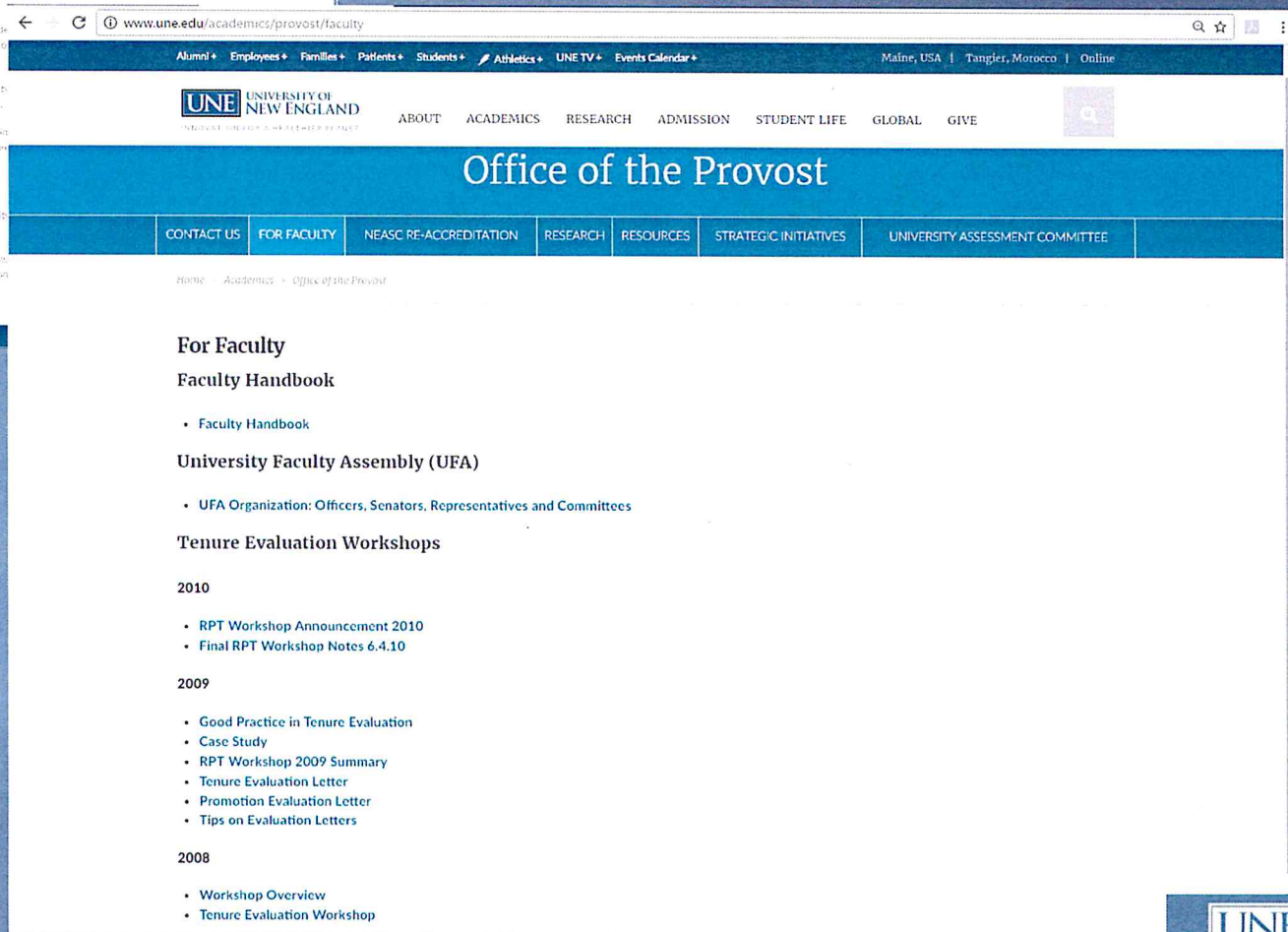
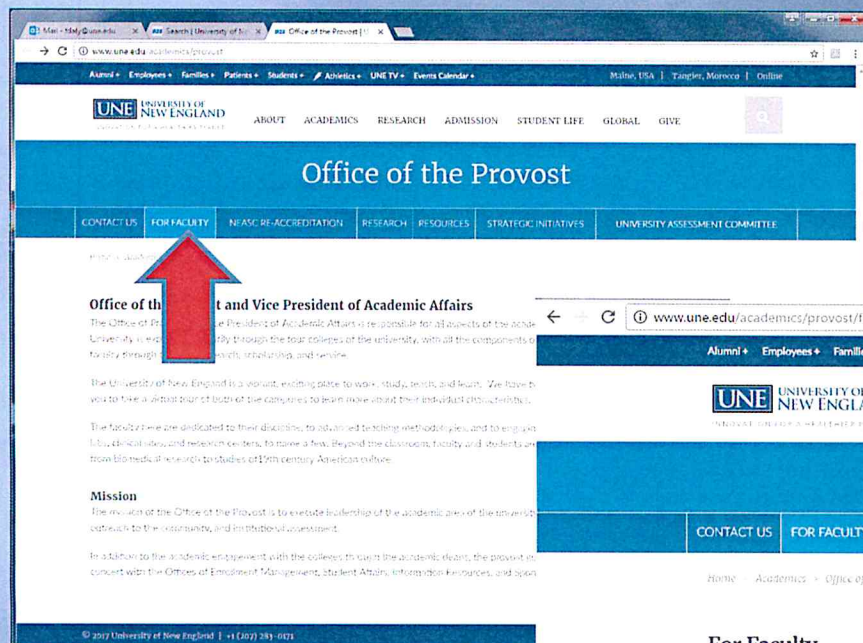


