This format is required at USM and all other UMS campuses for all faculty personnel actions, including reappointment and mid-appointment (no action) reviews for faculty members with probationary or fixed length appointments, tenure, tenure and promotion, promotion only, and post-tenure review. Your career at USM will include many such submissions. Please keep an electronic copy of your initial application and use it to generate updates as needed. While the required format doesn’t change much from year to year, before you write a new application it’s always a good idea to check for updates on the faculty resource page of the Provost’s website (http://www.usm.maine.edu/provost/faculty-resource-page).

Beyond this page, notes in red type are intended to help you complete this form. If you make a hard copy using a monochrome printer, they will show up as a shade of gray.

Please remember: preparation and maintenance of all personnel action forms is entirely the responsibility of the individual faculty member. Careful review and use of these guidelines will lessen the likelihood that you will be asked to make last-minute changes in your application.

Please use a readable font when you prepare your submission—these guidelines and the template on the website are in 11-point Arial, but that is not required. Use CAPS and bold face type in a consistent manner.

You MUST include ALL NUMBERED OR LETTERED HEADINGS in your final application, worded exactly as they are in the template. If the information requested in a particular section does not apply to your situation, simply write “Not applicable” after the heading. Your application MUST have sequentially numbered pages (inserted letters have special numbering added by Provost’s staff). This as well as the other information in the template header and footer is required. Please remember to insert your name in place of “Your name here” in the footer. Note that the cover sheet for the Appendix (your curriculum vitae) has a different numbering system, starting with A-1. This is a new section in Word.

Your original application must be submitted in hard copy. It should not be stapled or placed in any kind of binder or plastic sleeve. Use 8 1/2 X 11 inch 20 lb. white paper printed on one side only and held together by a binder clip. All letters of support or recommendations must be signed originals. Any other pages in the application that include signatures must also be originals. Copies of all personnel review applications except your tenure application are kept in your personnel file in the Provost’s office. Your original tenure application is forwarded to the Chancellor’s office, with a final copy held in the Provost’s office.

If you are applying for tenure and/or promotion, please also refer to the guidelines for electronic submission available at the URL noted above. Please do NOT make photocopies or scans of any of the materials that you submit in support of your application, such as syllabi, article reprints, or supplemental support letters. A sturdy box with handles and a lid should be used to convey the original application, the photocopied letters, and all supporting materials from your department to your Dean’s office and subsequently to the Provost’s office. Please make sure your name and department are clearly written on the box. Your box and all of the supporting documentation except the original personnel action application will be available for pick-up at the Provost’s office when the review process is completed, sometime after mid-March.
Title should indicate the personnel action(s) requested, e.g.:
- Reappointment
- Mid-Appointment Review (No Action)
- Tenure only
- Tenure and Promotion to [Rank]
- Promotion to [Rank]
- Post-Tenure Review

I. FACE DATA (please note that this is the name of this section, not of the entire document!)

A. NAME
B. PRESENT RANK
C. COLLEGE/DEPARTMENT
D. PROFESSIONAL EXPERIENCE
   • Please provide a list of previous professional salaried positions, with dates, beginning with the most recent. This may include employment outside of academe, if that is applicable in your case. A table is provided on the template, but you may use columns without the table if you prefer.
E. EDUCATIONAL BACKGROUND
   • For each degree obtained, provide discipline, institution, and date received. A table is provided on the template, but you may use columns without the table if you prefer. The UMS Board of Trustees format does not specify a preferred order for these.

If parts D or E include a relatively large number of entries, your face data section may be more than one page long.
II. RECORD OF ACTIONS (please start this section at the top of a new page)

A. INITIAL PROBATIONARY APPOINTMENT

- Provide effective date, length of initial appointment, and number of years of prior service credit granted toward tenure, if any. This information is all included in your initial letter of appointment.

B. REAPPOINTMENTS

- Provide effective date and length of each reappointment during your probationary period.

C. PROMOTION(S)

- If applicable, provide effective date and new title/rank information for any prior promotion(s).

D. RECOMMENDATIONS FOR TITLE of PERSONNEL ACTION(S)

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(Title should indicate the requested action(s), e.g.: Reappointment Mid-Appointment Review—for this you may write “No Action” in the appropriate recommendation boxes below Tenure only Tenure and Promotion to [Rank] Promotion to [Rank] Post-Tenure Review

A table is provided on the template and shown below, but you may use columns without the table if you prefer. Your original application should have all original signatures in this part and must include all of the information shown in the table below. PLEASE NOTE that at USM we do not include a line for Department Chair because the Department Chair is not part of the formal review process.
E. EXCEPTIONS TO BOARD OF TRUSTEES POLICY

None/Yes

Please cross out or delete the response that is not applicable to your situation.

