank and Tenure Committee to forward recommendations and personnel materials for Provost.*
2/23/27	Last day for candidates to file responses to recommendations from Rank and Tenure Committee.**
<b>3/1/27</b>	Deadline for Provost to forward recommendations and personnel materials for Chancellor.*
3/8/27	Last day for candidates to file responses to recommendations from the Provost.**
3/15/27	Deadline for Chancellor to issue list of recommended candidates for tenure and promotion (before appeals).*
3/22/27	Deadline for eligible candidates to submit appeal to Chancellor.
<b>4/3/27</b>	Deadline for Chancellor to issue final list of recommended candidates for tenure and promotion to the Board of Trustees (after all appeals have taken place).

**\* Recommendation letters must be emailed to candidates and CC'd to [pandt@uml.edu](mailto:pandt@uml.edu) for upload.\*\*  
Candidates should email response letters to [pandt@uml.edu](mailto:pandt@uml.edu) for upload.**





Learning with Purpose

## PROVOST'S GUIDELINES FOR THE PROMOTION PROCESS TEACHING AND CLINICAL FACULTY

### For Applicants, Committees, Chairs, and Deans

2026-2027

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.

## **PROCESS FOR LETTERS OF ASSESSMENT FROM CLINICAL SITES (Clinical faculty only)**

The MSP Contract specifies that, along with other evidence in support of excellence in teaching, Clinical Faculty are “expected to provide letters of assessment sought by department chairs from supervisors at clinical sites.” The following is meant to provide a basic framework for the process of procuring those letters and presenting them in the portfolio.

### **Clinical Assessment Letter Process Timeline**

The MSP contract does not provide process deadlines; the timeline below is suggested.

Spring 2026	Clinical faculty candidate provides Chair with names and contact information for potential letters of assessment from clinical sites.
By end of May 2026	Chair solicits (via email) letters of assessment from clinical sites on behalf of Clinical Faculty and informs candidate regarding how many letters have been solicited on their behalf. (See template, Appendix 8)
Summer 2026	Chairs forward letters to Clinical Faculty as they arrive for inclusion in the portfolio.
8/13/2026	Requested deadline for clinical assessors to provide letters.
<b>9/14/26 5:00 p.m. ET</b>	Deadline for candidates to upload all promotion materials to the P&T file share; Clinical Faculty include all received letters from clinical sites in the supplemental materials file.

### **Guidelines for the Clinical Assessment Letters**

- Department chairs, in consultation with their dean, should set a range for the number of letters to be solicited for clinical candidates. This number may vary widely between departments or programs within departments, but should be consistent, to the extent possible, for candidates across the program/department. This number should be shared with the candidate.
- If the chair writes to a potential assessor who declines to write, the chair should notify the candidate, and decide with the Dean if it is desirable to seek a replacement letter.
- The contract does not indicate that these letters will be held confidential. Chairs should explicitly mention this policy to potential assessors.
- The letters should take into account, as possible, the relevant period of assessment; either from appointment as Assistant Clinical Professor to Associate Clinical Professor, or from appointment as Associate Clinical Professor to Clinical Professor.
- Clinical letters should not be sought from assessors with a vested interest in the outcome of the decision.
- The candidate should not request clinical assessment letters directly, nor raise the topic of the clinical evaluation with a potential or confirmed assessor prior to the submission of the promotion materials.
- The candidate should present all clinical assessment letters solicited and received by the chair in their portfolio; no letters received should be dismissed, edited, excluded or discarded.
- Candidates may provide a COVID impact statement to their chair to be forwarded to the assessor as soon as they have agreed to provide a letter (optional, see details page 6).

### **Scope of Clinical Assessment Letters**

Clinical assessors are asked to address, for the relevant period of assessment:

- the nature and length of the external reviewer’s past or present association to the candidate
- the significance, quality, and quantity of the candidate’s contributions to the clinical site
- the quality and effectiveness of the candidate’s instruction/practice in the clinical site
- where possible, examples of the candidate’s contributions to the clinical site
- an assessment of the candidate’s skill compared with others in the field who are at a similar stage of their career
- any relevant information about common clinical practices within the discipline or other factors that may help the university evaluate the candidate relative to disciplinary expectations
- if relevant, context about the impact of COVID on the candidate’s clinical work

Departments may edit these requested areas of evaluation to include more specific language pertaining to the nature of the faculty’s clinical work.)

