

**University of Southern Maine**  
College of Nursing and Health Professions  
**INDIVIDUAL BOARD OF TRUSTEES PRESENTATION**

**College of Nursing and Health Professions instructions:** All faculty in the College of Nursing and Health Professions are expected to use the following format for submitting his/her materials for a mid-appointment review, reappointment, promotion, tenure, just cause review, or post-tenure review. The College of Nursing and Health Professions faculty include: fixed-length faculty, lecturers/instructors who are eligible for just cause, tenure track faculty, just cause instructors, and tenured faculty.

The Provost notifies the Peer Review Committee of the time line for tenure-track and tenured faculty review. The Peer Review Committee maintains the review schedule for Lecturers and Instructors<sup>1</sup>. USM Criteria for Tenure and Rank, University of Maine System Tenure Policy Guidelines and Criteria, a template in MS Word, Guidelines for Completing Forms, and a sample tenure presentation based on the career of a fictitious faculty member are available at [www.usm.maine.edu/~prov/faculty\\_resources/index.htm](http://www.usm.maine.edu/~prov/faculty_resources/index.htm). Faculty are encouraged to review the documents that are available at the Provost's web site and meet with the Chairperson of the Peer Review Committee if they have any questions about what information should be submitted as part of the Board of Trustees (BOT) document or in the appendices.

A comprehensive curriculum vitae must be submitted with the BOT document. Faculty should not put materials in protective covers or folders other than the 3-ring notebook provided by the College of Nursing and Health Professions. The 3-ring notebook and the materials submitted will be returned to faculty upon completion of their review. Faculty should include all BOT headings, as outlined below, in their BOT document.

**University of Southern Maine Guidelines for Completing Personnel Action Forms (from Provost's website):** This format is required at USM and all other UMS campuses for all personnel actions, including reappointments for faculty members with probationary or fixed length appointments, mid-appointment (no action) reviews, tenure, tenure and promotion, promotion only, and post-tenure review. Your career at USM will include many such submissions. Be sure to keep an electronic copy of your initial application and use it to generate updates as needed. The required format doesn't appear to change much from year to year but it's always a good idea to check the faculty resources page of the Provost's website [www.usm.maine.edu/prov/faculty\\_resources/](http://www.usm.maine.edu/prov/faculty_resources/) for updates before you write a new application.

Comments 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 note:** preparation and maintenance of all personnel action forms is expected to be entirely the responsibility and effort of the individual faculty member. Careful regard of these guidelines will lessen the likelihood that you will be called upon to make last-minute changes in your application.

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. If the information requested in a particular section does not apply to you, simply write "Not applicable" after the heading.

Your application **MUST** have sequentially numbered pages. The other information in the template header and footer is NOT required.

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 should be signed originals. Any other**

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<sup>1</sup> Fixed length faculty are evaluated annually; lecturers/instructors are evaluated annually during their first six years of service and then in the year prior to their reappointment expiring.

**pages in the application that include signatures should 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 kept on file in the Chancellor’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 your supporting materials. A sturdy box with carrying handles and a lid can 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. Make sure your name and department are clearly written on the box. Your box and all supporting documentation except the actual personnel action application will be available for pick-up at the Provost’s office when the review process is completed.

**UNIVERSITY OF SOUTHERN MAINE SYSTEM**  
**UNIVERSITY OF SOUTHERN MAINE**  
**Application for **Title of Personnel Action(s)****

(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

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
Required	Required	<b>I. FACE DATA</b> (Page 1)	
		<b>A. NAME</b>	
		<b>B. PRESENT RANK</b>	
		<b>C. COLLEGE/DEPARTMENT</b>	
		<b>D. PROFESSIONAL EXPERIENCE</b> <sup>2,3</sup> Provide a list of previous professional salaried positions, with dates, <b>beginning with the most recent</b> . A table is provided on the template, but you may use columns without the table if you prefer.	1) Include current and past ranks and positions at USM. 2) Account for sabbatical leaves, including dates.
		<b>E. EDUCATIONAL BACKGROUND</b> 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/BoT format does not specify a preferred order for these. If parts D or E include a relatively large number of entries, <b>your face data section may be more than one page long.</b>	
Required	Required	<b>II. RECORD OF ACTIONS</b> <i>(please start at the top of a page)</i>	

<sup>2</sup> See template on Provost’s web site for correct formatting.

