

APPENDIX C

Important Note: The process of modifying the Colleges RPT Standards and Subcollege standards will follow the procedures outlined in SECTION THREE, IV, A.5 of the Faculty Handbook.

Colleges RPT Standards

COLLEGE OF ARTS AND SCIENCES (CAS) RPT STANDARDS

I. CLASSIFICATIONS AND RANKS

The College of Arts and Sciences has three classifications that are involved in the Review, Promotion and Tenure process:

- A. Non-Tenure Teaching classification: Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor

- B. Tenure Track classification: Assistant Professor, Associate Professor, Professor

II. CRITERIA

A. Definitions

Achieving excellence in teaching and service is required of non-tenure teaching-track faculty and tenure-track faculty at the associate and professor rank in the College of Arts and Sciences. Additionally, excellence in scholarship is required of tenure-track professors in the College of Arts and Sciences. Below, we specify how excellence in teaching, scholarship, and service within CAS is defined and should be documented.

1. Teaching

Teaching excellence requires that the candidate demonstrate knowledge of pedagogy and content with a focus on student learning. No one metric can adequately demonstrate teaching excellence but the sum of materials presented should indicate that the candidate achieves student learning outcomes through engaged and appropriate pedagogies that reflect best practices in the discipline.

CAS recognizes that modes of documenting teaching can vary from discipline to discipline and that departments will recognize and define those appropriate modes; however, all candidates must demonstrate excellence in teaching through multiple data sets including:

- Course syllabi
- Official College of Arts and Sciences student course evaluations
- Peer observations of teaching

Additional materials could include:

- Samples of examinations, projects, samples of student work, and other instructional materials that demonstrate the candidate's knowledge of pedagogy with a connection to student learning outcomes
- Reference to self-evaluations focusing on responses to course evaluations and improvements in teaching
- Reference to department chair's annual reviews focusing on teaching
- Honors or recognitions for teaching
- Evidence of serving as an advisor on a research project, senior thesis, or other student driven independent inquiry as appropriate and defined by the department¹
- Professional development activities and identification of how these activities were implemented into teaching approaches
- Evidence of academic advising as appropriate and defined by the department²
- Additional evidence or documentation that the candidate believes is relevant

2. Scholarship

Excellence in scholarship requires that a candidate be a productive member of his or her community of scholars and show evidence that demonstrates a promise of continued productivity. In general, CAS accepts the definitions of scholarship as defined by Boyer (1990). Further, the Faculty Handbook states that the criterion for scholarship is "evidence of a creative program of independent inquiry constituting a credible body of work that is peer-reviewed and disseminated" (Section Three, II A 2). CAS recognizes that modes of disseminating scholarship will vary from discipline to discipline and that departments will recognize and define those appropriate modes. Normally, dissemination of research, scholarship, or creative activities, including presentations at meetings, should be distributed across the pre-tenure years rather than coming at a single point in time. Publication need not occur in every pre-tenure year, but should appear with a timeliness that assures a continuity of productivity following tenure. No single set of criteria can capture the spirit of this requirement for reappointment, promotion, and/or tenure in all cases, but a holistic review of the body of work presented will indicate whether a candidate has met the expectations.

Dissemination of research, scholarship or creative activities will typically include:

- Peer-reviewed presentation at discipline specific venues such as regional, national or international conferences, exhibits or performances

¹ In general, CAS considers research/scholarship mentoring to be a component of teaching; however, individual department protocols may have candidates include these activities in the scholarship area of portfolios instead of in teaching.

² In general, CAS considers academic advising to be a component of teaching; however, individual department protocols may have candidates include advising activities in the service area of portfolios instead of in teaching.

- Peer-reviewed publications or creative works

Other evidence of ongoing scholarly activity could include:

- Honors or recognition for scholarly achievements
- Invited or competitive scholarly presentation
- Citation of candidate's published work
- Patents, patent applications, and/or intellectual property disclosures
- Securing competitive intramural grants to support scholarly activity
- Submission of grant proposals to extramural funding agencies
- Securing competitive extramural grant or contract awards

Criteria used to evaluate the significance of the scholarly contributions will include:

- Venue for dissemination
- Leadership by the candidate when results are multi-authored
- Amount of work presented
- Opinions of external reviewers on scholarly activity

3. Service

Excellence in service requires that a candidate be generous with his or her time in activities that enrich his or her department, college, university and professional community. Opportunities for service should be selected by the candidate in consultation with the chair and will reflect the candidate's interests, skills and rank. Although no one metric can adequately demonstrate excellence in service, possible examples could include documentation of the following:

- Serving on and contributing to committees at the department, college, and university levels
- Contributing to and/or chairing a search committee
- Contributing to department or college curricular revisions (extends beyond one's courses)
- Advising a student club or group
- Supporting diversity activities
- Contributing to student persistence and recruitment efforts
- Contributing to the candidate's professional and/or civic community beyond UNE³

Candidates are encouraged to request letters documenting specific service contributions as activities are completed.