Exceptions are relatively rare. They include a request for tenure and/or promotion prior to the sixth year of the probationary period OR a request for tenure later than the sixth year of the probationary period (if, for example, you have been given an extension on your probationary period). If you are uncertain about whether your requested personnel action represents an exception, please clarify with your Dean. If YES, the relevant letters should be inserted here. These include:

- A letter from the candidate to the Dean requesting consideration for early tenure or promotion before tenure OR an extension on your probationary period.
- A letter from the Dean to the Provost, copied to the candidate, recommending approval of this request and providing appropriate justification.
- A letter from the Provost to the Dean, copied to the candidate, concurring with this recommendation.
- A letter from the President to the Chancellor, copied to the candidate, concurring with this recommendation.

(Please note that the last two of these letters will be added to the packet as the application proceeds through the review process.)

F. TRANSMITTAL LETTERS

The appropriate administrative letters will be inserted in the application immediately following this page, concluding Section II. The letters should be labeled a, b and c following the number of the page on which this section begins—typically 3a, 3b, and 3c. The Dean’s letter, which is often longer than one page, would thus be numbered 3c1, 3c2, 3c3, etc. The Provost’s staff will complete that for you since these letters will not be part of the document you send forward.

1. President
2. Provost/VPAA
3. Dean
III. CANDIDATE’S PROFILE (please start this section at the top of a new page; use page break to assure that this follows regardless of the computer on which the file is opened)

Applicants for TENURE must limit information provided in the body of their applications to the most recent five years. Since your application is due in September of your sixth year, that information will not be available. Applicants given prior service credit at the time of their initial appointment should include information relating to activities and achievements during the period of that prior service credited up to the five-year limit. To comply with format guidelines established by the UMS Board of Trustees with respect to tenure, information relating to activities and achievements (e.g. publications or awards) accomplished prior to the candidate’s 5-year probationary period must be omitted from the tenure application before transmittal to the Chancellor’s Office. Tenure candidates may include such information in the curriculum vitae or supporting documentation and refer to it in the narrative to provide additional context.

Applicants for REAPPOINTMENT OR MID-APPOINTMENT REVIEW (pre-tenure) will typically write a narrative for this section that describes cumulative accomplishments for the probationary period to date, with the goal of having the final version of this document prior to the tenure application in need of only minimal updating and polishing.

Applicants for PROMOTION in the post-tenure period should focus their narrative on accomplishments since applying for the last significant personnel action, i.e., tenure or promotion, unless that action took place more than seven years ago, in which case the focus should be on the most recent seven years. A comprehensive review of accomplishments prior to this is not necessary, but may be included in your curriculum vitae or other supporting materials and referenced herein.

Applicants for POST-TENURE REVIEW should focus their narrative on accomplishments since the last personnel action, i.e., tenure, promotion, or post-tenure review, whichever is most recent. (NOTE: a post-tenure promotion becomes the starting point for the next post-tenure review cycle.)

Approved academic unit criteria should inform what you choose to emphasize in your narrative. You should also relate your narrative as explicitly as you can to USM’s Criteria for Tenure and Ranks, which can be found at http://www.usm.maine.edu/provost/faculty-resource-page.

Please include with your personnel application a complete curriculum vitae to ensure that readers understand how this review relates to your overall professional career. The template includes a cover sheet for this; there is no recommended style or length for the curriculum vitae. As noted above, you may refer to your curriculum vitae in your profile narrative.

A. DOCUMENTATION OF TEACHING (this includes academic advising)

- Please present the information requested below in a narrative format. It is NOT necessary to include topics that do not apply to your teaching practice. A typical documentation of teaching narrative might be two to four pages long, single-spaced.
BUT there are no page limitations, so don’t worry if it's longer. Note that in this section the bullets beyond the first two (field of teaching responsibility and courses taught) are not formal parts of the outline, merely suggestions for what you might include. You may develop whatever additional sub-headings best reflect your teaching approaches and activities. Just don’t number or letter them!

• Describe your main field of teaching responsibility. Provide a concise account of your teaching philosophy and the strategies and approaches you have adopted for effective teaching.

• List the numbers and titles of courses you have taught at USM. Note which of these courses are required and which are electives for majors in your department. Include the average number of students in each course. Indicate which courses you teach regularly, which you have developed, and which you have substantially restructured.