<sup>3</sup> If parts D or E include a relatively large number of entries, your face data section may be more than one page long.

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
		<b>A. INITIAL PROPATIONARY APPOINTMENT<sup>3</sup></b> Provide effective date, length of initial tenure-track appointment, and number of years of prior service credit toward tenure, if any.	
		<b>B. REAPPOINTMENTS</b> Provide effective date and length of each reappointment.	1) Account for leaves of absence, including dates.
		<b>C. PROMOTION(S)</b> If applicable, provide effective date and new title/rank information for any prior promotion (s).	
Required <sup>4</sup>	Required	<b>D. RECOMMENDATIONS FOR TITLE of PERSONNEL ACTION(S)</b> (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, Promotion to [Rank], Post-tenure Review) A table is provided on the template (see Provost’s website), but you may use columns without the table if you prefer. Your original application should have all original signatures in this part.	
		Recommending Body - Peer Committee; Recommendation (Yes/No); Authorized signature; Date	
		Recommending Body - Dean; Recommendation (Yes/No); Authorized signature; Date	
		Recommending Body – Provost/VPAA; Recommendation (Yes/No); Authorized signature; Date	
Not applicable		Recommending Body – President; Recommendation (Yes/No); Authorized signature; Date	
Not applicable	Potentially applicable	<b>E. EXCEPTIONS TO BOARD OF TRUSTEE’S POLICY</b> None/Yes If yes, the relevant letters should be inserted here. Exceptions include a request for tenure or promotion prior to the sixth year of the probationary period. If you are uncertain about whether your requested personnel action represents an exception, please clarify with your Dean.	

<sup>4</sup> Tenure is not applicable for fixed-length faculty and Lecturers/Instructors; the final decision is made by Provost on all reappointment cases and on just cause faculty review at 4 years post just cause.

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See below	Required	<p><b>F. TRANSMITTAL LETTERS</b></p> <p>The appropriate administrative letters will be inserted in the tenure or promotion 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. A member of the Provost’s staff will do that for you since these letters will not be part of the document you send forward.</p>	
Not applicable		1. President	
Not applicable		2. Provost/VPAA	
Required		3. Dean	

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
Required	Required	<p>III. CANDIDATE’S PROFILE (<b>Must begin on a new page</b>)</p> <p><b>Applicants for TENURE must limit information provided in the body of their applications to the most recent five years.</b> 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 prior to the candidate’s probationary period <b>must be omitted</b> from the tenure application before transmittal to the Board of Trustees. Tenure candidates may include such information in the curriculum vitae or supporting documentation and refer to it in the narrative to provide additional context.</p> <p><b>Applicants for REAPPOINTMENT OR MID-APPOINTMENT REVIEW</b> will typically write a narrative for this section that describes cumulative accomplishments, with the goal of having the final version of this document prior to the tenure application in need of only minimal updating and polishing.</p> <p><b>Applicants for PROMOTION in the post-tenure period</b> should focus their narrative on accomplishments since the last significant personnel action, i.e., tenure or promotion. A comprehensive review of accomplishments since your initial date of appointment is <b>not</b> necessary in this section, but may be referenced by alluding to the curriculum vitae or to other supporting materials.</p> <p><b>Applicants for POST-TENURE REVIEW</b> 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.)</p> <p>Approved academic unit criteria should inform what you choose to emphasize in your narrative. You should also relate your narrative as explicitly to USM’s Criteria for Tenure and Ranks as you can.</p> <p>(continued next page)</p>	<ol style="list-style-type: none"> <li>1) For annual reviews and reappointments, faculty should only include information on activities while on the full-time faculty at USM.</li> <li>2) Applicants who receive prior credit toward tenure are expected to include information on the past five (5) years.</li> <li>3) Candidate’s for tenure track, promotion, and continuing contract: data placed in the dossier should be presented cumulatively (since arrival at USM) for all sections except student teaching evaluations (include those since last review). Material should be chronological with most recent at the top. The committee will only comment on material since the last review.*</li> <li>4) Candidates for post-tenure/post-just cause should include all information since last review along with cumulative teaching evaluations.*</li> <li>5) Fixed length faculty should include information since last review.*</li> </ol> <p>* See section IV. A. Student Evaluations of Teaching: 1-4 and 1-3.</p>

