Office of the Provost

For Faculty
Faculty Handbook

University Faculty Assembly (UFA)

Tenure Evaluation Workshops

2010

- RPT Workshop Announcement 2010
- Final RPT Workshop Notes 6.4.10

2009

- Good Practice in Tenure Evaluation
- Case Study
- RPT Workshop 2009 Summary
- Tenure Evaluation Letter
- Promotion Evaluation Letter
- Tips on Evaluation Letters

2008

- Workshop Overview
- Tenure Evaluation Workshop

http://www.une.edu/academics/provost
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 reappointment, or 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. The evaluation is to be conducted by the chair director with review of the evaluation by the dean. (see annual review forms in ATTACHMENT S). 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 S.

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 unsecured 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
College Specific Reappointment, Promotion & Tenure Criteria

COLLEGE OF ARTS AND SCIENCES (CAS) RPT STANDARDS

I. CLASSIFICATIONS AND RANKS

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

A. Non-tenure-track classifications: Assistant Lecturer, Associate Lecturer, Senior Lecturer

B. Tenure Track classifications: Assistant Professor, Associate Professor, Professor

II. CRITERIA

A. Definitions

Achieving excellence in teaching and service is regarded as associate and senior lecturers and tenure-track faculty in 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 key excellence in teaching, scholarship, and service within CAS is defined and should be documented.

1. Teaching

Teaching excellence is content, a focus on teaching excellence b. achieving student learning outcomes: reflect best practices in:

- Course syllabus
- Office Call
- Person data

2. Scholarship

In developing these guidelines, the interdepartmental and intercollegiate teams, each has a primary role in:

- University-based research activities are made for the research team according to the resources and equipment available to the research team.
- Interdepartmental and intercollegiate teams are established to:

- Flexibility should be maintained in selecting individual faculty members to:
- Flexibility and maximum opportunities for:
- Tenure-track faculty are:

B. Tenure-Track UNECOM Faculty:

- Tenured positions within UNECOM adhere to all RPT policies: UNE Faculty Handbook (Section Ten II) and with specific criteria as described in:
- The tenure-track faculty position is subject to:
- Flexibility should be maintained in selecting individual faculty members to:
- Tenure-track faculty are:

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- The tenure-track faculty position is subject to:
- Flexibility should be maintained in selecting individual faculty members to:
- Tenure-track faculty are:

COLLEGE OF INTEGRATIVE MEDICINE:

RPT STANDARDS

- University of New England College of Integrative Medicine
- RPT Standards

I. INTRODUCTION

The College of Integrative Medicine (CIM) has established the following:

A. Definitions

- Excellence in teaching and service is required of:
- Excellence in teaching and service is required of:

B. Tenure-Track UNECOM Faculty:

- Tenured positions within UNECOM adhere to all RPT policies: UNE Faculty Handbook (Section Ten II) and with specific criteria as described in:
- The tenure-track faculty position is subject to:
- Flexibility should be maintained in selecting individual faculty members to:
- Tenure-track faculty are:

COLLEGE OF PHARMACY:

- University of New England College of Pharmacy
- RPT STANDARDS

I. INTRODUCTION

The College of Pharmacy has:

A. Definitions

- Excellence in teaching and service is required of:
- Excellence in teaching and service is required of:

B. Tenure-Track UNECOM Faculty:

- Tenured positions within UNECOM adhere to all RPT policies: UNE Faculty Handbook (Section Ten II) and with specific criteria as described in:
- The tenure-track faculty position is subject to:
- Flexibility should be maintained in selecting individual faculty members to:
- Tenure-track faculty are:

COLLEGE OF HEALTH Professions (WCHP):

- University of New England College of Health Professions
- RPT STANDARDS

I. INTRODUCTION

The College of Health Professions (WCHP) has:

A. Definitions

- Excellence in teaching and service is required of:
- Excellence in teaching and service is required of:

B. Tenure-Track UNECOM Faculty:

- Tenured positions within UNECOM adhere to all RPT policies: UNE Faculty Handbook (Section Ten II) and with specific criteria as described in:
- The tenure-track faculty position is subject to:
- Flexibility should be maintained in selecting individual faculty members to:
- Tenure-track faculty are:

FINAL DRAFT 1/26/13

Approved by UCT FAC 12/08/13

Revised May 2014

UNE COLLEGE OF HEALTH PROFESSIONS (WCHP) REAPPOINTMENT, PROMOTION AND TENURE POLICIES AND PROCEDURES

UNE Faculty Handbook 2017

p52, 58, 70, 79, & 89
Collect Things (to prove moments)
Starting as Soon as Possible

COLLECT MOMENTS
NOT THINGS

Save them as .pdf files

UNE Google site for Reappointment & Promotion

Cover Sheet

University of New England
College of Osteopathic Medicine

Cover Sheet | Annotated Table of Contents | RPT e-Binder Checklist | Curriculum Vitae/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
East Campus
Biddsford and Portland, Maine
207-263-0111
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sites.une.edu
Be Selective in Portfolio Submission

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

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

Jerome Mullen, Ph.D. Department of Chemistry & Physics, UNE
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!

Jennifer Tuttle, Ph.D. Department of English, UNE
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

Jennifer Tuttle, Ph.D. Department of English, UNE
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.

Jennifer Tuttle, Ph.D. Department of English, UNE
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.

UNE Faculty Handbook 2017, p92
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

UNE Faculty Handbook 2017, p53-54
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 community.

2 Service outside the UNE community does not compensate for lack of service within the UNE community.
### UNE Reappointment & Promotion Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Review Body</th>
<th>Review Outcomes for Each College Review Level</th>
<th>College Cumulative Review Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sub-College Committee</td>
<td>Positive or Negative Majority</td>
<td>1. Positive at each level</td>
</tr>
<tr>
<td>2</td>
<td>Chair/Director</td>
<td>Positive or Negative</td>
<td>2. Negative at any level</td>
</tr>
<tr>
<td>3</td>
<td>College Committee</td>
<td>Positive or Negative Majority</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dean</td>
<td>Positive or Negative</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>URPTC</td>
<td>Positive or Negative Majority</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Provost</td>
<td>Positive or Negative</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>President</td>
<td>Positive or Negative</td>
<td></td>
</tr>
</tbody>
</table>

#### University Level

- URPTC
- Provost
- President

<table>
<thead>
<tr>
<th>Type of Review</th>
<th>Positive Outcomes for Each of the Four College Review Levels</th>
<th>Any Negative Outcomes Among the Four College Review Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Tenure Track – All Reviews</td>
<td>Steps 1, 2, 3, 4, 6*</td>
<td>Steps 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Tenure Track – Year 3 Reappointment</td>
<td>Steps 1, 2, 3, 4, 6*</td>
<td>Steps 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Tenure Track – Promotion to Associate Professor, Tenure, and Promotion to Professor</td>
<td>Steps 1, 2, 3, 4, 5, 6, 7</td>
<td>Steps 1, 2, 3, 4, 5, 6, 7</td>
</tr>
</tbody>
</table>

*All numbers without a superscript connote substantive review.
*Notification
*Procedural Review

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UNE Faculty Handbook 2017
p20 & 27
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 out 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
Annual Faculty Evaluation
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Dr. Charles Candid, Department Chair

UNE Biddeford Campus

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Frank Daly, Ph.D., Associate Professor of Biomedical Science, College of Osteopathic Medicine and Chair of Faculty Assembly, 602-2415, f daly@une.edu