## **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 (PDF #1)**

- 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.
- Candidates may adjust the CV format to reflect disciplinary conventions but should retain the order specified in Appendix A-9.
- Candidate's Narrative—recommended length, approximately 5 to 7 pages (10-12 pt. font, single spaced, standard margins)
- Instructional Activity Chart (Appendix 6)

### **Supplemental Materials Content (PDF #2)**

#### **Required**

- All annual or periodic evaluations by the Department Personnel Committee, department chair, and dean (include formal annual evaluations and classroom observations of teaching; exclude reappointment letters)
- Student evaluations from the period under review—including scanned copies of all pages/sides of all completed evaluation forms (including numerical ratings and all written comments) NOTE: Per agreement with MSP, faculty are not required to share evaluation results from Spring 2020, Fall 2020, and Spring 2021; candidates may include evaluations from these semesters if they wish.
- Should any required documentation be unavailable, the supplemental materials should be prefaced with a list of any missing items and brief explanation as to why each item has not been included.

#### **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
- COVID-19 personal impact statement (see details on page 6)

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 teaching philosophy and 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 (e.g., adapting a course for and being certified to teach in a TEAL classroom)
- 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
- use or development of OER (Open Educational Resource) materials to reduce student costs
- 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
- mentoring of faculty peers with respect to teaching

**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. As needed, a supplemental chart may be provided to showcase a particular aspect of instructional activity that the candidate wishes to emphasize.

### **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, (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., as part of U Mentor, 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 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

**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

**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

### **COVID IMPACT STATEMENT FOR THE SUPPLEMENTAL FILE**

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 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, but may be included in the supplemental materials. Clinical faculty who opt to provide one may forward it to the Chair to be sent to the Clinical assessor.

Resources: 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, see 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>

## 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—via the new web form accessible via a link on the P&T website—by **July 1, 2026**.

The final portfolio and supplemental materials must be uploaded electronically to the P&T file share by **Monday, September 14, 2026 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 14, 2026, 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](mailto:PandT@uml.edu) as a single PDF, usually comprising a very brief cover note, addressed to the next level of review, explaining what is attached, and the award or acceptance letter. 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

## CANDIDATE RESPONSE LETTERS

Candidates may provide responses to recommendation letters by various levels of review in accordance with the promotion and tenure calendar. Response letters are optional, and are used to clarify any inaccuracies or oversights in the recommendation letter. Response letters may be submitted by email to [PandT@uml.edu](mailto:PandT@uml.edu), and may be addressed to the reader(s) in the next level of review.

## RESOURCES

Additional information can be found at [www.uml.edu/PandT](http://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 file share uploads may be directed to [PandT@uml.edu](mailto:PandT@uml.edu).

These guidelines were approved by the Provost in March 2026.



External Review Letters Waiver Statement  
Provost's Guidelines: Appendix 1

I understand that I may voluntarily waive access to the external letters of recommendation solicited on my behalf.

I hereby **waive** my right to view external letters of recommendation.  
(I realize I will not view external review letters at any time before, during, or after the Promotion and/or Tenure process.)

I **do not waive** my right to view external letters of recommendation.  
(I realize the Reviewer must be notified prior to writing the letter.)

Name of candidate: \_\_\_\_\_

Signature of candidate: \_\_\_\_\_

Date: \_\_\_\_\_



## Instructional Activity Chart Appendix 6

Below is a partial sample of the Instructional Activity Chart required by the guidelines. This chart is designed to provide readers at all levels with a consistent overview of applicants' teaching efforts. Because teaching assignments vary widely, this template includes some features that may not seem immediately clear or relevant to you, but that do matter as committees review a large range of files. **Please complete it as fully as possible.**

Instructional summary by semester for the period under review						
	Course Title	Number and Section	Course Credits	Contact Hours	Enrollment	Average of Evaluation Items <sup>1</sup>
<b>Spring 2017</b>					<b>97</b>	<b>4.77</b>
	Intro to X	xxx.1xxx-202	3	3	40	4.75
	Intro to X	xxx.1xxx-203	3	3	38	4.7
	Advanced Y*	xxx.4xxx-201	4	6	19	4.85
<b>Fall 2017</b>					<b>135</b>	<b>4.81</b>
	Intro to X	xxx.1xxx-202	3	3	41	4.81
	Intro to X	xxx.1xxx-203	3	3	40	4.77
	Advanced Y	xxx.4xxx-201	3	3	35	4.86
	Topics in Y**	xxx.4xxx-031	4	3	19	3.62***
<b>TOTALS</b>	<b>Unique Courses</b>	<b>Sections</b>	<b>Total Course Credits</b>	<b>Total Contact Hours</b>	<b>Total Enrollment</b>	<b>Overall Average of Evaluation Items <sup>1</sup></b>
	<b>3</b>	<b>7</b>	<b>29</b>	<b>24</b>	<b>232</b>	<b>4.79</b>

\* service learning course

\*\*online course, overload

\*\*\*37% return

<sup>1</sup> Include an average of ratings only for items directly related to instructional effectiveness.