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
		<p>Please include as an appendix a full curriculum vitae to ensure that readers understand how this review relates to your overall professional career. As noted above, you may refer to your curriculum vitae in your profile narrative.</p>	
		<p><b>A. DOCUMENTATION OF TEACHING (includes advising)</b> 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. <b>BUT</b> there are no page limitations. <b>Note that in this section the bullets are not formal parts of the outline, merely suggestions for what you might include.</b></p>	<p>1) Items IIIA1-4, single spaced. 2) If faculty member has administrative responsibilities, he/she should note this as teaching release if it is so (see IIIA5 below), labeled as administration. The faculty member should succinctly describe the administrative work and how it has impacted, if it has, the faculty member's scholarship, teaching, and/service during the period of review.</p>
		<p>1) 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.</p>	
		<p>2) 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 <b>Diversity for the Twenty-First Century: A Strategy for the University of Maine System and a Call for Action</b>, received by the Board of Trustees in March 1998 and available at <a href="http://www.maine.edu/diversity.html">http://www.maine.edu/diversity.html</a>. You may also refer to USM's mission statement and diversity plan.)</p>	
		<p>3) Include a discussion of any professional work you have undertaken with K-12 schools.</p>	
		<p>4) Describe special efforts you have undertaken to enhance your teaching effectiveness.</p>	<p>1) It is important to reflect on student evaluation of individual courses and what, if anything, you have done with the student feedback in relation to teaching effectiveness. 2) Faculty are encouraged to reflect on any classroom/clinical peer review observations in this section of the BOT. Inclusion of the classroom/clinical peer review form is optional, if included it goes in IVB1.</p>

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
		<p>5) 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.</p>	<p>1) Prior to listing of Fall Semester courses, include a heading for each academic year; include dates of academic year and number of credits taught including overload credits during the academic year (e.g., 2000-2001, 21 credits taught, including 3 credits overload). If the faculty member is teaching in Summer or Winter session as part of his/her academic year workload this should be noted as well. Succinctly identify which courses you have developed and which you have substantially restructured either under each semester listing or courses or after each academic year.</p> <p>2) Credits taught in Winter or Summer session should follow the Fall and Spring listing of courses and should be designated as such. The number of credits taught in Summer or Winter should be listed here and should not be counted in the academic year workload (e.g., Summer, 3 credits).</p> <p>3) Include footnote that summarizes expected teaching load within CONHP (e.g., 18 credits/academic year for tenure track and tenured faculty, 24 credits/academic year for lecturers and instructors). Any variation in teaching load should be noted and explained.</p> <p>4) Include if a course was co-taught; course credit should reflect co-teaching (e.g., NUR 222 (3 cr, co-taught) = 1.5 credits). Total credits should equal workload.</p> <p>5) Do not include “guest/invited” lectures here.</p> <p>6) Include number of students in each course.</p>
		<p>6. Identify any special teaching assignments or innovations.</p>	<p>In addition to special teaching assignments or innovations, include guest lectures within College and USM, independent studies, etc. in this section. Each entry should reflect the date of the work (e.g., January 15, 2003 guest lecturer in NUR 100, Spring 2003 Independent Study). If a class is repeated in a subsequent semester add the date to the existing listing.</p> <p>Examples of teaching assignments or innovations may be included in the appendix. Please be highly selective.</p>
		<p>7. Provide a concise description of your strategies and approaches in the advising process. Indicate how many students (majors, undeclared students, honor students, graduate students) you typically advise during an academic year.</p>	

