

University of Maine
Department of English

GUIDELINES FOR REAPPOINTMENT, PROMOTION,
TENURE, ANNUAL EVALUATION, and POST-TENURE
REVIEW

(revised 2006)

I. Definitions of Faculty Ranks

Instructor

Effective September 1, 1996, the department will not normally make appointments at the rank of Instructor. Individuals who hold this title at the time this policy is initiated may choose to retain that title and will be subject to the same job description as for Lecturer.

Lecturer

Appointments of full-time Lecturers in the Department of English occur when the department has enrollment needs which cannot be met by tenured or tenure-track faculty. The minimum requirement for appointment as Lecturer is, normally, an M.A. degree and teaching experience in composition and/or introductory literature courses. The position of full-time Lecturer is normally a full-time teaching position. Lecturers are evaluated annually by the Peer Committee, in consultation with the course coordinators of the courses in which these lecturers are teaching. Lecturers are not eligible for tenure.

Assistant Professor

Appointments to Assistant Professor of English occur when the department has openings in positions necessary for the accomplishment of departmental missions. In selecting candidates for such positions the department chooses individuals whose credentials best qualify them for the duties of those positions. 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. The department will not recommend tenure at the assistant professor rank.

Associate Professor

To be recommended for promotion to Associate Professor of English with tenure, assistant professors must, in the over-all review made no later than the sixth year of their probationary periods, rank high in intellectual work and academic/professional citizenship. Their scholarly or creative work after initial appointment should be significant contributions, as evaluated by experts in the field. 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 department.

Early Tenure

Faculty members wishing to apply for early tenure and promotion must meet all usual criteria for teaching, research, 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, invitations to speak at prestigious conferences or institutions, frequent citation of their work, well-placed favorable reviews, or a publishing 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. Candidates for Professor must demonstrate excellence in intellectual work and academic/professional citizenship. Through their work, they should have established a national reputation, as validated by experts in the field. 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.

II. The 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 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 department chair to discuss these policies. No new member of this department 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 department's missions in teaching, scholarship, and service. During this time, the department's Peer Committee evaluates as fully as possible the quality of the faculty member's progress toward a permanent, tenured position within the department. 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 department 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 Committee makes its final judgment: to recommend for promotion and tenure, or to terminate.

III. Peer Committee

Under the terms of the AFUM contract, a peer committee is responsible for evaluating all faculty and for recommending faculty members for reappointment, promotion, and tenure. Additionally, the Peer Committee conducts post-tenure reviews, and it uses the evaluation criteria detailed below for this review. In the English department, the Peer Committee is composed of all tenured members of the department. For cases of promotion to Professor, the Peer Committee is restricted to the full professors.

IV. External Evaluation

For promotion to Associate Professor and to Professor, UM System policy stipulates external letters of evaluation from experts in the candidate's discipline. Such letters are solicited by the department chair in accordance with College of Liberal Arts and Sciences procedures.

V. Evaluation Criteria

The department of English sees *intellectual work* and *academic and professional citizenship* as the primary components of faculty work. *Research, scholarship, teaching, and service* are the activities through which intellectual work and academic/professional citizenship are accomplished. The department believes that the quality, significance, and impact of faculty work are more important than the category to which the work belongs. Intellectual work is not restricted to research and scholarship but is also a component of teaching and service. And just as research is not the exclusive site of intellectual work, service is not the exclusive site for academic and professional citizenship. Therefore, to achieve the standard of overall excellence in intellectual work and academic/professional citizenship, a faculty member's accomplishments need not be uniformly spread among research/ scholarship, teaching, and service, though continuing satisfactory performance is required of every faculty member in all three activities.

Intellectual Work

Teaching

Faculty holding tenure and tenure-track appointments must be able to teach service courses, undergraduate major courses, and graduate courses. The department expects its faculty to be able to translate disciplinary expertise into meaningful and accessible models for learners at different stages. Teaching includes such additional intellectual work as course development and/ or . pedagogical innovation. Because teaching resists reductive analysis and quantitative measurement, the Department of English is not committed to any single method of evaluating teaching effectiveness. The department does, however, 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 department become part of the faculty member's personnel file. The 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.

Research/ Scholarship

Tenured and tenure-track faculty in the department spend a portion of their professional time in scholarly work and, in accord with the University's research responsibilities as a land-grant/ sea-grant institution, are expected to show an appropriate record of research and scholarship. By its nature, scholarship is cosmopolitan and Tran institutional rather than local. Significant intellectual work is an outgrowth of professional expertise and is legitimated in accordance with the standards of at least one disciplinary or professional community. Faculty may receive additional time, reassigned from teaching, for this purpose. The department defines research/ scholarship as encompassing the following activities:

- (1) Refereed publications within the discipline. "Refereed" means that the scholarly work is evaluated by another expert in the field, whether it be 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. Publications can take a variety of forms: for example, publication or acceptance for publication of scholarly articles and books; of textbooks on literature or composition; of bibliographies and biographies on literary figures; of poetry,

fiction, drama, and essays; and of reports and reviews.

(2) Editorial work for a scholarly journal or press.

(3) Formal presentation (invited or refereed) delivered at professional or academic venues (international, national, regional, state, or local).

(4) External grants designed to elicit support for scholarly research or for curricular development.

The Peer Committee may include in its evaluation of scholarship works submitted for publication and/ or grant proposals submitted but not funded.

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. Structuring a new program or contributing one's disciplinary expertise to college or university committees, for example, involves more than the general knowledge or skills that most educated people possess. That 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 Congress.

Academic/Professional Citizenship

Academic and professional citizenship encompasses the activities required to create, maintain, and improve the infrastructure that sustains the academy as a societal institution. Such activities are not dependent on disciplinary expertise but on one's commitment to the academic and professional community. The Department recognizes the significance of faculty work in support of the institution at all levels.

Teaching

Citizenship in teaching is demonstrated through contributions to student advising and retention, as well as service in faculty recruitment and on college or university curriculum committees

Research/ Scholarship

Citizenship activities within research and scholarship include participating in promotion and tenure reviews, evaluating manuscripts for a journal or publisher, and serving on committees in professional organizations in one's discipline.

Service

Activities that constitute citizenship in service include participation in department, college, and university governance, activities, and committee work (standing or ad hoc); representing one's institution on an external task force or in a public forum; and contributions to the administrative work of the department and the university.