Reappointment & Promotion & Tenure Junior Faculty Workshop 2017



UNE Faculty Handbook



<http://www.une.edu/academics/provost>

UNE Reappointment, Promotion & Tenure

UNIVERSITY OF NEW ENGLAND FACULTY HANDBOOK 2017

January 2, 2017 to December 31, 2017

Revisions approved by the Board of Trustees
May 8, 1998

Revisions approved by the Executive Committee of the Board of Trustees
August 4, 1999, August 1, 2000, August 6, 2002

Revisions approved by the Board of Trustees
June 6, 2003, November 2, 2003, November 3, 2006, November 7, 2007, May 9, 2008, June 5,
2009, May 21, 2010, November 3, 2012, November 2, 2013, November 8, 2014, November 7,
2015, November 5, 2016

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SECTION THREE: ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, AND TENURE GUIDELINES

I. Definition of Tenure

Reappointment, promotion, and tenure are not granted automatically for merely satisfactory performance. Rather, they are offered to faculty who have demonstrated their potential for long term contributions to the University. In particular, granting of tenure is tantamount to a "second hiring" and each candidate must make a compelling case. See RPT Criteria for each college in Appendix C to this handbook.

Tenure at UNE confers the right of continuous employment from the time of its award, without reduction in rank, until retirement. Apart from reasons of financial or curricular exigency, tenured faculty may be dismissed only for serious neglect of duty, serious misconduct, or disability that prevents them from performing each of the essential functions of their positions, subject to reasonable accommodations.