• If you have addressed multiculturalism, gender, international issues, or other curricular goals of the University of Maine System discuss how you have handled these issues as an integral part of your teaching responsibilities. (Please see Diversity for the Twenty-First Century: A Strategy for the University of Maine System and a Call for Action, received by the Board of Trustees in March 1998 and available at http://www.maine.edu/system/asa/diversity21.php. You may also refer to USM’s mission statement and diversity plan if relevant.)

• Include a discussion of any professional work you have undertaken with K-12 schools.

• Refer to any contributions you have made to departmental, school/college or institutional curriculum reform, including, but not limited to, general education reform or other curricular innovations.

• Indicate any efforts taken to engage students (undergraduate or graduate) in your research. Note whether these activities have led to co-authorship, co-presentation, or student advancement in your field post-graduation.

• Describe any efforts undertaken to deploy technology-enhanced learning, e.g. teaching online or blended courses or use of student response systems (clickers) in the classroom.

• Describe any special efforts you have undertaken to enhance your teaching effectiveness (such as attendance at workshops or conferences focused on aspects of teaching enhancement); identify any special teaching assignments or innovations you have developed.

• Provide a concise description of your strategies and approaches in the advising process. Indicate how many students you typically advise during an academic year. Describe your efforts to engage your advisees in conversations about their lives and interests beyond that expected in a typical pre-registration advising session.

• Provide a brief statement describing any recent advising commitments for honors theses, master's, and doctoral dissertation committees (if applicable).
B. DOCUMENTATION OF SCHOLARSHIP AND PROFESSIONAL ACTIVITY

• Please begin this section with an overview that gives the reader a sense of your overall agenda for scholarship and creative activity. Try to use language that will make the significance of your work evident to someone not trained in your subdiscipline.

1. Publications and Creative Works

• Provide a full bibliography of work published during the period under review, cited in the standard entry form used in your field. Please list articles (and note refereed articles), books and monographs, textbooks, technical reports, reviews, published computer software, chapters, conference proceedings, published abstracts, edited publications, and miscellaneous publications, as established by academic unit criteria. It is appropriate to include in this list any publications in press or accepted for publication. If you are applying for tenure, please do not include any work published prior to the start of your probationary period in this list. You may list those in your curriculum vitae.

• Faculty members in fine and performing arts departments should list and describe any juried or invitational art exhibitions, faculty recitals, theater productions, dance productions, and other activities, as established by academic unit criteria.

• For tenure and/or promotion review, single copies of all works listed (in the appropriate media format) should be included in your box, so that they can be available for examination. These will be returned to you after the review is completed.

2. Scholarly and Creative Work in Progress

• Describe your current scholarly and creative work in progress, as well as planned future directions. Please be as brief as you can, and try to write for readers who may not be familiar with your area(s) of expertise.

• List any work currently under review for publication.

3. Professional Presentations

• List papers authored or co-authored by you, delivered at professional meetings and before professional groups, noting those that were refereed. Indicate those for which you were the presenter.

4. Other Scholarly Activity

• List professional organization memberships and activities, including offices held and committee memberships.

• List national and regional meetings attended and sessions chaired.

• List your service in reviewing papers submitted for presentation or publication, grant proposals, and/or as a member of a review panel.

• List any other scholarly activity that you believe would support your candidacy.
5. Statement on the Status of Candidate’s Scholarly and Creative Work

- Provide brief statements regarding the status in your discipline of the journals, conferences, exhibitions, or other scholarly activities you have listed in the previous sections. If the information is available, include reference to the percent of submissions to each publication that are eventually accepted. This is intended to help readers who may not be familiar with your field to understand the significance of your work.
- Explain the relative value of different forms of publication or dissemination in your discipline, e.g., whether books are more important than journal articles or conference reports are highly regarded.
- If possible, comment on the frequency with which your work is cited or otherwise directly used by others.

C. DOCUMENTATION OF RESEARCH/TRAINING GRANTS

- List grants, contracts, or fellowships for which you have applied and indicate those awarded, including funding agency name, application or award date, dollar amount awarded, and current status.

D. DOCUMENTATION OF DEPARTMENT/CAMPUS/COLLEGE SERVICE

- Provide information about your contributions to department, college, and University affairs, including committee memberships, identifying the group, activity, and date(s). Your internal letters of support (Section VI.A.) may be from individuals able to comment on the significance of these contributions.

