

# **Honors College Promotion and Tenure Criteria**

## **MISSION OF THE HONORS COLLEGE**

The mission (adopted in 2001) of the Honors College is to provide an enriching environment for students who are among the most academically motivated and talented at the University. The Honors College seeks to involve students, faculty members, and staff members from across the University in a community of scholars who together explore questions both within and beyond their various disciplines. Therefore, the principal responsibility of faculty is to critically engage students in a shared intellectual experience based on active learning.

## **STATEMENT OF PURPOSE**

This document, and the expectations laid out within, apply to regular faculty positions with full contractual obligations to Honors. It should also inform the construction of “memoranda of understanding” (MOU) between departments/units and the Honors College in the event of a joint appointment with a partial contractual obligation to Honors. This document may be amended through a vote of the full faculty of the Honors College.

While satisfactory performance in research, teaching, and service is expected, promotion and tenure decisions in the Honors College will be most heavily influenced by the sum of an individual’s contributions in the area of undergraduate instruction, defined broadly to include not only in-classroom instruction but also the types of activity articulated below.

## **PEDAGOGY**

Pedagogy includes Honors teaching, curriculum coordination and development, advising, and working with thesis students, both as an advisor and a committee member. With respect to classroom teaching, successful pedagogy should foster an environment that emphasizes careful and critical reading of texts, thoughtful discussion-based learning, and an environment in which student writing and creative projects reflect insight and careful preparation. The evaluation of pedagogy on these criteria will include:

- Student evaluations.
- Syllabi and other materials provided by the faculty member.
- Classroom visits and peer and/or supervisor evaluations of teaching.

Other activities that may be included in the evaluation of teaching quality include:

- Awards and prizes in recognition of teaching excellence.
- Innovative curriculum development and pedagogical approaches.
- Service learning, community engaged teaching, and pedagogical approaches which bridge the learning objectives of students with the needs and concerns of community partners.
- Participation in team teaching.
- Supervision of independent study, research, and undergraduate theses.
- Supervision of students for teaching and experiential learning projects.
- Group or individual student projects which foster undergraduate scholarship and/or creative activity.

- Successful grant applications in support of curriculum and pedagogical development.
- Workshops or seminars on teaching to Honors College faculty.
- Workshops or seminars on teaching outside the Honors College.
- Organization of and participation in study abroad activities.
- Coordination of active language learning and/or reading groups.
- Participation in, or planning of, events related to the pedagogical mission of Honors.
- Guest lectures in Honors Civilizations Series or another professor's class.

### **SERVICE**

Service to the Honors College may include administrative duties, committee assignments, and involvement in College events while maintaining collegiality with Honors administration, staff, and colleagues. Service to the University may include membership on University committees and participation in shared governance. Service to the profession may include involvement with state, regional, and national Honors organizations and disciplinary organizations. Additional service should reflect Honors or disciplinary involvement.

Additionally, service may include broader outreach and engagement with one's community or work that aims to build connections between the university and the community characterized by reciprocity and mutuality.

### **SCHOLARSHIP & PROFESSIONAL DEVELOPMENT**

The Honors College recognizes the importance of various forms of scholarship and professional development. This includes research and scholarship that engages undergraduate students, work aimed at enhancing Honors pedagogy, scholarship focusing on Honors education, and work within one's own discipline.

The Honors College values scholarship, research, and creative activity conducted in collaboration with undergraduate students at all levels. Evidence of student engagement and success in this domain may include thesis advising and committee membership, or teaching and research mentoring that leads to:

- students attending state, regional, national and international conferences.
- students presenting work at UMaine, Honors and disciplinary conferences.
- student participation in creative exhibitions and public performances.
- students publishing in undergraduate journals or as co-authors and co-collaborators in scholarship or creative activity.
- student awards from UMaine or external sources for accomplishments in scholarly or creative activity.