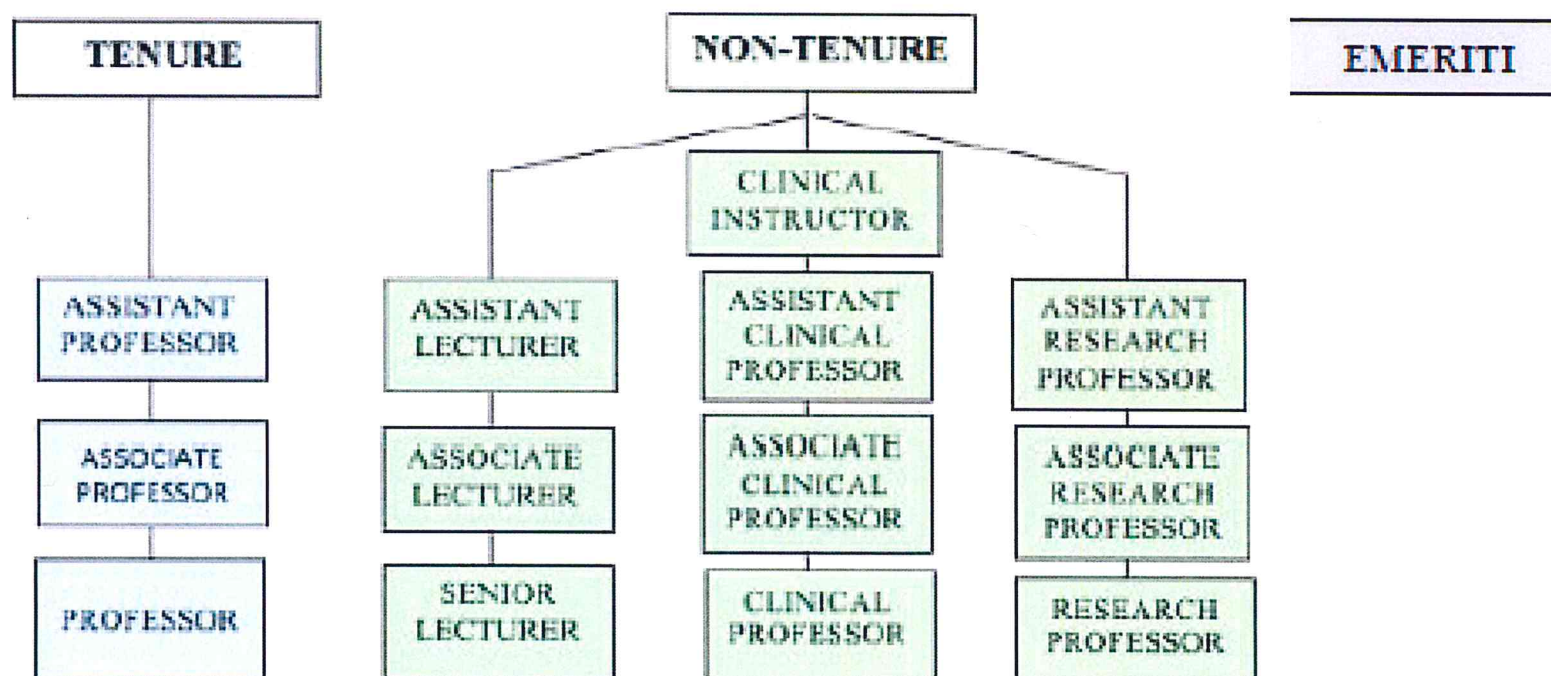
II. Schedules for Annual Review, Reappointment, Promotion, and Tenure

- A. Initial appointments to regular full and regular half-time faculty positions will not exceed three years.
- B. Each full-time and half-time faculty member will participate in an annual evaluation of his/her performance to be conducted by chair/director with review of the evaluation by the dean. (see annual review forms in ATTACHMENT 8). The faculty member, the chair/director, and the dean will each sign this annual review. Each year's review should be included in the faculty member's RPT portfolio. In the case of faculty members who have joint appointments at the level of 20% effort or higher, the chair/director from the primary college will seek input from a secondary college chair/director for feedback to be included in the annual review. Annual Review of Chairs/Directors will be conducted by their Deans using the faculty Annual Review Forms located in ATTACHMENT 8.
- C. Faculty on a non-tenure track classification who are at the Assistant level (whether full-time or half-time) will participate in a college-level review every three years until promotion to the associate level. This review will include the sub-college RPT committee, chair/director, college RPT committee, college dean, and Provost. Once the Associate Professor level has been achieved, this review will occur every six years and whenever a promotion is being sought even after being promoted to the highest level in that classification.
- D. Every regular untenured faculty member on the tenure track will undergo an intensive review and evaluation by the sub-college RPT committee, chair/director, college RPT committee, college dean, and Provost in the third year of appointment.
- E. Consideration for tenure typically occurs in the sixth year following the date of hire at the

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UNE Faculty Ranks & Classification

RANKS AND CLASSIFICATIONS DIAGRAM



College Specific Reappointment, Promotion & Tenure Criteria

Colleges RPT Standards

COLLEGE OF ARTS AND SCIENCES (CAS) RPT STANDARDS

I. CLASSIFICATIONS AND RANKS

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

- A. Non-Tenure Lecturer classification: Assistant Lecturer, Associate Lecturer, Senior Lecturer
- B. Tenure Track classification: Assistant Professor, Associate Professor, Professor

II. CRITERIA

A. Definitions

Achieving excellence in teaching and service is required of associate and senior lecturers 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 is content with a focus on teaching excellence by achieving student learning reflect best practices in

CAS recognizes that discipline and that they however, all candidates including:

- Course syllabi
- Official Coll
- Peer observat

COLLEGE OF DENTAL MEDICINE REAPPOINTMENT, PROMOTION AND TENURE POLICIES AND PROCEDURES

FINAL DRAFT 12-06-13
Approved by UFA FAC 12-06-13

I. General Statement

This document sets forth the criteria and procedural guidelines to be used in the College of Dental Medicine for the appointment of new faculty, interim and final reviews to a recommendation of faculty for promotion, tenure, and post-promotion review of tenured non-tenured faculty. Each of these shall be conducted in accordance with the policies forth in the University of New England Faculty Handbook.