E. DOCUMENTATION OF PUBLIC SERVICE

- List public service activities that utilize your professional expertise, whether compensated or uncompensated, performed in your role as a faculty member or disciplinary professional, as distinct from service rendered in the role of citizen or parent. Include dates for each activity listed. Particular emphasis should be given to service that contributes to the economy, culture, and quality of life of citizens of Maine, the region, and the nation. Your letters of support for Section VI.B., or in some instances (such as when you practice the scholarship of application), Section VI.C., may be from individuals able to comment on the significance of these contributions.

F. DOCUMENTATION OF SPECIAL RECOGNITION/AWARDS

- List and comment on any prizes, special recognition, awards, or other honors you have received.

Section IV should begin on a new page.
IV. EVALUATIONS OF TEACHING  (Start this section on a new page)

A. STUDENT EVALUATIONS OF TEACHING

This summary has been verified by

______________________________________________________________

Title__________________________  Date________________________

• Signed verification of your analysis of these evaluations is required. The person signing should be the chair of your peer review committee or your department chair. Verification indicates that the person signing has reviewed and approved your selection of representative questions from the quantitative instrument or student comments from any qualitative instrument used.

• You should follow formats approved by your academic unit but are not limited to using only these formats for exhibiting data. Individual student evaluation forms should be included with your box of supporting materials when you apply for tenure and/or promotion.

  1. Summary of quantitative student evaluations

• This section should provide summary data by semester for each semester (including Summer and Winter Sessions) that you taught classes during the period under review.

• If available, please include the number of students enrolled in each course taught during the semester, as well as the departmental/college mean scores, in any statistical summaries.

• The following examples are based on questions found in the SIR II form, which many USM departments are now using. If your department or college uses a different instrument, prefers different questions, or organizes the data in a different format, that is acceptable.

• Many academic units have made transitions to new forms over the last few years. If the period under review for this application crosses over this transition, simply use the data summary that is available for each time period given the instrumentation in use at that time. You may wish to include brief notes at the start of this section to enable the reader to understand this transition process.
(Sample Alternative No. 1)

The standard USM student evaluation instrument (SIR II) was used. The mean response, averaged over __ semesters (period under review), to each statement is shown. The total number of students who responded to the surveys is ___. (To conserve space in this sample document, only the first five statements are shown.)

1. The instructor’s explanation of course requirements (5=very effective; 1=not effective)
   Mean = X.XX

2. The instructor’s preparation for each class period (5=very effective; 1=not effective)
   Mean = X.XX

3. The instructor’s command of the subject matter (5=very effective; 1=not effective)
   Mean = X.XX

4. The instructor’s use of class time (5=very effective; 1=not effective)
   Mean = X.XX

5. The instructor’s way of summarizing or emphasizing important points in class (5=very effective; 1=not effective)
   Mean = X.XX
The standard University of Southern Maine student evaluation instrument (SIR II) was used. The column with the heading N= identifies the total number of students during a semester who responded to a particular statement. The SIR II uses a Likert Scale from 5 to 1 where a response of 5 means very effective, while a response of 1 means ineffective.

For this format, which provides more detail about each question, a selection of questions can be used. To the extent feasible, the selection should reflect your department’s teaching standards.

### Summary of responses to statement # 6—The instructor’s ability to make clear and understandable presentations

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### Summary of responses to statement # 12—The instructor’s respect for students

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2. Summary of qualitative student evaluations

- For qualitative evaluations, provide **direct quotes** of selected comments obtained from qualitative (open-ended) evaluation instruments completed by students in your USM courses. While there is no cook-book method for making these selections, you should try to be balanced so that you include representative negative as well as positive comments. You should have a colleague (preferably a member of your peer committee) verify that your selection is indeed representative of the whole set of such comments. These can be organized by course and by semester.

- Formal letters of support from students or quotes from communications you receive from students outside the evaluation process are **not** typically included in a personnel application but may be included as part of the supporting documentation submitted with an application for tenure or promotion.

B. OTHER EVALUATIONS OF TEACHING

1. Peer evaluations of teaching

- Provide evidence of peer/colleague reviews, if any. This may be a paragraph describing the purpose and date of the review, the names of the colleagues who participated, and the type of review conducted (e.g. class visit, interviews with students, review of syllabi and other course documents). You may decide whether or not to include information about the findings and outcomes of the review, e.g. how the review led to improvement of your teaching. If you wish to include copies of letters about your teaching from peers, you may insert them after this section in your hard copy original application. They should be marked with the number of this page followed by the appropriate letter of the alphabet, e.g. 12a, 12b, etc.