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
		8. Provide a brief statement describing your recent advising commitments for honors theses, master's, and doctoral dissertation committees (if applicable).	
See below	Required	<b>B. DOCUMENTATION OF SCHOLARSHIP AND PROFESSIONAL ACTIVITY</b>	<ol style="list-style-type: none"> <li>1) Include an introduction that describes your primary area(s) of scholarship and professional activity (ideally no more than 3). The primary areas should have succinct titles (refer to this scholarship title throughout the remainder of the document) and you should organize your document around these areas.</li> <li>2) After the introductory sentence include the first area under the scholarship title (e.g., end-of-life care, family caregiving). Provide 1 to 3 paragraphs of text describing your work in this area. This serves to orient the reader to your focus areas and provides the framework for this section.</li> <li>3) Make explicit how scholarship is focused on discovery, application, integration, and/or teaching as outlined in the College's evaluation criteria. Faculty are encouraged to include the College's actual criteria to orient the reader. For example, "The scholarship of teaching is focused on the production of knowledge that can be used to enhance the transmission of ideas or concepts in educational settings" (CONHP Criteria). The interpretation of whether one's work exemplifies the "scholarship of integration, discovery, application, and/or teaching" resides with the individual faculty member. Faculty are not expected to engage in all types of scholarship as defined in the Colleges Evaluation Criteria.</li> <li>4) It is important to note that one's work may overlap a number of areas of scholarship. For example, a national presentation may reflect the "scholarship of application" because of the audience and the article that is published from this same work may reflect, for example, the "scholarship of discovery".</li> <li>5) In order for work to be considered the "scholarship of teaching" the faculty member should be working towards formalizing teaching methodologies (e.g., case studies) into a print or media format that is accessible to others outside the classroom. This work may or may not be peer reviewed.</li> </ol>

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
Not required	Required	<p>1. Publications and Creative Works</p> <p>You should 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 apparent to someone not necessarily trained in your sub discipline.</p> <p>Provide a full bibliography of work published during the period under review, cited in the standard entry form used in your field. Please include articles (including those in press) 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.</p> <p>For tenure or promotion, copies of all published and/or scholarly works listed should be forwarded as supporting documents with your application, so that they can be available for further review. These will be returned to you after the review is completed.</p> <p>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.</p>	<ol style="list-style-type: none"> <li>1) Publications should only appear one time in your BOT materials. Be consistent with standard format (i.e., APA, AMA)</li> <li>2) For articles under review, submit manuscript in an appendix, if requesting promotion and/or tenure.</li> <li>3) For articles in press, submit manuscript in an appendix.</li> <li>4) For all peer reviewed publications provide copy of published document in an appendix.</li> <li>5) The preferred order for listing publications is: <ol style="list-style-type: none"> <li>1. published works with most current one's listed first</li> <li>2. "in press," include where.</li> <li>3. "under review," include where and date of submission.</li> <li>4. "in preparation," include projected date of submission.</li> <li>5. after each citation above indicate refereed or non-refereed or use heading and group refereed and non-refereed articles.</li> </ol> </li> <li>6) If a paper presented at a meeting was published in its entirety include the paper in an appendix and include a sentence in the BOT listing that the paper was published in its entirety in the conference proceedings.</li> <li>7) For tenure-track faculty and those going for promotion this list should be inclusive of time at USM. For post-tenure faculty this list should be inclusive of time since last review.</li> <li>8) After each publication, include appropriate scholarship label, for example, scholarship of discovery.</li> </ol>
	Required	<p>2. Scholarly and Creative Work in Progress</p> <p>Describe your current fields of 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.</p> <p>List work under review for publication in this section, as well.</p>	<ol style="list-style-type: none"> <li>1) Faculty are encouraged to reflect on how their work is evolving within and across the various areas of scholarship.</li> </ol>

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
	Required	<p>3. Professional Presentations</p> <p>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.</p>	<p>Organize this section so that it reflects integration of the Boyer Model, (see CONHP website), for example:</p> <ol style="list-style-type: none"> <li>1) An introduction section, which summarizes your presentations (e.g., 1 international, 3 national, 2 local).</li> <li>2) List presentations under scholarship titles. The area of scholarship is based on the focus of the presentation. Each presentation would then include the type of scholarship (Boyer Model).</li> <li>3) For each presentation include whether it was refereed or invited and whether it was presented at an international, national, regional, state, or local meeting.</li> <li>4) If an abstract was published specify this here.</li> <li>5) Presentations that resulted in the paper being published in its entirety should be listed under publications, do not repeat the presentation in this section.</li> <li>6) List most recent presentations first.</li> <li>7) For tenure-track faculty this list should be inclusive of time at USM. For post-tenure faculty this list should be inclusion of time since last review.</li> </ol>
	Required	<p>4. Other Scholarship Activity</p> <p>List professional organization memberships and activities, including offices held and committee memberships.</p> <p>List national and regional meetings attended and sessions chaired.</p> <p>List your service in reviewing papers submitted for presentation or publication, grant proposals, and/or service as a member of a review panel.</p> <p>List any other scholarly activity that you believe would support your candidacy for reappointment, tenure and/or promotion or post-tenure review.</p>	<ol style="list-style-type: none"> <li>1) At the time of promotion, tenure, just cause review, or post-tenure review, the faculty member should consider including an introductory paragraph to this section that provides an overview of why the various conferences were selected to attend. For example, did the conference support the faculty member's development as a teacher, scholar, and/or practitioner?</li> <li>2) Also include international and state meetings attended and designate meetings by audience (e.g., international).</li> </ol>

