PROVOST’S GUIDELINES FOR THE PROMOTION PROCESS
FOR NON TENURE TRACK AND CLINICAL FACULTY
For Applicants, Committees, Chairs, and Deans
Approved by the Provost in March 2018
Revised for MOA dated June 26, 2018

The Provost’s Office guidelines serve as a helpful reference to candidates developing portfolios for promotion. These guidelines are suggestions intended to assist candidates in focusing their efforts and in presenting their accomplishments effectively and concisely, and without the inclusion of extraneous information. The guidelines were developed to promote consistency in the organization of candidates’ portfolios in order to facilitate ready access of essential components by readers at the 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. Faculty candidates, members of personnel committees and chairs are expected to review the relevant sections of the MSP Contract, especially Articles II, VII and VIII and Appendix 9, as well as effective memoranda of agreement.

UPLOAD INFORMATION FOR ALL CANDIDATES

Candidates for promotion are expected to prepare a portfolio documenting their accomplishments in instructional effectiveness and professional service, in accordance with the criteria as set forth in the MSP contract. The University of Massachusetts Board of Trustees requires candidate portfolios to be submitted in digital format (.pdf).

In order to facilitate establishment of an electronic folder, it is recommended that candidates send a notice of intent to apply for promotion via email to PandT@uml.edu by Friday, August 31, 2018. This notice should include the candidate’s name, department, current rank, and level of promotion sought in your email message.

The final portfolio and supplemental materials must be uploaded electronically to the P&T file share by September 17, 2018 at 11:59pm. Candidates are advised to have the portfolio reviewed by mentors prior to uploading as it may not be altered after this deadline.

After September 17, 2018, candidates may submit addenda to the portfolio that includes significant new updates. Any such addenda should be submitted by email to PandT@uml.edu with cc: to the department chair and college dean. Only the candidate may add materials to the addenda. Because these are not a formal part of the portfolio, these addenda will not trigger further review by levels completed prior to submission. Addenda are limited to:

- honors or awards received after final submission of the candidate’s portfolio;
- candidate rebuttals to recommendation letters by various levels of review; and
- other extraordinary exemplars appropriate to the candidates’ discipline.

The promotion and tenure calendar, which provides candidates and reviewing authorities with a timetable of due dates for the given academic year, may be found at www.uml.edu/PandT.
Any questions about electronic portfolio creation and submission may be directed to PandT@uml.edu.

*Questions about the portfolio should be addressed to the department chair.*

**ELIGIBILITY INFORMATION FOR CANDIDATES SEEKING CONSIDERATION OF PROMOTION AT RANK OF ASSISTANT TEACHING PROFESSOR AND ASSOCIATE TEACHING PROFESSOR**

Candidates are advised to consult with their chairs and deans before deciding when to seek promotion.

**Normal time for consideration:**

- Assistant Teaching Professors may be promoted to Associate Teaching Professor after completing six (6) years of full-time service at University of Massachusetts Lowell. Accordingly, non-tenure track faculty may put their dossier in for consideration for promotion in September of their sixth academic year.

- Prior experience at other institutions may not count in calculating whether the sixth year of service at the University of Massachusetts Lowell has begun. At the time of hire, the hiring authority will determine how many years of full-time service a candidate may be credited with, and this information will be included with the appointment letter.

- Associate Teaching Professors may be promoted to Full Teaching Professor after completing six (6) years of excellent performance as Associate Teaching Professor at University of Massachusetts Lowell.

**ELIGIBILITY INFORMATION FOR CANDIDATES SEEKING CONSIDERATION OF PROMOTION AT RANK OF ASSISTANT OR ASSOCIATE CLINICAL PROFESSOR**

Candidates are advised to consult with their chairs and deans before deciding when to seek promotion.

**Normal time for consideration:**

- Assistant Clinical Professors may be promoted to Associate Clinical Professor after completing five (5) years of full-time service at University of Massachusetts Lowell. Accordingly, Assistant Clinical Professors may put their dossier in for consideration for promotion in September of their sixth academic year.

- Prior experience at other institutions may not count in calculating whether the sixth year of service at the University of Massachusetts Lowell has begun. At the time of hire, the hiring authority will determine how many years of full-time service a candidate may be credited with, and this information will be included with the appointment letter.

- Associate Clinical Professors may be promoted to Clinical Professor after completing six (6) years of excellent performance at University of Massachusetts Lowell. Accordingly, Associate Clinical Professors may put their dossier in for consideration for promotion in September of their sixth academic year.

*IMPORTANT NOTE CONCERNING ELIGIBILITY:* When considering an application for promotion, faculty are advised to consult the MSP contract.


**SUGGESTED PROMOTION PORTFOLIO FORMAT**

The portfolio includes four main parts, described in detail below. The first three parts are presented in a single PDF document. The fourth part, Supplemental Materials, is presented in a separate PDF document. Addenda, which are not part of the portfolio proper, are also described below.