A. Overview

In developing these Guidelines, the Reappointment Promotion and Tenure Committee (RPTC) has made certain basic assumptions. These are:

1. University salaried faculty appointments are made by the President upon recommendation of the Provost, who will act upon recommendation of the respective academic dean(s) and academic units(s) (college, school, or department).

Flexibility should be maintained in balancing individual faculty workloads to ensure that all the goals of the College in the areas of teaching, scholarship, service and patient care are met.

2. Terminology - As used in this document:

- a. A "sustained record of accomplishment" is demonstrated by the continual growth of a faculty member's accomplishments attaining regional, national and/or international recognition, and by demonstrated excellence.
- b. "Excellence in teaching" is demonstrated by a faculty member who guides students to think critically, communicates effectively, mentors students to promote the highest standards of professionalism, keeps informed about new developments in his/her specialty and related fields, strives continuously to broaden and deepen his/her knowledge, formulates and implements innovative teaching approaches, and continually contributes to improving the method of teaching his/her subject matter.
- c. "Excellence in scholarship" is demonstrated by the faculty member's accomplishments expertise, attainment of regional, national and/or international recognition, through impact to the profession and/or area of specialty practice, and/or equivalent level of acknowledgment. Scholarship must be peer-reviewed and disseminated.
- d. "Excellence in Service" is demonstrated by attainment of institutional, regional and/or national recognition in areas including, but not limited to,

COLLEGE OF OSTEOPATHIC MEDICINE COLLEGE RPT STANDARDS University of New England College of Osteopathic Medicine Approved by COM Faculty Assembly June 2013

Introduction:

This document will set forth the organization of the faculty within the University of New England College of Osteopathic Medicine. It will specifically address the process for the granting of promotion and tenure within the faculty of the College of Osteopathic Medicine (COM). The COM consists of faculty with diverse backgrounds and varied job responsibilities. The purpose of this document is to develop a process which will allow the COM faculty across all disciplines to evaluate their peers in a fair and equitable manner.

I. UNECOM RANKS AND CLASSIFICATIONS

A. Ranks and Classifications within COM

The faculty ranks are set by the University of New England Faculty Handbook and can be found in the Faculty Handbook, Section Two.

B. UNECOM Faculty Classifications

1. Tenure Track UNECOM Faculty:

- a. Tenured positions within UNECOM adhere to all RPT policies: UNE Faculty Handbook [Section Two, II] with specific criteria; Section II of this UNECOM RPT document. Tenure track is defined as hire. The criteria for teaching, scholarship and service will be accordance with the Personal Responsibility Agreements (PRAs) the review period. The PRA is an annual agreement between the College which delineates the faculty member's percentage of scholarship and service, as well as clinical and administrative if indicates teaching and committee responsibilities. Tenure-track is evaluated in all three areas.

2. Non-Tenured UNECOM Faculty:

- a. Non-tenured positions within UNECOM adhere to RPT policies: UNE Faculty Handbook. Faculty members in these categories are UNECOM's and the university's formal reappointment and promotion. Faculty members with regular half- and regular full-time non-in clinical track or research track appointments will be evaluated for promotion using procedures as for tenure track faculty members for each area listed in Section II of this UNECOM RPT document.

WESTBROOK COLLEGE OF HEALTH PROFESSIONS REAPPOINTMENT, PROMOTION AND TENURE POLICIES AND PROCEDURES

FINAL DRAFT 12-06-13
Approved by UFA FAC 12-09-13
Revised May 2014

WESTBROOK COLLEGE OF HEALTH PROFESSIONS (WCHP) RPT STANDARDS

The Westbrook College of Health Professions (WCHP) has established the following reappointment, promotion, and tenure standards. Department chairs or other supervisors should review the following criteria for advancement and the protocol governing their use with every new faculty member. Each academic unit should provide support and guidance to its faculty regarding expectations and requirements for reappointment, promotion, and tenure. However, faculty members are obligated to familiarize themselves sufficiently with this document to ensure timely satisfaction of all such expectations, requirements, and associated deadlines.

WCHP faculty have a wide range of academic backgrounds and responsibilities and no single list of criteria for advancement could accommodate all. Therefore, evaluators at all four levels must be flexible when evaluating the performance of an individual faculty member using the standards summarized below. These standards define excellence in teaching, scholarship and service for WCHP RPT purposes. In order to ensure excellence, all faculty members, even those ineligible

in using the same protocol and only tenure track faculty and non-tenure track faculty and non-tenure track faculty. All others are only in track, also evaluated for protocol and criteria, with contractual agreement.