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
		<p>5. Statement on the Status of Candidate’s Scholarly and Creative Work</p> <p>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. This helps readers who may not be familiar with your field to understand the significance of your work.</p> <p>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.</p>	<p>Status descriptors may include but not be limited to acceptance rate, relative ranking of journal or conference in the discipline, readership distribution, frequency of citations of work</p>
	Required	<p><b>C. DOCUMENTATION OF RESEARCH / TRAINING GRANTS</b></p> <p>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.</p>	<p>Copies of grants or award letters should not be included in the 3-ring binder. They should be available from the faculty member for review upon request.</p>
Required	Required	<p><b>D. DOCUMENTATION OF DEPARTMENT/CAMPUS/ COLLEGE SERVICE AT USM</b></p> <p>Provide information about your contributions to department, college, and University affairs, including committee memberships, identifying the group, activity, and date(s).</p>	<ol style="list-style-type: none"> <li>1. a. List all service within Department/School, College, and USM (do a separate list vs. a blended list).</li> <li>b. Include a concise description of selected substantive”service contributions in IIID and IIIE.</li> <li>c. Material should be chronological with most recent at the top.</li> </ol> <ol style="list-style-type: none"> <li>2) The listing of service should not exceed 5 years for tenure-track and lecturers/instructors. Dates should be included on the service, include state and finish date (e.g., under college listing – Diversity Committee, 2001-2002 or 2001-current). Tenured and just cause faculty should include list of service since last review.</li> <li>3) Substantive service contributions should not exceed 5 years for tenure-track and lecturers/instructors. Dates should be for the period of review, except when the faculty member is being reviewed for promotion and/or tenure. In this case the faculty member should highlight substantive contributions from across the years.</li> <li>4) Letters acknowledging service contributions should not be included.</li> </ol>

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
		<p><b>E. DOCUMENTATION OF PUBLIC SERVICE</b>  List public service activities that utilize your <b>professional</b> expertise, whether compensated or uncompensated, <b>performed in your role as a faculty member or disciplinary professional, as distinct from service rendered in the role of citizen.</b> 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.</p>	<ol style="list-style-type: none"> <li>1) Substantive “public service” can be included as one of the 1 to 3 examples identified in IIID above.</li> <li>2) At the time of promotion, tenure, just cause review, or post-tenure review, faculty should consider including an introductory paragraph that pulls together service into the “bigger picture” including how and if the service activities supported the faculty member’s scholarship and/or teaching.</li> <li>3) The listing of public service should not exceed 5 years for tenure-track and lecturers/instructors with the exception of faculty requesting promotion. Dates should be included on the service, include start and finish data. Material should be in chronological order with most recent at the top. Tenure and just cause faculty should include list of service since last review.</li> <li>4) Please note – service as a citizen should not be included in the BOT document (e.g., participating in building homes for Habitat for Humanity). This is distinguished from public service related to the faculty member’s expertise (e.g., faculty with public health nursing expertise elected to serve on Maine Center for Public Health Board of Directors).</li> </ol>
		<p><b>F. DOCUMENTATION OF SPECIAL RECOGNITION / AWARDS</b>  List and comment on any prizes, special recognition, awards, or other honors you have received.</p>	
Required	Required	<p><b>IV. EVALUATIONS OF TEACHING</b>  Section IV should begin on a new page.</p>	

