



Promotion to full Panel

Office of the Executive
Vice President and Provost

University of Maine

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Guests

Heather Leslie,
Director of the
Darling Marine
Center & Professor

Justin Wolff, Chair
of the Department
of Art and Professor

Shihfen Tu, Director
of Learning and
Teaching and
Professor

Esperanza Stancioff,
Extension Professor



Why do it?

- Recognition of excellent work; personal satisfaction
- 7.5% raise
- Sabbatical eligibility after 5 years of service
- More leadership opportunities
- Support underrepresented groups in your field, either by your example or via increased influence (only 32% of full professors in the US are women)

Differences

Promotion to associate professor

- You're a "keeper"! Based partly on promise.
- Specific decision point
- Up or out. A negative decision usually results in job loss.

Promotion to full professor

- You have a record of exemplary teaching, influential scholarship, and effective service
- Open timeframe – no rules
- Job security in the event of a negative decision; may reapply as often as necessary

How do you know when?

- Review the tenure and promotion guidelines of your unit
- Seek advice in your department; determine “norms”
- Look at recent models, ask peers to share portfolios
- Determine how much time it will take, and whether you have the time
- There is no policy or rule that dictates how soon or how late you may apply for promotion to full professors

When it's been a long time since promotion to associate...

- You shouldn't have to exceed the guidelines in your T&P document; the requirements are the same for everyone
- However, if you have been at the associate rank for many years, find a way to tell the story of why you are seeking promotion now
 - Extensive service burdens
 - Leadership (chairing, for example)

Basis of evaluation

Applications for promotion are evaluated based on three elements:

1. Departmental evaluation criteria (or MOU if applicable)
2. Assigned duties
3. Performance and accomplishments

Best practices

- Be very familiar with your department's evaluation criteria and/or any criteria specific to your position (such as an MOU).
- Keep track of activities and accomplishments by updating the online Faculty Activity Report annually or more often.
- Debrief with peer committee members and department chair after each PTR cycle to identify areas for improvement.
 - *Take seriously any suggestions and recommendations.*

Timeline: May-October

- Spring: talk to your chair or director, start generating names for external evaluators
- Summer: get your materials ready to send to external reviewers (you do NOT have to send the T&P form)
- Sept. 15: deadline for faculty member's written request for promotion
- Sept. 25*: Deadline for chair to instruct peer committee (dean offices usually send reminder)
- The peer committee shall provide the unit member with an opportunity to meet with and address the committee
- October 2-4: deadline for submission of materials by faculty member
 - *contractual deadline

Timeline: November

- Nov. 10*: Deadline for peer committee to forward recommendation to chair (or director or, in some cases, dean)
- Nov. 17* Faculty member has the right to respond in writing within one week of receipt (more on faculty response in a later slide)
- Nov. 25: Chair forwards recommendation to the dean

P&T Timeline: December-May

- Dec. 7: Dean submits recommendation to provost
- January: Provost submits recommendation to President after consulting with Dean and Provost Advisory Committee
- Full professor applications do not need Board approval
- May/June: Deans recommend, and Provost approves, promotional salary increases above the minimum, effective September 1 for academic-year faculty
 - 7.5% minimum increase for promotion to full

Preparing the dossier

Document your growth

Tell a coherent, compelling story
– how do all the pieces connect?

What is new and innovative
about your work?

Don't rely on others to speak for
you, or rely on your pub list

Promotion as Chair or director

- Suggested practice:
 - The peer committee conducts the usual review, addressing its recommendation directly to me as dean.
 - Exception: if the chair seeking promotion is jointly appointed, the peer committee letter is addressed to the director/chair of the other unit. That director/chair then addresses his/her letter to the dean (and, if applicable, to the other dean. The two deans write a joint letter to the provost.
 - External letters may be solicited and received either by the chair of the peer committee or by an associate dean acting in lieu of the department chair. If the associate dean option seems preferable to you, please confer with your dean about initiating this.