COLLEGE OF PHARMACY

Approved by the College of Pharmacy Faculty August 22, 2013
REAPPOINTMENT, PROMOTION, AND TENURE POLICIES AND PROCEDURES

A. INTRODUCTION

The College's Mission Statement provides the context for RPT criteria.

MISSION: The mission of the College is to provide an outstanding environment for the teaching-learning process to effectively deliver a contemporary pharmacy curriculum designed to graduate competent practitioners for the state of Maine and the nation. Additionally, the College will establish and maintain an active and productive research enterprise for the discovery of new knowledge in the laboratory and in the patient care setting. The College will also cultivate and nurture in its students the value and need for a commitment to life-long learning.

When a new faculty member is employed, the Department Chair will give the faculty member the most recent Board of Trustees-approved version of the University of New England Faculty Handbook and the faculty approved College of Pharmacy Faculty Handbook. The Department Chair will meet with the new faculty member to discuss these standards and protocols and specifically advise the new faculty member on the explicit criteria for promotion within the Department. Furthermore, every faculty member will receive a writing annual review conducted by the Department Chair according to the defined policies of the University and College of Pharmacy Handbooks. However, it is ultimately the responsibility of the individual faculty member to be aware of the criteria and standards for promotion.

The College's faculty has a wide range of academic backgrounds and responsibilities and no single list of criteria for advancement could accommodate all. All levels of RPT must, therefore, be flexible within the parameters provided in the University Faculty Handbook (UFH) in its comparison of the performance of an individual faculty member with standards summarized below. Particular criteria will have varying degrees of relevance for different positions within the academic divisions of the College.

B. CLASSIFICATIONS AND RANKS

At the time of hire the College of Pharmacy may hire a faculty member into any rank, tenure or non-tenure, as defined by the University Faculty Handbook:

1. Tenure-track faculty will be evaluated by criteria in teaching, scholarship and service over the course of the review period. Tenure-track faculty must demonstrate excellence in all three areas.
2. Non-tenure track clinical or lecturer faculty will be evaluated by their teaching and service. Reappointment and promotion will be based on demonstrated excellence in teaching and service. Scholarship is encouraged on this track and effort in scholarship may be negotiated and documented with the Chair and Dean at time of hire.
3. Non-tenure track research faculty should negotiate their effort in teaching, service, and scholarship with the Chair of their department and Dean to include any requirements

ifications that are involved in the tions and ranks are defined in the

er, Associate Lecturer, Senior
at Clinical Professor, Associate
rch Professor, Associate Research
ociate Professor, Professor

Collect Things (to prove moments) Starting as Soon as Possible



Save them as
.pdf files

<https://cindykeating.com/daily/collect-moments-not-things-october-19/>

UNE Google site for Reappointment & Promotion

Browser tabs: Mail - fdaly@une.edu, une.edu sites - Google, fdaly

Address bar: <https://sites.google.com/a/une.edu/fdaly/>

Cover Sheet Updated Aug 2, 2017, 3:22 PM

UNE UNIVERSITY OF NEW ENGLAND
College of Osteopathic Medicine

Search this site

Cover Sheet | Annotated Table of Contents | RPT e-Binder Checklist | Curriculum Vita/Licensure Documentation | Years of Service Documentation
Self-Evaluative Statement | Teaching | Scholarly Activity | Service | Prior Evaluations | Other Information | Current Evaluations

Frank J. Daly, Ph.D.
Department of Biomedical Sciences
College of Osteopathic Medicine
Submitted for review and promotion to professor
(tenured 06/2005)
09/01/2017