**PART I - Candidate Information**

  **A. Cover Page – Biographical Data**
  
  Name
  Present rank
  Department
  College
  Date of appointment at the University of Massachusetts Lowell and rank awarded
  Number of credits for years of prior service, if applicable
  Area of specialization within the discipline

**PART II - Candidate CV**

  **Complete Curriculum Vitae (CV)**
  
  The CV is intended to provide the accomplishments of your entire career, providing the specific details of your accomplishments at UMass Lowell. There is no page limit for the CV, see MSP contract Appendix A-9, Personnel Form #6.

**PART III – Dossier**

  **Narrative Statement on Candidate’s Accomplishments**
  
  Recommended Length (about 5 pages)
  
  The narrative statement provides the candidate the opportunity to tell the story of their instructional effectiveness and service. The statement should contain an introduction, separate sections about each of the two areas of accomplishment and a concluding section. In its totality, the narrative statement should provide the context, perspective and focus of the candidate’s work, describing its place in their discipline and in the university, impact on the field and their contributions to the mission of UMass Lowell.

  An effective narrative will begin with a summary statement about the candidate’s accomplishments and then move into more detailed discussion of each of the two categories of accomplishments, noting themes, and, where relevant, how those accomplishments cross categories of consideration; the narrative should express how the candidate’s work addresses university and disciplinary foci.

  This narrative, synthesizing the information and outcomes provided in the dossier, it should illustrate the candidate’s teaching philosophy, including approach to active learning, student success, and efforts to continually improve their personal performance in instruction; and it should describe the relevance of the candidate’s contributions to the university community. Candidates should focus attention in the narrative on activities conducted while at the University of Massachusetts at Lowell.
Examples of Accomplishments in the Standard Evaluation Areas

The MSP contract, in Article IX.E., the section on Standard Evaluation Areas for Faculty, indicates that:

*All evaluations and reviews must consider the standard evaluation areas specified below. It is understood that in the case of annual evaluations, and reviews and recommendations for reappointment, nonreappointment, promotion and tenure, other criteria, as indicated, also must be considered and addressed.*

This is relevant to the development of the dossier in all sections. Below are noted additional criteria that come from the MSP contract and may amplify that information to provide information on accomplishments related to the criteria. The examples should not be a repetition of what is found in the candidate’s CV but should be information that amplifies the CV and interprets the candidate’s trajectory as noted in the section A above. While there is no requirement for evidence in support of scholarship for non-tenure track and clinical faculty, a candidate may include evidence in support of scholarship of teaching. Faculty must maintain expertise and credentials as required by university, college and program accreditation.

1. **Instructional Effectiveness**

   Article IX.E.1.a of the MSP contract states that the evaluations of a candidate’s instructional effectiveness should consider factors:

   *Including but not limited to adherence to academic rules and regulations promulgated through established academic governance procedures by the Board of Trustees for the University; development, improvement and demonstration of subject matter competence; continued improvement in 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; and conscientious discharging of responsibilities for student advisement throughout the academic year, special or uniquely valuable contributions to the development, implementation or teaching of needed courses in any college or level or division of the University, and the like. Notwithstanding achievements made in other areas of faculty evaluation, instructional effectiveness as herein defined shall be considered as indispensable for faculty advancement.*

   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 documentation of instructional effectiveness should enable reviewers to make informed judgments based on both qualitative and quantitative measures, and should support the major themes related to instructional activity highlighted in the candidate’s
narrative. These examples should demonstrate the achievement and the resulting outcomes of the accomplishments listed in the CV and, and where possible, additional information on student outcomes. Candidates should present their accomplishments in ways that enable every level of review to understand the criteria that are most important for instruction in the specific field of study. Please include in the portfolio the Instructional Activity Template, Appendix 6, to document your teaching load and teaching evaluations, unless you have otherwise included systematic information elsewhere in the portfolio.

**Instructional Effectiveness Supporting Materials (select specific items to support your narrative)**

*Materials cited should complement—and not duplicate—the content of the candidate’s comprehensive vita or narrative. You may include limited supporting materials at the end of the narrative.*

**Examples of instructional effectiveness relating primarily to classroom instruction, such as:**

- number and variety of courses taught and their place in the curriculum;
- enrollment and student credit hour data;
- student evaluation data;
- comments from current and former students;
- 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;
- courses developed and redeveloped;
- currency and appropriateness of content;
- pedagogic innovation or improvement;
- fulfillment of program, department, and Core learning outcomes;
- clarity and transparency of syllabi and other teaching materials including articulating expected student outcomes;
- response to instructional issues raised in teaching observations or annual/periodic reviews;
- valid assessment of student learning outcomes used to improve teaching;
- practices supporting the continuous improvement of instruction;
- skilled classroom time management;
- promoting equity in student achievement;
- engaging in interdisciplinary/collaborative instruction;
- teaching awards and honors.

**Examples of contributions to the university’s instructional mission beyond classroom instruction, such as:**

- academic advising, including advisee load;
- comments from current and former advisees;
- development of learning opportunities outside the classroom;
- promoting equity in providing special opportunities and achievements for students;
- curriculum development, implementation;
• summative 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;
• publication of widely-adopted textbooks;
• partnering with campus support services to improve student success;
• internal or external grants to support instructional or curricular activities.