The Honors College values and recognizes the importance of scholarship and creative output in other forms. For promotion and tenure, faculty are expected to conduct scholarly activity within Honors and/or related to their areas of specialization and expertise. Other materials documenting scholarly and/or creative achievements in this sense may include:

- The publication of scholarly or creative works in peer-reviewed and regionally, nationally or internationally distributed journals, including traditional and electronic formats.
- Publication of Honors articles in national refereed Honors journals, such as the *NCHC Journal* or *Honors in Practice*.
- Research or creative activity that engages community needs or concerns, and/or that is developed and executed in collaboration with community partners.
- The publication of scholarly books or textbooks.
- The publication of peer-reviewed scholarly or creative works in edited collections.
- Completed manuscripts of any of the above that have been accepted for publication.
- Presentations at professional conferences in the candidate's field or in Honors.
- Invited keynote speeches or lectures.
- Exhibitions or performances of peer-reviewed creative work at the national or international level, or the curatorship of such events.
- Editorship of books accepted by contract for publication.
- Editorship of a journal or book series.
- Frequent citations of the candidate's work by other scholars.
- Pattern of success in obtaining significant extramural research funding through grants, awards, or fellowships.
- Grants, awards and prizes received in competitions for research or creative activity.
- Patent awarded.
- Works produced or made publicly available in formats such as digital media, works of a creative or literary nature, journalistic works, opinion pieces, or other forms of writing and creative work that align with the mission of the Honors College.

### **CRITERIA FOR RANKS**

These criteria will generally follow the 1983 Faculty Handbook, Sections 2.2 and 2.3, entitled "Academic Titles and Criteria for Ranks" and "Criteria for Regular Academic Titles at Orono." However, consistent with the Honors College mission of undergraduate education it should be emphasized that teaching, broadly defined, constitutes the most significant factor in decisions concerning promotion and tenure within the Honors College.

#### ***Lecturer***

Those appointed as a lecturer must have satisfactory academic preparation in the relevant field to be taught and successful experience in the classroom or field. To be considered for reappointment, the individual must have demonstrated success in teaching. In addition, the individual must have demonstrated a commitment to service and scholarship as part of the mission of the University and the Honors College. For review and reappointment purposes, primary emphasis will be placed upon teaching.

#### ***Assistant Professor***

Appointment or promotion to the rank of assistant professor presumes that the individual possesses potentiality which, when developed further, will merit promotion in rank or the granting of tenure. The individual must have advanced training and a demonstrated

interest in maintaining his or her professional competence. Except in unusual cases, the assistant professor should have the highest earned degree traditional to the discipline or should have made substantial progress towards its attainment. This individual is expected to contribute to the teaching mission of the Honors College, both in a direct capacity and more broadly defined, outlined 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.

***Associate Professor***

The associate professor shall normally hold the highest earned degree traditional to their discipline or should have professional experience of an equivalent nature. An individual holding the rank of associate professor must have demonstrated creative performance in those areas required by the mission of the Honors College. The associate professor must show high promise for continued development in the broad teaching mission of the college, as well as a demonstrated record of service and scholarship, with a high premium placed on activities which promote undergraduate creative activity and scholarship. Appointment to the rank of associate professor is accompanied by the granting of tenure.

***Professor***

The professor must have demonstrated ability and scholarship of an exceptionally high order. As a teacher, he or she should show an extraordinary ability to stimulate in students a genuine desire for scholarly work. A professor should have a reputation for making creative contributions to scholarship in Honors and their disciplinary field. He or she should possess the demonstrated ability to direct the creative activity and scholarship of undergraduate students, with a sustained record of excellence in this capacity. The professor's record of individual service should demonstrate a sustained commitment to activities which align with, and enrich, the mission of the Honors College. The professor's professional performance and accomplishments should enhance the reputation of the Honors College and the University of Maine.

**REVIEW**

Reviews shall be conducted in accordance with university procedures and contractual guidelines and shall be conducted by the Peer Committee of the Honors College. The Peer Committee shall be responsible for conducting post-tenure reviews in accordance with the guidelines and criteria noted above, as well as University policies.

(Approved and adopted by Honors College faculty, March 22, 2013)