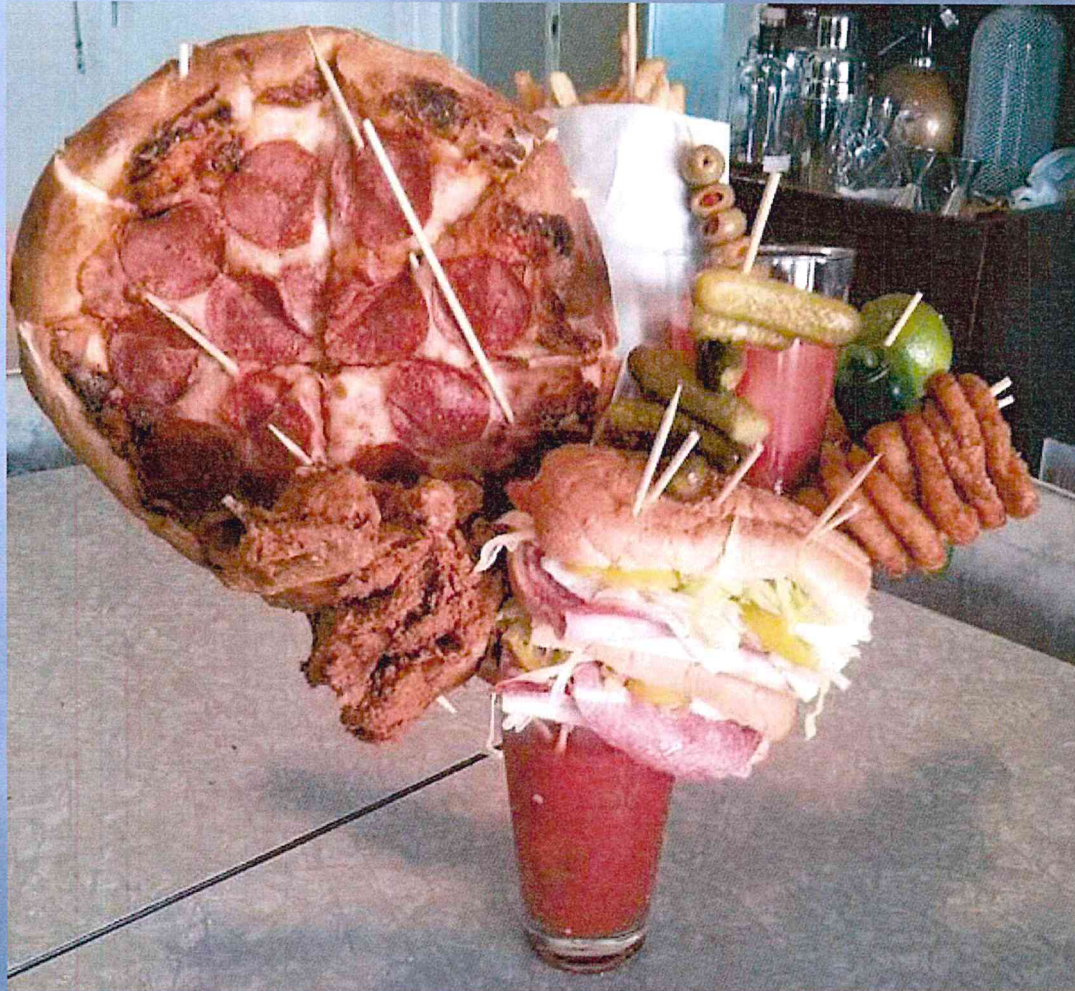
Comments

Frank Daly
Add a comment

RPT e-Binder Portfolio
University of New England
Two Campuses:
Biddeford and Portland, Maine
207.263.0171
Copyright © 2011 University of New England

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Be Selective in Portfolio Submission



<http://incrediblethings.com/food/bloody-mary-includes-everything-but-the-kitchen-sink/>

Show reviewers where to look to see good examples of the work

Don't try to hide shortfalls with smoke & mirrors – address them

Committees are pursuing excellence – not perfection

Make portfolio easy to navigate

It will take weeks to assemble portfolio, so make a plan to take the time to make it look good

Yet, a messy portfolio which is complete is better than a polished portfolio that falls short

Curriculum Vitae

The RPT *CV* should be written expressly for your portfolio and should mirror the major categories of the portfolio. That is, in addition to the typical educational background and work history, include categories for Teaching, Scholarship and Service. Keep your audience in mind: this is *not* a *CV* for a new job or a grant. For the RPTC, the *CV* will serve as an overview of your history at UNE.

- In the teaching section, list the courses you have taught at UNE and which semesters. For those who teach departmental and core curriculum courses (Human Traditions, for example), sub-divide your syllabus list or otherwise make visible which entities each course serves. Include lists of theses/capstones supervised, directed studies advised, or other credit-bearing teaching.
- In the scholarship section, include in reverse chronological order all of your publications. Divide your work into clear sections [articles, books, reviews, posters, invited talks, conference presentations, funded grants, etc.] See scholarship section below for more details.
- In the service section, include a master list of all your service activities divided into levels: department, college, university, profession, and (if relevant) community. Wherever you have held a leadership role, indicate that.