Fixed- Length, Lecturer/ Instructor, Just Cause Instructor	Tenure- Track, Tenured	Guidelines for Completing Personnel Action Forms	College of Nursing and Health Professions
		<p><b>A. STUDENT EVALUATIONS OF TEACHING</b></p> <p>This summary has been verified by _____</p> <p>Title _____</p> <p>Date _____</p> <p><b>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.</b></p> <p>Verification indicates that the person signing has reviewed and approved your selection of representative questions from the USM instrument or student comments from any open-ended evaluation instruments used.</p> <p>Article 10.B.2.a. of the 2003-2005 AFUM contract states that unsigned student course evaluations are not included in the definition of anonymous materials referenced in Article 6.B. of the same contract. <b>This means that you MAY use unsigned student comments in your summary of evaluations.</b></p> <p>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.</p> <p>Please include the number of enrolled students as well as the departmental/college mean in any statistical summaries, if available.</p> <p>The Office of Academic Assessment can prepare a summary report of your “bubble sheet” student course evaluations with sufficient (~3 months) lead time. Please visit <a href="http://www.usm.maine.edu/testing/tech/tech.html">www.usm.maine.edu/testing/tech/tech.html</a> for additional information and the appropriate request form.</p> <p>1. Summary of quantitative student evaluations  Unless otherwise specified, <b>one</b> of the following two formats is commonly used for displaying quantitative student course evaluation data. (see Provost’s web site)</p>	<p>Candidates for tenure, promotion or post-tenure/post-just cause</p> <ol style="list-style-type: none"> <li>1) You need to send a request thru the Dean’s Office including the year, semester, and if possible CRN# (on DSIS) for all courses taught.</li> <li>2) When using SIRII CONHP will arrange for a computer summary of #1-21 and #40 of all courses taught. Consult with the Dean’s Office. Faculty using LAC Teaching Evaluation form, follow procedure for LAC summary.</li> <li>3) Qualitative (comments): Select and type no more than two pages of “representative” comments. No names. Choice is left to the candidate.</li> <li>4) Clinical courses and graduate teaching: Follow BOT guideline and method under #3 above.</li> </ol> <p>All other faculty who are being reviewed for a period of less than four years (tenure-track, continuing contract, fixed length):</p> <ol style="list-style-type: none"> <li>1) Include in red notebook the individual computer summary (SIR II or LAC teaching evaluation) for every course, every semester, and every section for the period SINCE your last review. Use copies so your file stays intact.</li> <li>2) Include a copy of all signed and unsigned student comments in your official file for all courses listed in #1 above. Do not summarize or type.</li> <li>3) Place more recent computer sheets and comments on top and work backwards by dates. Integrate comments under computer sheet for each course.</li> </ol> <p>Note: The College’s Peer Review Committee does not require that you convert your “computerized” print outs from Testing and Assessment into one of the two formats on the Provost’s web site.</p>

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		<p>2. Summary of qualitative student evaluations</p> <p>For qualitative evaluations, provide <b>direct quotes</b> 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.</p> <p>Formal letters of support from students or quotes from communications you receive from students outside the formal evaluation process are <b>not</b> typically included in a personnel application but may be included as part of the supporting documentation submitted with an application for tenure or promotion.</p>	
		<p><b>B. OTHER EVALUATIONS OF TEACHING</b></p> <p>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. They should be marked with the number of this page followed by the appropriate letter of the alphabet, e.g. 12a, 12b, etc.</p> <p>List and briefly describe any teaching awards you may have received.</p> <p>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.)</p>	<p>1) Three completed College Peer Reviews are included here; include peer comments on teaching, scholarship, and service. Be certain to include name of the candidate reviewed on all of the forms as well as the name of the reviewer.</p> <p>2) One peer observation of teaching is required each review. It is optional whether the faculty member includes the Peer Observation of Teaching Form as documentation in BOT materials. If the Peer Observation of Teaching Form is included it can be substituted for one of the three required reviews from a faculty peer. If the Peer Observation of Teaching Form is not submitted the faculty member should reflect on the peer observations (how you will use the feedback) under Section III. A. Documentation of Teaching</p> <p>4. Special efforts undertaken to enhance teaching effectiveness.</p>

