Navigating the Promotion and Tenure Process

Guidance for Candidates, Staff, and Review Committees

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**Guiding Principles**

The APT and AEP processes are critical ways in which we value and recognize the work of faculty colleagues, keep high standards for teaching, research and service, and are held accountable to campus and external constituencies.

Key Guiding Principles: Equity, Fairness, Accuracy, Context, Confidentiality, Integrity
The Process

Candidate

Department Sub-committee → Department → Department Chair

College Committee → Dean → Campus Committee

Provost → President
Timeline (Approximate)

April

- Sub-committees meet and provide feedback on candidate materials (CV, personal statement, etc.)

May

- Candidate submits names of potential reviewers
- Sub-committee chooses final list and sends request for availability of external reviewers using Office of Faculty Affairs letter template
- Sub-committee chair/staff compile letter log

August

- External letters come in
- Descriptive summary written and signed off by candidate
- Full dossier completed and posted for department
Timeline (Approximate)

**September**
- Associate Dean gives charge to the department voting members
- Department votes on case

**Mid-October**
- Department chair letter, department vote, and full dossier due to College of Education APT Committee

**Mid-November**
- College of Education APT Committee votes

**Mid-December**
- College of Education APT Committee submits final vote and letter to Dean’s office
Timeline (Approximate)

Early January

• Dean’s letter and dossier due to Campus APT Committee

April-May

• Notification of candidates (generally)
## Dossier Elements

<table>
<thead>
<tr>
<th>Candidate Materials</th>
<th>External Evaluator Materials</th>
<th>Review Committee Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV (university form; addenda can be added later)</td>
<td>CV</td>
<td>Transmittal Form</td>
</tr>
<tr>
<td>Reputation of Publication Outlets</td>
<td>Personal Statement</td>
<td>Summary Statement of Professional Achievements</td>
</tr>
<tr>
<td>Personal Statement (5 pages)</td>
<td>Department Criteria</td>
<td>Department APT Report &amp; Vote (which includes evaluative report)</td>
</tr>
<tr>
<td>Student Evaluation Data (must use OFA Template)</td>
<td>Sample Publications</td>
<td>Department Chair Letter</td>
</tr>
<tr>
<td>Peer Observations (staff)</td>
<td></td>
<td>Credentials of External Evaluators</td>
</tr>
<tr>
<td>Mentoring, Advising, &amp; Supervision</td>
<td></td>
<td>External Evaluator Letters</td>
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<td>Department Chair Notification</td>
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<td>Letter Log of Evaluation Requests</td>
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<td></td>
<td></td>
<td>Sample Letter Requesting Evaluation and Requesting Availability (2 separate letters)</td>
</tr>
</tbody>
</table>
Candidate Materials

- **Curriculum Vitae (CV)**
  - Use template provided by UMD here
    https://faculty.umd.edu/faculty/forms.html

- **List of External Reviewers**
  - Compile list of potential reviewers
  - It is recommended to have 9 or 10 potential reviewers in case of availability constraints
Candidate Materials

Personal Statement

• **5 pages or less** – not more!
• Tell the story of candidate’s work, not a narrative of the CV
• Organize research by theme and/or oldest to newest
• Discuss integrative nature of scholarship if applicable
• Provide concrete evidence of reputation, significance, and impact of work

• Breakdown
  • 60% Research
  • 20% Teaching
  • 20% Service
Candidate Materials

- Certain materials must be signed and dated on those documents: CV and Personal Statement
- Others can use Candidate Verification Form

Candidate Verification

Name: Dept.:  

I have seen the following components of my dossier:

<table>
<thead>
<tr>
<th>Component</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Reputation of Publication Outlets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Summary Statement of Professional Achievements</td>
<td></td>
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<tr>
<td>7. Department Promotion Criteria</td>
<td></td>
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<tr>
<td>8. Agreement of Modified Criteria (If applicable)</td>
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</tr>
<tr>
<td>15. Student Evaluation Data ScoreSheet</td>
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<tr>
<td>16. Peer Teaching Evaluation Information</td>
<td></td>
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<tr>
<td>17. Record of Mentoring / Advising / Research Supervision</td>
<td></td>
<td></td>
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<tr>
<td>Sample Letter Requesting Availability</td>
<td></td>
<td></td>
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<tr>
<td>Sample Letter Requesting Evaluation</td>
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</tbody>
</table>

- Dates should NOT all be the same
- Need to confirm when candidates were provided each of these component materials—start at the beginning
- If mentoring section links to CV, needs to be dated the same

Signature

Please note that the CV and personal statement must be signed on those documents. Signing this page does not replace those two signatures.
Candidate Materials

Teaching Portfolio

• More information on portfolios can be found from the TLTC: https://tltc.umd.edu/portfolios
• COE portfolios typically include teaching philosophy statement, syllabi, and/or overview sheets for courses (objectives and learning outcomes), evidence of mentoring, teaching award nominations or awards, certification of any professional development, and examples of feedback or student work.
Candidate Materials

- Candidates must use the Student Evaluation Data Template ([https://faculty.umd.edu/faculty/forms.htm](https://faculty.umd.edu/faculty/forms.htm))

- This form automatically calculates the averages
A few notes about the template:

1. Courses that have been taught multiple years are presented chronologically, from left to right.

2. Each sheet should have only one course on it—so if a course was taught only once, it is the only course reflected on the sheet. The next course (which may have had 2 semesters) should be on the next sheet.
Candidate Materials – Student Evaluation Template

- Three numbers are requested for each of the 5 survey items
  - N
    - This can be found under Statistics > Response Count
  - Mean (year)
    - This can be found under ‘By Score’ category in the first column under ‘Course’ or where it says ‘Mean’ under ‘Response Count’
  - Course level mean
    - This is the furthest column to the right (e.g. Course Level EDUC_600) for each item
Student Evaluation Template

Course Level Mean
• All student evaluations from this system must report the course level mean, NOT the college level mean for this form.