2. Teaching awards

- List and briefly describe any teaching awards you may have received.

3. Teaching of graduate students in the classroom and thesis advising

- If your department has a graduate program, provide evaluative information on your teaching of graduate students in the classroom and on your thesis advising (e.g., student evaluations, peer evaluations, administrative evaluations, presentations and publications of your students.)
V. DEPARTMENTAL PEER COMMITTEE EVALUATION

This page with an appropriate sequential number should appear as a cover sheet to the actual letter(s), which will bear the same page number, plus appropriate letters, e.g. 13a, 13b.

A. EVALUATION LETTER

The evaluation letter should be printed on department letterhead, dated, and signed by the Peer Committee chair. It should be addressed to the Dean, copied to the candidate.

The evaluation must be based on the Unit's criteria, but the letter should reference the following three sections. As is the case elsewhere in this document, numbered and lettered items are required, bulleted items are meant to suggest possible content areas.

PLEASE NOTE: Recommendations for tenure before the end of the probationary period represent an exception to Board of Trustees policy. If this candidacy represents such an exception, the departmental peer committee evaluation should include a brief rationale for such an exception. This rationale may then be reflected in the Dean’s letter that appears at the end of Section II.

1. Evaluation of Teaching  
   (You should provide copies of your course syllabi to the departmental Peer Committee. While they are not part of the application itself, they should be included in the box of supporting documentation for a tenure and/or promotion request.)

   • Evaluate the faculty member’s performance as a teacher and advisor of undergraduates (classroom, laboratory, office, special projects, etc.). Comment on strengths and weaknesses, student evaluation results, syllabi, and evaluations by colleagues.

   • Evaluate the faculty member’s role in the program of the department, college, and/or University.

   • Evaluate the faculty member’s performance as a graduate teacher and thesis advisor when applicable.

   • Note any special efforts undertaken to enhance the effectiveness of the faculty member’s teaching.

2. Evaluation of Scholarship

   • Evaluate the quality of the faculty member’s scholarly work and the venues in which it appears. In this section the Peer Committee may wish to quote from or otherwise reference comments from professionals who provided letters for Section VI.C.

   • Assess the faculty member’s regional, national, and/or international reputation in his/her field. Reference to or direct quotes from external reviewers may be
appropriate to include in this section, as well.

3. Evaluation of Service

• Evaluate the faculty member's public service activities, both compensated and uncompensated, that utilize professional expertise. These should be activities carried out as a faculty member, rather than those performed as a citizen.

• Particular emphasis should be given to service that contributes to the economy, culture, and quality of life of citizens of Maine, the region, and the nation. If appropriate, letters of evaluation of public service activities may be included in the supporting documentation. Candidates may also include these letters in parts A and B of the Supporting Letters section that follows.

• Evaluate the faculty member's service to the department, if applicable, and to the University, school or college, or other committees.

B. RECOMMENDATION/RECOMMENDED ACTION

• The dated recommendation letter should be prepared on a separate sheet of departmental letterhead. It must list the names of all the voting members of the Peer Committee along with their signatures. It should be copied to the candidate.

• If the recommendation for action is not unanimous, the vote tally should be noted, e.g. 5 in favor, 3 opposed. It is not necessary or appropriate to indicate individual votes.
VI. SUPPORTING LETTERS

• THIS ENTIRE SECTION IS ONLY REQUIRED FOR FACULTY MEMBERS APPLYING FOR TENURE AND/OR PROMOTION. IT SHOULD NOT BE INCLUDED IN ANY OTHER PERSONNEL ACTION APPLICATION.

• Applications for tenure and/or promotion **MUST** include letters from three established scholars or professionals from outside the University of Maine System (subsection C) who are qualified to evaluate the faculty member's scholarly and creative works. While letters for subsections A and B are not required, they may be included as part of a tenure and/or promotion application.

• Letters are typically addressed to the chair of the Peer Committee.

• **Candidates should never solicit letters directly for subsections B and C.** The actual procedure for soliciting supporting letters varies by departments and colleges. In accordance with unit policy, the candidate typically submits names of possible reviewers to the departmental peer committee, Department Chair or Dean, who then solicits the letters on the candidate’s behalf. This process should start in the spring before the candidate intends to apply for tenure and/or promotion.

• Specific guidelines for each category of supporting letters are described below.