³No amount of service outside of UNE will compensate for weak service contributions within UNE.

B. Non-Tenure Teaching Track: Reappointment and Promotion Policies and Procedures

Excellence in teaching and service is required of associate and full Teaching Professors in the College of Arts and Sciences and is critical to the evaluation for reappointment and promotion. Normally, promotion to Associate Teaching Professor will be considered following six years of service at the Assistant Teaching Professor level and promotion to Teaching Professor will be considered after six years of service at the Associate Teaching Professor rank. Associate Teaching Professors may choose to extend the time to promotion to Teaching Professor, although the Faculty Handbook requires a four-level college review every six years. Faculty members wishing to stand for early promotion are advised to consult with their Department Chair. Exceptions to this policy will be stated at the time of hire. Scholarship is not required in the Teaching Track, or considered in performance reviews, unless it is a temporary workload component requested by the faculty member and mutually agreed upon by the faculty member, Department Chair and Dean (Request for Scholarship Time, below) and documented in Annual Review documents.

Request for Scholarship Time: For the purpose of professional development, faculty on the Teaching Track may apply for temporary reallocation of workload to include scholarship. The request must be initiated by the faculty member according to the process and timeline described below. If the time reallocation is awarded, the faculty member is required each semester to submit a progress report to the Department Chair and Dean, detailing the amount of time spent on the project, progress toward project goals and update on plan to completion of project.

Timeline and Procedures for Requesting Time for Scholarship (Non-tenure Teaching Track): (If date falls on weekend, the next business day will apply)

September 15 th :	Faculty member submits proposal for reassigned time to Department Chair. Proposals must be written according to proposal guidelines, below.
October 1 st :	Faculty member submits proposal with Department Chair's support, and the Chair's plan for teaching and/or service coverage, to the Dean. <ol style="list-style-type: none">Dean forwards proposal to the CAS Research and Scholarship Committee (RSC) for review and recommendationThe RSC's review of proposals is based on the quality of the proposal, the adherence to proposal guidelines (described below), and whether the timeline proposed is appropriate for the scope of the project.
November 1 st :	The RSC submits its decision to the Dean to either recommend or not recommend each proposal. <ol style="list-style-type: none">Dean considers the recommendation of the RSC, along with potential impact on students, impact on service, available resources and the faculty member's previous record of requests

	for scholarship support.
November 15 th :	The Dean notifies the faculty member and Department Chair of the decision in writing.

Proposal Guidelines: Proposals for requesting time for scholarship will include the following items in the order given:

1. Title Page: Containing name and contact information of faculty member requesting time for scholarship (including department); date of submission; and a descriptive title for the project.
2. Project Purpose, Objectives and Activities: A description of the purpose and nature of the project, along with specific objectives and activities to be completed during the requested time. Project descriptions should be intelligible to persons not familiar with the area of scholarship (limit three pages).
3. Scope of the project: Amount of time requested in a given semester (maximum 20% of workload) and number of semesters (maximum of three).
4. Financial support, if applicable: Explanation of internal or external grant funding obtained for the work proposed in #2.

Third-Year Review: Candidates standing for reappointment must demonstrate sufficient progress in teaching and service towards promotion to Associate Teaching Professor commensurate with the goals defined under the prior sections entitled “Teaching” and “Service”. Candidates who do not demonstrate sufficient progress in teaching and service towards promotion to Associate Teaching Professor may be non-renewed as per SECTION FOUR: TERMINATION AND NON- RENEWAL OF EMPLOYMENT in the Faculty Handbook.

Sixth-Year Review: Promotion to Associate Teaching Professor: Assistant Teaching Professors submitting for promotion must demonstrate excellence in teaching and service as defined under the prior sections entitled “Teaching” and “Service” to be promoted to Associate Teaching Professor. Assistant Teaching Professors submitting for promotion who have not demonstrated excellence in teaching and service but have demonstrated sufficient additional progress in teaching and service towards promotion to Associate Teaching Professor will be reappointed to Assistant Teaching Professor and must submit for promotion to Associate Teaching Professor in no more than three years (Ninth-Year Review, see below). Assistant Teaching Professors electing to submit for reappointment who have demonstrated sufficient additional progress in teaching and service towards promotion to Associate Teaching Professor will be reappointed to Assistant Teaching Professor and must submit for promotion to Associate Teaching Professor in no more than three years (Ninth-Year Review, see below). All candidates submitting for promotion to Associate Teaching Professor or reappointment to Assistant Teaching Professor

who do not demonstrate sufficient additional progress in teaching and service towards promotion to Associate Teaching Professor will be non-renewed as per SECTION FOUR: TERMINATION AND NON-RENEWAL OF EMPLOYMENT in the Faculty Handbook.