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Required	Required	<p><b>V. DEPARTMENTAL PEER COMMITTEE EVALUATION</b>  This page with an appropriate sequential number should appear as a <b>cover sheet</b> to the actual letter(s), which will bear the same page number, plus appropriate letters, e.g. 13a, 13b.</p> <p><b>A. EVALUATION LETTER</b>  The evaluation must be based on the Unit's evaluation criteria, but the letter should include the following sections. As is the case elsewhere in this document, numbered and lettered items are required, bulleted items are meant to suggest possible content areas.</p>	<ol style="list-style-type: none"> <li>1) The College of Nursing and Health Professions has a single Peer Review Committee and single set of criteria.</li> <li>2) The Chairperson/Director letter is included in the 3-ring binder under the V.a. label. Fixed-length, lecturers/instructors, and tenure track faculty should include all Chairperson/Director letters. Tenured and just-cause faculty should include the Chairperson/Director letter from the last review.</li> <li>3) The Peer Review Committee's letter is included in the 3-ring binder under the V.b. label. Fixed-length, lecturers/instructors, and tenure track faculty should include all Peer Review letters. Tenured and just-cause faculty should include the Peer Review letter from the last review.</li> <li>4) The Dean's letter is included in the 3-ring binder under the V.c. label. Fixed-length, lecturers/instructors, and tenure track faculty should include all Dean letters. Tenured and just-cause faculty should include the Dean's letter from the last review.</li> <li>5) If the faculty member elects to respond to the Chairperson/Director and Peer Review Committee letter, he/she should include a copy of this letter, and the written response he/she receives, in the appropriate section.</li> </ol> <ol style="list-style-type: none"> <li>1) Evaluation is based on materials submitted by the candidate, the Chairperson/Director letter, and the additional letters (internal and external, if applicable).</li> </ol>

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Required	Required	<p><b>1. Evaluation of Teaching</b> (You should submit copies of course syllabi to the departmental peer committee. They are not part of the application itself, but may be included as supporting documentation for a promotion or tenure request.)</p> <p>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.</p> <p>Evaluate the faculty member's role in the program of the department, college, and/or University.</p> <p>Evaluate the faculty member's performance as a graduate teacher and thesis advisor when applicable.</p> <p>Note any special efforts undertaken to enhance the effectiveness of the faculty member's teaching.</p>	1) College does not require faculty to submit syllabi as part of the BOT document.
Required	Required	<p><b>2. Evaluation of Scholarship</b></p> <p>Evaluate the quality of the faculty member's scholarly writing and the journals in which it appears. Which appear in the major refereed journals in his/her field?</p> <p>Assess the faculty member's regional, national, and/or international reputation in his/her field. Has the faculty member been sought out to review papers submitted for publication/presentation, grant proposals, and/or to serve as a member of a review panel?</p>	
Required	Required	<p><b>1. Evaluation of Service</b></p> <p>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.</p> <p>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. Occasionally, candidates include these letters in parts A and B of the Supporting Letters section below.</p> <p>Evaluate the faculty member's service to the department, if applicable, and to the University, school or college, or other committees.</p>	

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Applicable	Applicable	<p><b>B. RECOMMENDATION / RECOMMENDED ACTION</b></p> <p><b>The dated recommendation letter should be prepared on a separate sheet of departmental letterhead. It must list the names of the voting members of the committee along with their signatures and be copied to the unit member.</b></p> <p>If the recommendation for action is not unanimous, the vote tally should be noted, e.g. 5 in favor, 3 opposed. <b>Please note that it is not necessary or appropriate to indicate votes by individuals.</b></p> <p><b>The recommendation and all internal letters should include a notation that the faculty member was sent a copy.</b></p> <p>Recommendations for tenure before the end of the probationary period represent an exception to Board of Trustee policy. If this recommendation is an exception, the departmental peer committee evaluation should include a brief rationale for such an exception. This rationale will then be reflected in the Dean's letter that appears at the end of Section II. . This rationale will then be reflected in the Dean's letter that appears at the end of Section II.</p>	<p>1) Recommendations of the Peer Review Committee will be signed by all committee members per AFUM contract.</p> <p>2) The faculty member should receive a copy of the letter and it should also be placed in the faculty member's personnel file, peer review section, and in the BOT dossier (redbook) for the next peer review.</p>