The tenure document

- The University of Maine System website houses the main T&P documents.
- The form UMS Tenure Application should be used for each reappointment, and for promotion and tenure.
- The document “Tenure Application Process (PDF)” is the UMS Tenure Application with embedded annotations and instructions.
 - Location: <https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/tenure-promotion/>
- Write “not applicable” in any section that does not apply.
- Do NOT delete sections or headings or otherwise alter with the form.
- You are not responsible for obtaining signatures on the form – your chair, director or dean is

Tenure Application Form

University of Maine System
2021 Tenure and Promotion

University of Maine System

Tenure and Promotion Application Form

(The candidate is requested to write all headings into the final application. If the information requested in a particular section does not apply, the candidate should indicate "not applicable")

I. Face Data_

- A. Name
- B. Present Rank
- C. College/Department
- D. Professional Experience

Years(s)	Employer(s)	Position(s)

II. Educational Background

Year(s)	Institution(s)	Field	Degree

“Tenure application process” = instructions

UNIVERSITY OF MAINE SYSTEM

TENURE AND PROMOTION APPLICATION PROCESS

3/06

(The candidate is requested to write ALL HEADINGS into the final application. If the information requested in a particular section does not apply, the candidate should indicate “Not applicable.”)

I. FACE DATA

A. NAME

B. PRESENT RANK

C. COLLEGE/DEPARTMENT

D. PROFESSIONAL EXPERIENCE

- Provide a list of previous salaried positions, with dates, beginning with the most recent.

E. EDUCATIONAL BACKGROUND

- For each degree obtained, provide field, institution, and date received.

II. RECORD OF ACTIONS

A. INITIAL PROBATIONARY APPOINTMENT

- Provide effective date, length of initial tenure-track appointment, and number of



Presenting your research and creative activity (1 of 3)

University of Maine System
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IV. Candidate's Profile

A. Documentation of Teaching

B. Documentation of Scholarship and Professional Activity

1. Publications and Creative Works
2. Scholarly and Creative Work in Progress
3. Professional Presentations
4. Other Scholarly Activity
5. Statement on the Status of Candidate's Scholarly and Creative Work

C. Documentation of Research/Training Grants

D. Documentation of Department/Campus/College Service

E. Documentation of Public Service

F. Documentation of Special Recognition/Awards

Presenting your research and creative activity (2 of 3)

- Include a full bibliography of published work cited in the entry form standard for the field.
- Include copies of all published and/or scholarly works (or an annotated list of work for faculty in fields where this is appropriate, such as fine arts).
- Clearly indicate which presentations and publications were peer-reviewed or juried.
- Clearly indicate which professional presentations were presented by the candidate.
- In case of shared responsibility (co-PI, etc.), clearly indicate the percentage of responsibility.
- Clearly indicate the status of unpublished work or creative activity in progress (forthcoming, under review, in preparation, planned exhibitions, etc.).

Presenting your research and creative activity (3 of 3)

- Research statements should demonstrate that you have made or will make an impact through effective, clear storytelling about what you have done and how it connects to your research, scholarly, and/or creative community.
- Careful organization and clear evidence of impact can help you make this case to the many different kinds of people who will read your dossier.
- Statement on the status of the candidate's scholarly and creative work (IV.F.)
 - Evidence of impact through citations, etc. (h-index, g-index, etc.)
 - Evidence of status through journal rankings, acceptance rates, other measures of exclusivity (for example, distinguished fellow contributors to an edited collection, or published in the same book series, invited talks, serving on editorial boards, articles in national press that cite your work, etc.)
 - External letters important as well

Presenting your teaching materials (1 of 2)

- Include all years of teaching evaluations since promotion to full
- There is no standard format for presenting your summary of SET
- You do not need to include SET for spring 2020 or fall 2020-2021, although you may
 - You might want to throw an asterisk or note to that effect
- Individual SET and college means are generated by the OIRA; different colleges have different practices for obtaining SET from OIRA

Presenting your teaching materials (2 of 2)

- At minimum, provide on p. 5 of the T&P application form a table in which your student teaching evaluation scores are compared with college means.
- If evaluations are uncharacteristically poor for a particular class or semester, provide an explanation.
- Other evidence of your teaching performance can include peer evaluations based on classroom observation, or other materials. Follow guidance in your unit's P&T document or from your peers or chair.
- You may include signed student comments (names redacted in the T&P application), although such comments should be kept to a minimum.
- Course syllabi and other course materials, such as innovative assignments, may be included.