Ninth-Year Review: (Does not apply to Associate Teaching Professors). Assistant Teaching Professors must elect to submit for promotion in their seventh-year, eighth-year, or ninth-year, at their choosing, and demonstrate excellence in teaching and service as defined under prior sections entitled "Teaching" and "Service" to be promoted to Associate Teaching Professor. Those candidates submitting for promotion to Associate Teaching Professor in the seventh, eighth, or ninth year who do not demonstrate excellence in teaching and service will be non-renewed as per SECTION FOUR: TERMINATION AND NON-RENEWAL OF EMPLOYMENT in the Faculty Handbook.

Promotion to Teaching Professor: Promotion to Teaching Professor is granted to those Associate Teaching Professors who have achieved a stature of leadership among the UNE faculty. Promotion will be granted only if there is a record of continued excellence as a teacher and evidence of evolution in teaching acumen beyond the level required for promotion to Associate Teaching Professor.

Teaching Professors should be considered among the most accomplished teachers in the University and promotion will be granted only to those who have attained that stature. The service contributions of the candidate should be more extensive for promotion to Teaching Professor than for promotion to Associate Teaching Professor. Associate Teaching Professors should demonstrate significant leadership in the UNE community in order to be promoted to Teaching Professor. If a candidate is denied promotion, the CAS College RPTC will recommend a minimum timeframe prior to re- submittal.

C. Tenure Track: Reappointment, Promotion, and Tenure Policies and Procedures

Excellence in teaching, service, and scholarship is required of tenure-track classification professors in the College of Arts and Sciences and is critical to the evaluation for reappointment and promotion. Normally, promotion to Associate Professor will be considered following six years of service at the Assistant Professor rank and promotion to Professor will be considered after six years of service at the Associate Professor rank. However, Associate Professors may choose to extend the time to promotion to Professor so as to have an appropriately strong portfolio. Faculty members wishing to stand for early promotion are advised to consult with their Department Chair. Exceptions to this policy will be stated at the time of hire.

Third-Year Review: Tenure track candidates standing for reappointment in the third year must show sufficient progress in teaching, scholarship and service commensurate with the goals defined above to indicate that there is a reasonable assurance that the standards for promotion will be met in the sixth-year review.

Tenure and Promotion to Associate Professor: Assistant Professors standing for promotion must demonstrate excellence in teaching, scholarship, and service as defined above.

Standards for Promotion to Professor: Promotion to Professor is granted only to those Associate Professors who have achieved a stature of leadership among the UNE faculty and in their community of scholars. Promotion will be granted only if there is a record of continued excellence as a teacher and evidence of evolution in teaching acumen beyond the level required for promotion to Associate Professor. Professors should be considered among the most accomplished teachers in the University and promotion will be granted only to those who have attained that stature. Candidates are expected to demonstrate a continued level of excellence in scholarly productivity. Service contributions of the candidate should be more extensive for promotion to Professor than for promotion to Associate Professor. If a candidate is denied promotion, the CAS College RPTC will recommend a minimum period of time prior to resubmittal.

III. COLLEGE SPECIFIC CONSIDERATIONS

A. Composition of the subcollege RPTC

1. The composition of the subcollege RPTC will be determined by the appropriate program director or department chair and should include, whenever possible, members from the candidate's department and/or discipline. The subcollege RPTC will have a minimum of three members with the total membership always being an odd number.
2. The subcollege RPTC for tenure track faculty must consist of tenured faculty at the rank of Associate Professor or Professor.
3. The subcollege RPTC for teaching track faculty, when possible, will contain at least one member who is teaching track faculty at the Associate or Professor rank.

B. Composition of the college RPTC

1. The composition of the college RPTC will follow the guidelines of the Faculty Handbook, Section *THREE, IV, B.2*. Normally, members elected or appointed to the Committee will serve two-year terms. The terms of the Committee's members should be staggered, so that new members join at least two continuing members each year.
2. The college RPTC for tenure track faculty must consist of tenured faculty at the rank of Associate Professor or Professor.
3. The college RPTC for teaching track faculty, when possible, will contain at least two members who are at the Associate Professor rank and they only will take part in the review of Teaching Professor portfolios.
4. The CAS RPTC will elect its own chair. The Chair will be a continuing tenured member of the Committee elected by the outgoing committee prior to the close of the academic year, in order to provide continuity and a contact person should RPT issues or questions arise during the summer prior to the seating of the incoming committee.

C. External reviews for scholarship: Timeline for solicitation.

External reviewers for RPT candidates will be selected using the process outlined in the Faculty Handbook, Section *THREE, IV, A.11*. Tenure-track candidates being reviewed for tenure and/or promotion must submit their scholarship materials to be sent out for external review to his or her department chair by June 8th. These materials, along with a copy of Section II.A.2 of this document, will be sent no later than June 15th with a deadline given to the external reviewers of August 15th.

IV. REFERENCES

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. NY: The Carnegie Foundation for the Advancement of Teaching.