

## **CRITERIA FOR EVALUATION OF THE CLAS-HONORS PRECEPTOR OF PSYCHOLOGY**

### **I. EVALUATION CRITERIA**

The CLAS-Honors Preceptor of Psychology will be evaluated on the basis of teaching, research, and service activities, commensurate with the Preceptor's assigned teaching load. The primary emphasis of the Preceptor position will be on teaching, including both formal classroom teaching as well as other pedagogical activities such as academic advising and mentoring of undergraduate research experiences.

#### **TEACHING AND PEDAGOGY**

Evaluation of teaching will be based on performance in both the Honors College and in the Department of Psychology. Evaluative measures will include student evaluations of teaching, and peer review of syllabi and other course materials. Other measures may include direct peer observation of teaching, written statements from students, self-report analyses, teaching awards, and other relevant material. Teaching activities to be evaluated will include classroom performance, advising and mentoring of both Honors and Psychology students, serving on Honors thesis committees, supervising mentored research experiences in Psychology, and potentially 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, and guest lecturing in Honors, Psychology, or other courses other than those directly assigned. To facilitate this evaluation, the Peer Committee (defined below) will review student evaluations of all courses taught each semester of the relevant evaluation period, as well as all relevant written input received from students or other faculty and contained in the Preceptor's personnel file, along with documentation of any special recognition or awards received by the Preceptor.

#### **RESEARCH AND SCHOLARSHIP**

Evaluation of research and scholarship will emphasize activities that engage undergraduate students, but will also include scholarship produced independent of students. At least some portion of the preceptor's scholarship must be performed within the broadly defined discipline of Psychology and some portion must be relevant to the principles and practice of Honors education. In addition, research and scholarship may span interdisciplinary areas and/or focus on innovations in teaching, learning, and pedagogy. Evidence of scholarship and professional development must include peer-reviewed (refereed) publications, book chapters, conference presentations (including local or regional undergraduate-oriented research conferences), and/or internal or external grant funding in support of either undergraduate- or faculty-driven research experiences. In addition, the Peer Committee will also review and consider other forms of research and scholarly endeavor that align with the mission of the Honors College and/or the Psychology Department. Peer Committee evaluation of research and scholarship will also include consideration of evaluative letters received from relevant subject-area

experts from outside the University of Maine system, which will be solicited following normal University of Maine procedures.

## SERVICE

Service will be defined broadly to include activities that help sustain the University of Maine, the Honors College, the College of Liberal Arts and Sciences, or the Psychology Department. Most often, such service will take the form of membership on either standing or ad hoc committees, formed either by the faculty or by the administration, but may also include participation in workshops, involvement in University or College-sponsored events, judging student work at events such as the Undergraduate Research and Academic Showcase, or participation in other relevant events. In addition, service will also include activities that contribute to and help sustain the academic profession, especially in the fields of Psychology and Honors education. These activities may include reviewing manuscripts or grant submissions for professional journals or funding agencies, service on editorial boards, administrative positions in professional societies, serving on program committees for professional meetings, and other similar activities. Finally, service to the larger community (for example, state and/or local governments, industry, the law, the mass media, and/or not-for-profit organizations) will also be included, especially when such activities are based on the academic and professional expertise of the Preceptor and reflect their specific intellectual contribution to public life.

## II. PEER COMMITTEE STRUCTURE

The Peer Committee for the CLAS-Honors Preceptor of Psychology will consist of representatives of both units. The Psychology Department will be represented by two tenured members to be elected by the departmental Peer Committee as a whole. Honors will be represented by two AFUM-eligible faculty members, who are not affiliated with the Psychology Department, to be chosen by the Honors College Peer Committee. During the evaluation process, the Peer Committee representatives from both Honors and Psychology will take into consideration that this is a joint position—half-time Honors, half-time Psychology—and adjust expectations regarding workload in each unit accordingly. The Peer Committee will forward its recommendations regarding reappointment to the Psychology Department chair. The Peer Committee and Chair's recommendations will then be forwarded to the Dean of the Honors College and to the Dean of the College of Liberal Arts and Sciences. The Deans will then make recommendations to the Provost.

## III. DEFINITIONS OF FACULTY RANKS

### ASSISTANT PROFESSOR

Appointments as CLAS-Honors Preceptor of Psychology will normally be made at the rank of Assistant Professor, and will occur to fill programmatic needs in both the Psychology Department and the Honors College. Individuals appointed to this rank must have earned the highest degree traditional to the discipline; generally the Ph.D. in Psychology. This individual is expected to contribute to the teaching mission of the

Honors College and the Psychology 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 research and scholarship. In selecting candidates for such positions the Psychology Department and Honors College will choose individuals whose credentials best qualify them for the duties of those positions. Tenure will not be granted at the Assistant Professor rank.

#### **ASSOCIATE PROFESSOR**

To be recommended for promotion to CLAS-Honors Preceptor of Psychology with tenure at the rank of Associate Professor, the candidate must have displayed excellence in teaching, research, and service activities, as defined above. Their scholarly work as Assistant Professor should represent significant contributions commensurate with the assigned teaching load, as evaluated by the Peer Committee and by experts in the field. Further, they must show high promise for continued development in the teaching and research missions of the Honors College and the Psychology Department.

#### **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 Professor to Professor depends not on length of time in rank but on the breadth and quality of the candidate's prior work. CLAS-Honors Preceptor of Psychology candidates for promotion to Professor must have demonstrated continuing excellence in teaching, scholarship and service, since the time of their promotion to Associate Professor. They should have established a national or international reputation, as evaluated by the Peer Committee and as validated by experts in the field.


#### **IV. PROBATIONARY PERIOD**

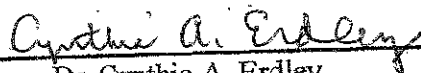
University policy on the probationary period for faculty on a tenure track is established by the *Agreement of the University of Maine with Associated Faculties of the University of Maine—i.e.*, the university contract. This document varies from one contract period to another, and all faculty members 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 Psychology Department and the Dean of the Honors College to discuss these

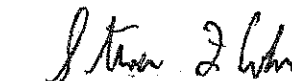
policies. No new CLAS-Honors Preceptor of Psychology should be reappointed for a second year without knowing the policies and procedures that govern reappointment, promotion, and the granting of tenure.

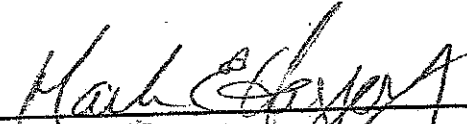
During the probationary period, Assistant Professors are allowed time to show how they can contribute to the Psychology Department and Honors College's missions in teaching, scholarship, and service. During this time, the Honors-Psychology Peer Committee evaluates as fully as possible the quality of 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, 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 Committee makes its final judgment: to recommend for promotion and tenure, or to terminate.

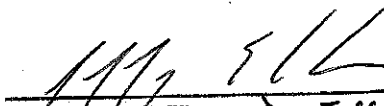
Approved by the joint Honors/Psychology Peer Committee (July 2013)

  
Dr. Alan M. Rosenwasser  
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