

CRITERIA FOR EVALUATION OF THE CLAS-HONORS PRECEPTOR OF ENGLISH

I. EVALUATION CRITERIA

The CLAS-Honors Preceptor of English will be evaluated on the basis of teaching, scholarship and professional development, and service commensurate with assigned teaching load, with an emphasis on teaching, to include teaching in the classroom as well as other pedagogical activities such as reading and language study groups, leading educational student field trips, and mentoring undergraduate research activities.

TEACHING AND PEDAGOGY

Evaluation of teaching will be based on performance in both the Honors College and in the Department of English. Measures used will include student evaluations of teaching, syllabi, and other course materials. Other measures may include peer evaluations of teaching, written statements from students and colleagues, self-reported analyses, teaching awards, and other relevant material. Teaching includes classroom teaching, as well as advising and mentoring students in English, advising Honors thesis students, serving on thesis committees, and supervising independent studies, internships, and other related student activities. Other activities that may be included in the evaluation of teaching and pedagogy are innovative curricular and pedagogical approaches, successful grant applications in support of curricular and pedagogical development, organization of and/or participation in workshops or seminars on teaching, coordination of active language learning and reading groups, and guest lectures in the Honors Civilizations sequence or third year Honors tutorials, courses in English other than the faculty member's own, or any other courses at the University. The English Department and the Honors College both endorse the following guidelines:

- (1) The Peer Committee evaluates teaching practices, including student evaluations, course materials, and classroom performance, of all faculty under consideration for reappointment or promotion.
- (2) Every faculty member must submit student evaluations of all courses taught each semester.
- (3) Unsolicited letters from students, alumni, and other faculty, along with any special recognition such as an award for good teaching, should be added to the record.

Signed commendations or complaints in writing to the English Department or Honors College become part of the faculty member's personnel file. The Honors College dean or English Department chairperson must supply the faculty member with a copy of such a document. The faculty member may respond in writing to any such document, and the written response also becomes part of the personnel file. All materials placed in the Personnel File fall under the provisions of Article 6 of the current AFUM contract.

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Evaluation of scholarship and professional development will focus on research and scholarship that engages undergraduate students and scholarship produced independent of students, at least some portion of which must be within the discipline of English and some portion within Honors. In addition, scholarship and professional development may span interdisciplinary areas or focus on innovations in teaching, learning, and pedagogy. Evidence of scholarship and professional development may include refereed* publications, conference presentations, exhibitions by students or jointly presented at professional or academic venues, grant funding either for undergraduate research experiences, independent scholarly research, curricular development, exhibitions or performances of peer-reviewed creative work at the state, regional, national, or international level or the curatorship of such events, awards and prizes received in competitions for research or creative activity, or similar activities that the candidate proposes for consideration. Publications can be either published or accepted for publication and can take a variety of forms, including scholarly articles and books, textbooks, bibliographies and biographies of literary figures, reviews and/or editorial work for a scholarly journal or press, and other forms of research and creative work that align with the mission of the Honors College and/or English Department.

*“Refereed” here means that the scholarly work is evaluated by an expert in the field, whether an editor or editorial board for a journal, or a distinguished scholar asked to pass judgment at the request of a journal’s editor or of the contributor.

SERVICE

Intellectual work is accomplished in service when faculty use their specialized knowledge in activities that sustain academic institutions as intellectual centers and enable them to carry out academic goals. Evaluation of service will be based upon activities in service in the English Department, the colleges, the university, Honors education, the discipline, or other appropriate areas. Service to the Honors College must include administrative duties, committee assignments, and involvement in College events. Academic knowledge may also benefit government, industry, the law, the arts, and not-for-profit organizations; examples would be serving on a state or local humanities council, helping a school system revamp its curriculum, working on a community literacy project, writing a script for public television, and consulting on expert testimony for legislative, executive, or judicial bodies at any level of government.

II. PEER EVALUATION COMMITTEE STRUCTURE

The peer evaluation committee for the CLAS-Honors Preceptor of English will consist of representatives of both units. The English Department will be represented by two members of the English Department peer committee to be elected by that same committee. Honors will be represented by two AFUM-eligible faculty members, who are not affiliated with English, chosen by the Honors College peer committee. During the

evaluation process, the peer committee representatives from both Honors and English will take into consideration that this is a joint position—half-time Honors, half-time English—and adjust expectations regarding workload in each unit accordingly. The peer committee will forward its recommendations regarding reappointment to the English Department chair. The committee and chair’s recommendations will be forwarded to the Dean of the Honors College and to the Dean of the College of Liberal Arts and Sciences. The Deans will make recommendations to the Provost.