Writing the Self-Evaluative Statement

Consider the nature and needs of your audience

- Statement should be complete but not verbose – a good rule of thumb is to try to keep it to no more than 8 pages, single spaced (and please don't use 10-point font)
- It is not necessary to discuss everything; rather, choose your main points wisely and then offer your best examples as evidence
- Consider using subheadings within the statement that correspond to the portfolio tabs and CV categories (teaching, research, service, whatever else you wish to add)
- Make your work and its significance clear to those outside your field (imagine explaining it to the member of the RPTC whose field is most different from your own)
- Polish the prose: seek out a mentor and have them read the statement to ensure it is effective and clear as a piece of writing. And don't forget to proofread and spell check!

Writing the Self-Evaluative Statement

Think of your statement as a guideline for the RPTC on how to interpret your portfolio

- Explain what various things *mean* to those in your field. For example:
 - Explain the significance of conferences or publication venues, particularly if they may seem less important to the uninitiated than they actually are
 - Explain gaps in publication/presentation record
 - Address issues that come up a lot in teaching evaluations
- Use departmental guidelines to illuminate how you meet College- and University-level standards
- When discussing each of the three main areas, make your goals clear and write coherently about them

Writing the Self-Evaluative Statement

A few words on strategy

- Write with confidence and assurance about your accomplishments; write with humility and self-reflectiveness about areas that still need work.
- Do not ignore the elephant in the room. If there is something potentially problematic in your portfolio that may lead the RPTC to conclude that you do not meet a particular standard, rest assured that the committee will notice. Explain to them how they might interpret your case more favorably.
- You do not need to be perfect, but you should show openness to further growth. Such openness is actually a sign of the kind of thoughtful introspection that the RPTC likes to see in a faculty member.
- Remember that you can supplement the statement with other verbiage placed elsewhere in your portfolio, such as brief, introductory paragraphs before tabs and sub-tabs. (Such introductory information is not required; it can simply be helpful occasionally and you should feel free to insert it in those cases if you wish.)
- Footnotes and other citations are generally not appropriate (or necessary) for the self-evaluation genre.

Teaching Evidence & Documentation

(College Specific - Dental)

- a. Written student and peer evaluations of lecture, seminar and clinical teaching
- b. Examples of syllabus material, self-instructional instruments, audio-visual and computerized education aids
- c. Invitations to present in educational conferences, workshops, or courses at other academic institutions
- d. Evidence of use of educational developments or advancements beyond this College of Dental Medicine
- e. Requests from educators for training in or exposure to teaching procedures
- f. Competitively awarded teaching prizes
- g. Success of students in attaining professional goals (e.g.: residencies)
- h. Grants or other support to conduct research in education or to attend and present the results of educational studies at scholarly meetings or conferences
- i. Continuing education courses presented
- j. Advising graduate students and serving on thesis committees
- k. Preceptorship activities
- l. Informal teaching activities
- m. Improved methods for evaluation of student performances
- n. Demonstrated ability of students to provide care with organization, skill and compassion
- o. Evidence of increased student learning effected by the faculty member
- p. Participation in teaching workshops, conferences, formal peer assessment, and other activities designed to increase teaching knowledge, with evidence of how the experiences affected one's teaching.
- q. Letters from external peer reviewers with information of peer esteem of the candidate at international, national and local levels. External reviewers must hold academic rank equivalent to, or higher than, the rank being proposed by the candidate.

Scholarship Evidence & Documentation

(College Specific – Arts & Sciences)

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.

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.

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
- ☐ 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

Service Evidence & Documentation

(College Specific – WCHP)

Excellence in service can be demonstrated by, but not limited to the following examples:

- ☐ **Evidence of active participation on committees at the department, college, and university levels;**
- ☐ **Evidence of active participation in curriculum development at the department of college level;**
- ☐ **Evidence of active participation as faculty advisor to student organizations;**
- ☐ **Evidence of active participation in interprofessional activities;**
- ☐ **Evidence of facilitation of extracurricular student activities;**
- ☐ **Evidence of contributions to professional affiliations;**
- ☐ **Evidence of organization of conferences or workshops within professional field;**
- ☐ **Service as editor/reviewer on journals, grant proposals, or books;**
- ☐ **Evidence of contribution to civic community².**

2 Service outside the UNE community does not compensate for lack of service within the UNE community.

UNE Reappointment & Promotion Process

Step	Review body	Review outcomes for each college review level	College cumulative review outcomes
College Level			
1	Sub-College Committee	Positive or Negative Majority	} 1. Positive at each level 2. Negative at any level
2	Chair/Director	Positive or Negative	
3	College Committee	Positive or Negative Majority	
4	Dean	Positive or Negative	
University Level			
5	URPTC	Positive or Negative Majority	
6	Provost	Positive or Negative	
7	President	Positive or Negative	