The examples of outcomes provided in the dossier should be presented in a concise format.

*Materials exhibited should complement—and not duplicate—the content of the candidate’s comprehensive vita or narrative.*

2. **SERVICE**

Emphasizing the full breadth of faculty contributions in evaluation of excellence in service, Article II of the MSP Contract, including the Memorandum of Agreement, states that the evaluations of a candidate’s service should consider factors, including service to the profession, university, and community.

The assessment of a promotion candidate’s accomplishments in the area of service work will include information that supports the evaluation criteria spelled out in Article II. The candidate’s dossier should present all relevant information for the period under review, that is, since the last personnel action (the last promotion event, or the hiring date, whatever is most recent).

The discussion of service should enable reviewers to make informed judgements and should support the major themes related to service activities. The level and type of examples will necessarily also vary by rank and discipline. The candidate’s contributions to these service activities and examples of accomplishment and leadership are important in addition to participation in service activities. Candidates should present their accomplishments in ways that enable every level of review to understand the criteria that are most important in the specific field of study.

**SERVICE SUPPORTING MATERIALS (SELECT SPECIFIC ITEMS TO SUPPORT YOUR NARRATIVE)**

*Materials cited should complement—and not duplicate—the content of the candidate’s comprehensive vita or narrative. You may include limited supporting materials at the end of the narrative.*

Items offered in support of service activities should document key accomplishments related to:
Service to the Profession, such as:
• service as a reviewer or editor of publications/proposals;
• presentations and organizing panels and other events at national and international conferences
• moderating at conferences and professional meetings
• serving on the boards of professional societies
• evidence of impact on diverse communities, where applicable.

Service to the University, such as:
• service on department, college or university-wide committees, and the outcomes of that service; outcomes may be measured by indicating role in managing change, writing a report, initiating new activities or completion of activity like search or award committees;
• mentoring junior faculty
• fundraising or recruiting for the department or college
• service on professional boards or accreditation agencies as a representative of the University; indicating the outcomes or role on the board;
• service on such task forces of the University as are, from time to time, established by the Chancellor and/or the Board of Trustees;
• service as a faculty advisor to students including clubs, Living-Learning Communities, DifferenceMaker teams, etc.;
• leadership in the development and strengthening of significant programs and courses (including those in Continuing Education that are not part of the candidate’s instructional effectiveness at UMass Lowell) which enhance the University's ability to fulfill its mission;
• new skills and knowledge acquired for the purpose of transferring to new programs or departments when such transfer enhances the University's ability to serve its mission as a public institution of higher education.

Service to the Community, such as:
• significant professional activities contributing to the good of the public sector which are associated with the faculty member's area of academic or professional expertise and for which they do not receive remuneration. This may include 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 your professional capacity, such as outreach to K-12 students and teachers, outreach to other community groups, and public outreach.
• examples of engagement with diverse communities, where applicable and related to the faculty member's area of academic or professional expertise.

Clinical Practice for Clinical Track Faculty:
• Continuing professional development and certification in an area of clinical practice;
• In teaching by directing students’ educational experiences in the clinical settings where faculty members practice;
• Facilitating the integration of theory in both campus and clinical laboratory settings.

Certification of Accuracy
• Provide a signed statement of accuracy (page 9).

PART IV - Supplemental Material
This section, which is presented in a separate document from parts I-III, should include, at a minimum:
• All annual or periodic evaluations by the Department Personnel Committee, Department; Chair and Dean
• Student Evaluations
Clinical Faculty Members:
• Provide letters of assessment sought by department chairs from supervisors at clinical sites.

Notes:
• The supplemental materials may include anything that the candidate believes significantly advances or illustrates their case that is not provided in the main body of the candidate’s portfolio.
• Candidates are advised to focus on the most relevant information for making the case of accomplishments and impact. Select and organize materials with consideration for the reader, and ease with which the most relevant data can be located and identified.

ADDENDA
Candidates’ addenda, which, by definition, are not submitted with the original portfolio, are intended to document significant updates to the materials in the portfolio after the original submission deadline for candidates to file materials, after which point, the portfolio may no longer be edited.

Addenda are limited to:
• honors or awards received after final submission of the candidate’s portfolio, and
• candidate rebuttals to recommendation letters by various levels of review.
• other extraordinary exemplars appropriate to the candidates’ discipline.
Items not previously included in the portfolio may not be provided as addenda. Instructions for submitting addenda to the P&T file share are noted in the section on “upload information” included above.
CERTIFICATION OF ACCURACY

Candidates are encouraged to place and sign a statement of accuracy at the end of the CV and personal statement. The reason for doing this is so that candidates do not feel the need to place evidence of all of their activities in supplements.

By signing below, I certify that to the best of my knowledge all of the information contained in the Promotion Portfolio is accurate.

_____________________________  ______________________
Candidate’s Signature          Date