Demonstrating excellence in teaching (1/3)

- exemplary in-class or on-line teaching
- rigorous use of evidence-informed approaches to improve course or curriculum design or to motivate student learning
- use of scholarly or professional expertise to augment student understanding
- winning, or being nominated for, teaching awards or other significant recognitions of accomplishments in teaching, or in course or curriculum design
- evidence of significant, sustained, positive effects on student understanding or application of knowledge in contexts outside the classroom

Demonstrating excellence in teaching (2/3)

- Pedagogical/professional development that supports a critically reflective teaching practice
 - Incorporating best practices from the pedagogical literature
 - Regular participation in workshops and/or conferences on Scholarship of Teaching and Learning

Demonstrating excellence in teaching (3/3)

- Creative educational leadership or achievement
 - Participate in SoTL
 - Mentoring, engagement in seminars and workshops to improve pedagogy
 - Curriculum design and revision
 - Development of new courses and new types of courses and innovative teaching and learning practices

External Letters (1 of 3)

- Minimum of 3 external letters required by UMS; candidates usually have more.
- External reviewers need candidate's materials at least a month earlier than the candidate's due date (*i.e. by September 1 at the latest*).
- Reviewers should have at least the rank for which the candidate is applying.
- It is best practice to request letters from reviewers at peer or aspirant institutions, although situations vary
- Reviewers should have an arm's length relationship to the candidate.
- Chairs or peer committee chairs will solicit external letters and communicate with reviewers.

External Letters (2 of 3)

- External reviewers should be provided T&P guidelines/MOU
- You do not need to send the UMS T&P form to external reviewers
- You can provide only the materials they need in order to review those specific aspects of your position that they are being asked to evaluate (research samples, c.v.)
 - If they are not being asked to evaluate your teaching, you need not include teaching materials
- You should include a 1-2 page research narrative to provide context (include teaching or administrative narratives only if these are relevant to the review)

Letters (3 of 3)

- “Arm’s length”
 - The reviewer should not be personally invested in your tenure/promotion case
- Reviewers typically disclose their relationship with the candidate in their letters
- It is best to choose a set of reviewers whose motivations will not be questioned

Ways to tell your story

- Longer is not better. Try to be concise and focused.
- There are many opportunities to individualize your materials by how you organize and compose:
 - Your CV
 - Your concise research statement for external reviewers
 - Your organization and labeling of items under T&P form headings (subheadings)
 - Teaching, research, and service narratives (not too long) within the T&P form
 - Your choice of extra questions from teaching evaluations



Responding to the peer letter

- You have a right, but are not required, to respond to the peer committee letter within one week of its receipt by the chair.
- Your response will go forward with the recommendation.
- There are no further opportunities to submit materials for the review process except:
 - In extraordinary circumstances
 - To correct factual errors in the material submitted
 - To receive outside evaluations solicited during the review process which are received prior to the decision of the CAO
- Upon conclusion of the administrative levels of review and prior to review by the Chief Administrative Officer, the unit member shall have an opportunity to submit a response to these recommendations.
- The unit member shall be accorded five (5) working days from receipt of the penultimate level recommendation to submit his/her statement. The statement submitted by the unit member shall become part of the official material reviewed by the Chief Administrative Officer.

Upcoming
Events and
Resources

Promotion to full
workshop : 3/22 Tues
2:00pm Zoom

Peer Committee Best
Practices Panel: 3/29 Tues
1:00pm Wells and Zoom

Don't forget materials at
facultydiversity.org

More information

- AFUM collective bargaining agreement, esp. article 9 <https://www.maine.edu/about-the-system/system-office/human-resources/labor-relations/>
- UMS P&T website <https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/tenure-promotion>
- Evaluation criteria for each department: <https://umaine.edu/provost/departmental-evaluation-criteria/>
- P&T resources (incl. sample packets): <https://umaine.edu/risingtide/resources-2/promotion-and-tenure-resources/>
- CLAS P&T resources <https://umaine.edu/las/faculty-resources/human-resources/>

Questions?

- Don't hesitate to reach out!
- Contact Jessica.miller@maine.edu
- Schedule an appointment with me by contacting Jonathan Jue-Wong, Administrative coordinator, jonathan.juewong@maine.edu
- Phone: 581-3477