Winter/Summer Courses
• If the record for these courses does not show up in the university system, they should be placed in the teaching portfolio, and presented in a format closest to the format the template provides as is possible, and say N/A if no comparisons are available.

N < 5
• If the N enrolled in a class was less then 5, the system does not produce reports for those classes. A note should be included in the file that acknowledges the class and N < 5. If a report is generated, those results should go in the file.

Evaluations Before 2014
• For instructor reports or student evaluations completed before we used this system in 2014, candidates should provide the College Mean in the summary, change the column title to College Mean and add a note below with an asterisk that observes the older evaluation only provided the college mean.
Sub-Committee Roles

• The subcommittee’s role is to put together the best possible case of evidence for the candidate’s promotion, present it to the department, and then step back and evaluate the case against the department criteria and standards.

Goals:
• Tell the candidate’s story through their materials
• Ensure the accuracy and completeness of the dossier
Department Process

• **Sub-Committee Chairs & Committee:**
  - Direct the sub-committee’s process, work with the candidate, and establish a timeline for the process
  - Provide feedback to candidate on all materials as needed
  - Develop final list of external reviewers and create a description of their credentials

• **Staff:**
  - Verify the candidate’s approval by acquiring signature on the ‘Candidate Verification’ form
  - Be prepared to submit information to the College after the departmental review

• **Department Chair:**
  - Listen to the Department discussion and vote
  - Make an independent judgement
  - Write letter
Sub-Committee Process: Coordinate External Review

• Email list of external reviewers and request participation
  • Sample emails for the initial request can be found here: https://faculty.umd.edu/policies/documents/email.pdf

• Once confirmed, send candidate’s materials to reviewers
  • Signed CV
  • Personal statement
  • Sample publications
  • Department criteria

• Keep a letter log of potential reviewer’s responses
  • Template available here: https://faculty.umd.edu/faculty/forms.html
Sub-Committee Process: Compile Materials

• **Peer Teaching Reviews**
  - The sub-committee should compile peer reviews from department files and add to the ELMS site for the review.

• **External Letters**
  - Once received, the sub-committee will add external letters to the dossier.
  - In the case of an irrelevant and/or discriminatory note, the subcommittee should flag this for the department chair before adding the letter to the dossier. Such comments may need to be redacted *but only with knowledge of the dean’s office and approval of OFA.*
Sub-Committee Process: Compile Materials

• **Descriptive Summary of Candidate’s Accomplishments**
  - The sub-committee will create a descriptive summary of the candidates’ accomplishments in areas relevant to the criteria. This is a statement of facts—such as numbers of publications, quality of publications, awards, major service assignments, etc.
  - The sub-committee will present this to the candidate for review and sign off before it becomes part of the dossier.
Sub-Committee Process: Feedback

• **Curriculum Vitae (CV)**
  • Ensure the candidate has used the UMD format ([https://faculty.umd.edu/faculty/forms.html](https://faculty.umd.edu/faculty/forms.html)), signed the CV, and provided accurate information

• **Personal Statement**
  • Provide feedback to candidate if requested. Ensure the statement is less than 5 pages in length.

• **Teaching Portfolio**
  • Confirm the teaching evaluation summary is completed using the correct template [https://faculty.umd.edu/faculty/forms.html](https://faculty.umd.edu/faculty/forms.html)
  • Review and provide feedback on the content as needed
## Key Recurring Challenges to Avoid

<table>
<thead>
<tr>
<th>Candidates</th>
<th>Sub-Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV not in university format</td>
<td>Dossier missing elements (signatures, forms)</td>
</tr>
<tr>
<td>Personal statement too long</td>
<td>Letter log and availability request without appropriate templates</td>
</tr>
<tr>
<td>Teaching evaluations not using the right means</td>
<td>Not writing a persuasive case</td>
</tr>
<tr>
<td>Cherry-picking teaching comments</td>
<td>Not correcting inaccurate information before a vote</td>
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<tr>
<td>Skating over weaknesses in the case and/or failing to address disagreements in the committee</td>
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<tr>
<td>Discussion of personnel matters irrelevant to deliberations</td>
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</tr>
<tr>
<td>Not providing candidate enough time to sign off on materials</td>
<td></td>
</tr>
<tr>
<td>Inappropriate communication with candidate about their case</td>
<td></td>
</tr>
<tr>
<td>Confusing abstentions versus absences</td>
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</table>
Additional Resources

- Office of Faculty Affairs
  https://faculty.umd.edu/faculty/promotion.html

- College of Education
  https://education.umd.edu/about-college/shared-governance#faculty-policies-and-guidelines

- Department
  Guidelines specific to TLPL, HDQM, CHSE
Contact Information

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