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Not applicable	Required	<p><b>VI. SUPPORTING LETTERS</b></p> <p><b>THIS ENTIRE SECTION IS ONLY APPLICABLE TO FACULTY MEMBERS APPLYING FOR TENURE AND/OR PROMOTION. IT DOES NOT NEED TO BE INCLUDED IN ANY OTHER PERSONNEL ACTION APPLICATION.</b></p> <p>Applications for tenure and/or promotion <b>MUST</b> include letters from three established scholars from outside the System (subsection C) who can evaluate the faculty member's scholarly and creative works. While letters for subsections A and B below are not required, they may be included as part of a tenure and/or promotion application.</p> <p><b>Candidates should never solicit letters directly for subsections B and C.</b> 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, the Department Chair, Program Director 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.</p> <p>Specific guidelines for each category of supporting letters are described below.</p> <p><b>Each subsection should be preceded by a numbered cover sheet listing each correspondent's name, academic rank, institution, and a statement of his/her relationship to the faculty member, if any.</b> The letters themselves should follow each cover sheet and should be marked with the number of the cover sheet followed by the letter <b>a1, a2, a3; b1, b2, b3; c1</b>, etc. as appropriate.</p> <p>In accordance with Board of Trustees policy, only <b>three</b> letters may be forwarded to the Board of Trustees in each of the subsections listed below (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.</p>	<ol style="list-style-type: none"> <li>1) Applicable only at the time of tenure or promotion to Associate Professor or Professor.</li> <li>2) Faculty seeking tenure and/or promotion to Associate Professor must also have letters from three established scholars.</li> </ol>

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		<p><b>A. LETTERS INTERNAL TO USM</b></p> <p>Support letters in Subsections A and B should address one or more of these areas: teaching, scholarship, and service. <b>Candidates MAY solicit letters directly from individuals within USM for Subsection A.</b></p> <p><b>In the area of teaching,</b> the letter 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, and preparation of students for subsequent courses in the discipline.</p> <p><b>In the area of scholarship,</b> the letter should be based on examination of the candidate's written and/or creative work as well as on scholarly discussions with the candidate or attendance at conference presentations where applicable. The writer should have expertise in the area being evaluated.</p> <p><b>In the area of service,</b> the letter 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 academic contribution to the shared service activity or evaluate the way in which the candidate carried out his/her responsibilities as a faculty member.</p>	<p>Faculty requesting promotion and tenure who would like to solicit additional letters from individuals at USM and/or within the UMS (optional) should provide the names of these individuals to the Dean (candidate may select name and Dean will solicit)</p>
		<p><b>B. LETTERS INTERNAL TO THE UNIVERSITY OF MAINE SYSTEM, BUT EXTERNAL TO USM (See the Guidelines for A. Letters Internal to the Campus.)</b></p> <p>Some people include letters in this section 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.</p> <p>Letters included in this subsection may NOT be solicited directly by the candidate.</p>	<p>1) Not required, solicited by candidate for tenure or promotion to Associate Professor or Professor. See College's procedure as outlined in "Guidelines for Peer Review of Faculty Requesting Promotion, Tenure, and/or Retention" document.</p>

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		<p><b>C. LETTERS EXTERNAL TO THE UNIVERISTY OF MAINE SYSTEM AND EXTERNAL TO USM</b></p> <p>As noted above, applications for tenure and/or promotion must include letters from three established scholars from outside the University of Maine System who are qualified to evaluate the faculty member's scholarly or creative works.</p> <p><b>Individuals providing external letters of support should be independent, i.e., have no vested interest in the outcome of the personnel action, should hold 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, and should have demonstrated expertise in the candidate's area of scholarship or creative activity.</b></p> <p><b>Under no circumstances should the candidate solicit these letters.</b> 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.</p> <p>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.</p> <p>At USM, the common practice is that candidates are able to read these letters after they are received. It is advisable to inform the reviewer that this is the practice at the time they are invited to comment, since this is not a common practice at many other institutions.</p>	<p>1) See College's procedure as outlined in "Guidelines for Peer Review of Faculty Requesting Promotion, Tenure and/or Retention" document.</p>
Required	Required	<p><b>APPENDIX: CURRICULUM VITAE</b></p> <p>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.</p>	

Prepared by College's Peer Review Committee and Dean, June 2003; revised per feedback from Bill McCullough and Rosemary Johnson (past and current Peer Review Committee Chairpersons) July 2003; revised per feedback from 2003-2004 Peer Review Committee and CONHP faculty February 2004; revised to incorporate text from Provost's template and guidelines March 2004; revised/edited May 2004 and approved by faculty on May 6, 2004. Updated August 5, 2004 to reflect changes to Provost Guideline's for 2004-2005. Updated April 16, 2005 to reflect changes to the Provost Guideline's for 2004-2005. Updated July 1, 2005 per Peer Review Committee and August 9, 2005 per revisions from Provost's office, revised Spring 2007, approved by CONHP Faculty meeting on September 13, 2007.

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