### Frequently Asked Questions about Appendix 6

#### Why do I need to list both course credits and contact hours?

While many faculty teach only courses where the number of course credits (the number of credits earned by students who pass the course) and the number of contact hours (the number of 50-minute hours that you are with the students each week) is identical, many others teach in formats where this is not the case. In order to help depict the teaching efforts of all faculty, we include both of these measures. "If you teach only courses where the credits and contact hours are the same, feel free to combine those two columns and relabel it as "Course Credits/ Contact Hours." If your course is online, you can simply leave the "Contact Hours" column blank or note "N/A."

#### How do I arrive at the Average of Evaluation Items for this chart?

Because each college has its own evaluation form, there is no standard set of questions that are factored into this average. Before you begin to tabulate your evaluations, decide which numerical items on your survey are instructor-focused, and state your approach plainly on Appendix 6. For example, an item like "The instructor was well-prepared for class" is clearly focused on you, and so should be included, while student-focused items like "I put my best effort into this class," or other items not related to the quality of instruction should not be included. If your college's survey has a summative item like "What is your overall rating of this instructor's teaching?" you may use that item as your average. Whatever data you present, be sure to document your approach clearly on Appendix 6. **This is one of the most time-consuming aspects of building your portfolio, so please plan ahead!**

#### What are "Unique Courses," and how do I calculate this number?

This is simply a count of how many different courses you have taught. Neither a high nor a low number is better; this is just one more way for reviewers to get a sense of your teaching load as they reflect on your narrative.

#### What if I have information about other elements of my teaching that I want to include?

Many faculty use footnotes like those in the sample above to help readers understand the scope of their instructional efforts. Many who are engaged in supervising student research also include a separate list of their research advisees, including graduate student supervision/committee membership, Honors Thesis supervision, directed studies, etc. Please feel free to augment your chart accordingly, but consider whether reviewers will be able to digest the information quickly in table form, or if the information is more suited to your narrative.





**Clinical Assessment Request Template**  
**Provost's Guidelines: Appendix 8**

**Sample Letter Requesting Clinical Assessment**

This draft may be adapted by chairs as needed to suit. The letter (email) should include all the basic information and disclosures noted.

Subject: Promotion of <candidate title & name> to <clinical rank> in the Department of <department name> at UMass Lowell.

Dear <title and last name of reviewer>,

The Department of <department name> at the University of Massachusetts Lowell is considering <candidate title & name> for promotion from their present rank of Associate Professor, with tenure to Professor. Our contract requires that we consider objective assessments from clinical sites at which our clinical faculty are engaged.

The University of Massachusetts Lowell is a nationally ranked research university with a significant educational mission. Our clinical faculty must present a case for excellence in their instructional activity, including that undertaken at clinical sites, during the period under review (from <indicate the start date of the period under review for the candidate> to the present, or your most recent contact).

Since we seek an objective opinion of the qualifications of each candidate, please address the following:

- the nature and length of the external reviewer's past or present association to the candidate
- the significance, quality, and quantity of the candidate's contributions to the clinical site
- the quality and effectiveness of the candidate's instruction/practice in the clinical site
- where possible, examples of the candidate's contributions to the clinical site
- an assessment of the candidate's skill compared with others in the field who are at a similar stage of their career
- any relevant information about common clinical practices within the discipline or other factors that may help the university evaluate the candidate relative to disciplinary expectations
- if relevant, context about the impact of COVID on the candidate's clinical work.

A 2-3 page assessment should suffice, and you may include both qualitative and quantitative information, as needed, to provide a clear picture of the candidate's performance.

Your letter can be submitted in hard copy or electronically in PDF format with your digital signature included. Your letter will be made available to University personnel participating in the review process, and **will not be held confidential from the candidate**, who will include it in the promotion portfolio.

Promotion decisions are an important responsibility in the academic community. Therefore, my colleagues and I hope that we can rely upon you for assistance as we consider <candidate title & name's> candidacy for promotion. To meet the University's schedule, we appreciate receiving your letter by **Wednesday, August 13, 2026**.

**If you have a personal relationship with <candidate title & name>, or you are unable to provide the evaluation, please let me know within two weeks upon receipt of this letter.** Thank you for your help in this most important task to our Department and the University. If you require additional information, please contact me.

Sincerely,

<Department Chairperson>

<Department Chairperson's email address>

<Department Chairperson's telephone>

<Department Chairperson's complete mailing address>