• **Each subsection should be preceded by a numbered cover sheet listing each correspondent's name, academic rank, institution, and a brief statement of his/her relationship to the faculty member, if any.** The letters themselves should follow each cover sheet and should be marked with the number of the cover sheet followed by the letter a1, a2, a3; b1, b2, b3; c1, etc. as appropriate.

• In accordance with Board of Trustees policy, only **three** letters in each of the subsections may be forwarded to the Board of Trustees (tenure applications only). On the cover sheet(s), the candidate should asterisk the name(s) of the three correspondent(s) whose letter(s) should be forwarded to the Board, if more than three are submitted in any subsection. Remaining letters will be held with the candidate’s supporting materials.

• For promotion only applications, there is no actual limit to the number of letters that may be included in each subsection.
A. LETTERS INTERNAL TO USM

Support letters in Subsections A and B may address any of these areas: teaching, scholarship, and service. **Candidates MAY solicit letters directly from individuals within USM for Subsection A.** Any USM faculty or staff member who is familiar with the candidate’s performance in the area in question may write a support letter on his or her behalf.

- **In the area of teaching,** the letters should be based primarily on first-hand observation of the candidate in the classroom or in other recognized teaching contexts such as workshops, as well as on review of teaching materials and syllabi.

- **In the area of scholarship,** the letters should be based on examination of the candidate's written and/or creative work as well as on scholarly interactions with the candidate or attendance at conference presentations where applicable. The writer should have expertise in the area being evaluated.

- **In the area of service,** the letters should be based on first-hand experience with the candidate in some service activity. The service activity in question should be directly related to the candidate’s academic expertise or to his/her collegial or governance role as a faculty member. The letter should address the candidate's scholarly or professional contribution to the service activity or evaluate the way in which the candidate carried out his/her responsibilities as a faculty member.
B. LETTERS INTERNAL TO THE UNIVERSITY OF MAINE SYSTEM, BUT EXTERNAL TO USM  
(See the Guidelines for A. Letters Internal to the Campus.)

- Letters from other Maine-based colleges as well as relevant in-state organizations such as the Maine Humanities Council or the World Affairs Council of Maine may be included in this section. It is not expected that any letters in this section will originate outside the state of Maine, although they may refer to contributions of a larger geographic significance.

- Letters included in this subsection may NOT be solicited directly by the candidate.
C. LETTERS EXTERNAL TO THE UNIVERSITY OF MAINE SYSTEM AND EXTERNAL TO USM

- As noted elsewhere in these guidelines, applications for tenure and/or promotion must include letters from three established scholars or professionals from outside the University of Maine System who are qualified to evaluate the faculty member's scholarly or creative works.

- Individuals providing external letters of support should be independent, i.e., have no vested interest in the outcome of the personnel action, and should have demonstrated expertise in the candidate's area of scholarship or creative activity. Generally speaking, they should also hold at least the rank and tenure status to which the candidate aspires at an institution comparable to or of higher status than the University of Southern Maine. Exceptions to this qualification may be found in such disciplines as the performing and fine arts, accounting and other business specialties, engineering and other applied technology fields, where appropriate expertise may reside outside of academe. Candidates and peer committees should consult with their deans when questions arise about the suitability of particular external reviewers.

- Under no circumstances should the candidate solicit these letters. While practices vary by school and department, it is generally accepted that the candidate may provide a list of qualified individuals to the peer committee chair, department chair, or dean, who will make the actual contact with the reviewers. This process should be started in the spring or summer before the personnel action is scheduled.

- Practices for contacting potential reviewers also vary by school and department. Typically, they are contacted by e-mail to determine willingness and availability before they are sent any materials.

- The individuals being asked to comment on the candidate's scholarly or creative works should receive a representative sample of these works to review, along with a copy of the candidate's curriculum vitae and profile from this application, a copy of the unit's criteria for the proposed personnel action and a copy of USM's Criteria for Tenure and Ranks, available on the Provost’s website.

- At USM, the common practice is that candidates are able to read these letters after they are received—typically at the time the peer committee letter is forwarded to the Dean’s office. It is advisable to inform reviewers that this is the practice at the time they are initially approached, since this is not necessarily a common practice at many other institutions.

- USM does not provide honoraria to individuals who write external letters of support.
APPENDIX: CURRICULUM VITAE

- For this section, please include a copy of your current curriculum vitae. No particular format is required or recommended. Paginate as you would any appendix, e.g. A-1 for this page, A-2 for the first page of your curriculum vitae, etc. The template has created a new section for the appendix to facilitate this pagination approach.

- Please remember to insert your name in the footer.