	Positive outcomes for each of the four college review levels	Any negative outcomes among the four- college review levels
3 rd year reappointment review or sixth year reappointment and/or promotion review and subsequent reappointment or promotion reviews at sixth-year intervals (e.g., 12, 18, etc.) including promotion to Senior Lecturer, Clinical Professor, or Research Professor	No review	Substantive Review <i>The URPTC will forward its decision to the Provost for review</i>
3 rd year Reappointment	No review	Substantive Review <i>Forward decision to dean and Provost for review</i>
Tenure and/or Promotion to Associate Professor or Professor	Procedural Review <i>The URPTC will then forward decision to Provost for review</i>	Substantive Review <i>The URPTC will then forward decision to Provost for review</i>

Type of Review	Positive outcomes for each of the four college review levels	Any negative outcomes among the four college review levels
Non-Tenure Track –All Reviews	Steps 1,2,3,4,6*	Steps 1,2,3,4,5,6
Tenure Track – Year 3 Reappointment	Steps 1,2,3,4,6*	Steps 1,2,3,4,5,6
Tenure Track – Promotion to Associate Professor, Tenure, and Promotion to Professor	Steps 1,2,3,4,5^,6,7	Steps 1,2,3,4,5,6,7

All numbers without a superscript connote substantive review.

*Notification

^Procedural Review

AAUP Sample Letter Offering Constructive Advice

Every tenure-track faculty member deserves:

- ✓ A clear explanation of the requirements for reappointment and tenure, including any criteria specific to the department or school.
- ✓ Periodic evaluations of his or her progress in meeting the requirements.
- ✓ Candor in all evaluations.
- ✓ Specific examples that illustrate the quality of his or her performance.
- ✓ Constructive criticism outlining any potential areas for improvement.
- ✓ A review covering the entire evaluation period, not just the recent past.
- ✓ An evaluation in plain English.
- ✓ Practical guidance for future efforts to meet the requirements, without promises or guarantees that the institution may not be able to honor.
- ✓ An understanding of how a review (or reviews) during the probationary period differs from a later tenure review.

Annual Faculty Evaluation Professor Pam Poe

Teaching

The student evaluations place Pam right at the median within the department. She continues to teach the sophomore introductory lecture course every fall. In addition, her development of the new critical methods seminar for department majors has been a big project. She rolled up her sleeves last summer and produced the new course, offered this spring, that has contributed substantially to the quality of our program.

Over the next two years, I hope to see Pam devote attention to honing her teaching skills. One area she could usefully address is finding ways to encourage broader student participation in discussions. She is not undertaking any new course preparations in the coming year, which will give her an opportunity to consider new creative approaches to student involvement. I would be glad to consult with her on strategies and, if she wishes, to visit her classes occasionally.

Research

Pam's research has been showing good progress. We look forward to the publication later this year of the book version of her dissertation by State University Press. In the past year, she has submitted two papers that are under consideration by *The International Bulletin of Methodology*, one of the leading journals in her field.

Pam understands that the college does not place substantial weight on the publication of dissertations (or other research projects undertaken elsewhere before a scholar joins our faculty). For a successful tenure candidacy, she will need to show a strong record of publication in peer-reviewed journals. At a minimum, the publication of three substantial articles will be required.

Service

Pam's service record is outstanding. She chaired the committee that conducted the campus-wide study of life and learning issues for female students. She was the primary author of the committee's report, which made major recommendations for reform in the areas of curriculum, housing, and student activities. On campus both female and male students eagerly seek her assistance with academic counseling. In the local community, her effective work on the board of the local United Way has brought credit to the college.

Pam and I have discussed the weight that the college gives to service in evaluating faculty. While important, it stands behind teaching and research in our priorities.

Pam is in her fourth year in a tenure-track position. In addition to the across-the-board salary increase, I am pleased to recommend her for an additional 1.5 percent for merit for her role in the development of the new seminar.

Dr. Charles Candid, Department Chair

<https://www.aaup.org/sites/default/files/files/Good%20Practice%20in%20Tenure%20Evaluation.pdf>
p22, 23

Check Evaluation Letters

For accuracy

For shortfalls

For areas of
excellence

For future goals
in the next
review process

<https://www.aaup.org/sites/default/files/files/Good%20Practice%20in%20Tenure%20Evaluation.pdf>
p22, 23

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Dr. Charles Candid, Department Chair

UNE Biddeford Campus



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