III. DEFINITIONS OF FACULTY RANKS

ASSISTANT PROFESSOR

Appointments to CLAS-Honors Preceptor of English occur when the English Department and Honors College have openings in positions necessary for the accomplishment of their respective teaching, research, and service missions. Except in unusual cases (such as specialties for which the applicant pool is very small and the competition with other hiring departments, therefore, very strong; or when, as in the case of a published writer, experience and accomplishment are more important than academic degrees), individuals appointed to this rank must have earned the highest degree traditional to the discipline and/or area of specialization. This individual is expected to contribute to the teaching mission of the Honors College and the English Department, both in a direct capacity and as more broadly defined above. In addition, the individual is expected to participate in scholarship and service, with a particular emphasis on activities that promote and foster undergraduate creative activity and scholarship. In selecting candidates for such positions the English Department and Honors College choose individuals whose credentials best qualify them for the duties of those positions. The Honors College and English Department will not recommend tenure at the assistant professor rank.

ASSOCIATE PROFESSOR

To be recommended for promotion to CLAS-Honors Preceptor of English with tenure at the rank of associate professor, the assistant professors must, in the overall review made no later than the sixth year of their probationary periods, rank high in teaching success, intellectual work and academic/professional citizenship. Their scholarly or creative work after initial appointment should represent significant contributions commensurate with the assigned teaching load, as evaluated by experts in the field. They must show high promise for continued development in the teaching mission of the Honors College and English. Moreover, they must have demonstrated, excellence in accomplishing those duties for which they were hired, and they must show high promise for continued development consistent with the long-range missions of the English Department and the Honors College.

EARLY TENURE

Faculty members wishing to apply for early tenure and promotion must meet all usual criteria for teaching, scholarship, and service. In addition, they must demonstrate exceptionally broad national and/or international recognition of their work, as

substantiated by measures that may include significant national awards for teaching and/or scholarship, invitations to speak at prestigious conferences or institutions, frequent citation of their work, well-placed favorable reviews, or a publishing and/or teaching record beyond that required of a typical applicant.

PROFESSOR

Recommendation for promotion from associate to professor depends not on length of time in rank but on quality of work. CLAS-Honors Preceptor of English candidates for rank of professor must demonstrate excellence in teaching, intellectual work and academic/professional citizenship. Through their work, they should have established a national reputation, as validated by experts in the field. As a teacher, they should show an extraordinary ability to stimulate in students a genuine desire for scholarly work. Their record of service should demonstrate a sustained commitment to activities that align with and enrich the missions of the Honors College and English Department. Appointment to the rank of professor from outside the university will not ordinarily be made; in the unusual case when it is, these same criteria will be used.

IV. PROBATIONARY PERIOD

University policy on the probationary period for faculty on a tenure track is established by the *Agreement of the University of Maine with Associated Faculties of the University of Maine—i.e.*, the university contract. This document varies from one contract period to another, and all faculty members should regularly consult the current contract. All faculty, especially probationary faculty, should clearly understand (1) what probationary status is, (2) what the criteria—departmental, college, and university—for promotion to the various ranks are, and (3) what the evaluative procedures used by the department, college, and university are. Very early in the first year, new faculty members should meet with the chair of the English Department and the dean of the Honors College to discuss these policies. No new CLAS-Honors Preceptor of English should be reappointed for a second year without knowing the policies and procedures that govern reappointment, promotion, and the granting of tenure.

The probationary period is a time of testing and trying-out: new colleagues must be allowed time to show how they can contribute to the English Department and Honors College's missions in teaching, scholarship, and service. During this time, the Honors-English Peer Evaluation Committee evaluates as fully as possible the quality of the faculty member's progress toward a permanent, tenured position. Because these evaluations are, especially at the beginning of the probationary period, limited to short-term performance, and because performance may in subsequent years vary positively or negatively, and because the mission and needs of the English Department or Honors College may change, satisfactory annual evaluation during the early years of the probationary period cannot be considered as a promise of (or the equivalent of) tenure. Annual evaluation during the first two years of the probationary period is both judgmental and developmental: criticism should be tempered with constructive advice. Later on in the probationary period, the accumulating evaluation process must yield a final judgment; the entire probationary period is reviewed carefully and thoroughly, and it is on the basis of the entire accumulated record that the Peer Evaluation Committee makes its final judgment: to recommend for promotion and tenure, or to terminate.

V. EXTERNAL EVALUATION

For promotion to associate professor and to professor, UM System policy stipulates that external letters of evaluation from experts in the candidate's discipline be provided. Such letters are solicited by the English Department chairperson and the Honors College dean in accordance with University of Maine procedures.

Approved by the joint Honors/English Peer Evaluation Committee (April 2013)