AMERICAN & NEW ENGLAND STUDIES
POLICIES AND PROCEDURES

I. PERSONNEL
The peer review should be a collegial, collaborative process that results in guidance and support for the faculty member under review. The professional development of the faculty member is the focus of the review. The Peer Committee should provide constructive criticism to the faculty member as s/he develops and establishes her/himself as a teacher and scholar and a member of the larger University community. For untenured faculty, the review should provide specific statements about expectations for tenure and promotion and the individual faculty member’s progress in fulfilling those expectations. The same should be the case in reviews for faculty at the rank of Associate Professor in relation to expectations for promotion to the rank of Full Professor.

The ANES Peer Committee should keep in mind the philosophy of the Program in conducting its evaluations. Central to the ANES Program is a commitment to the essential and necessary connection among teaching, scholarship, and service. The quality of a faculty member’s scholarship has a direct relation to the quality of her/his teaching. This is particularly critical for faculty teaching in graduate programs. Teaching is best delivered by faculty members who are active scholars making meaningful contributions to their field. Communicating with one’s peers is critical to developing communication skills with students, while active scholarship keeps classroom teaching up-to-date. In addition, faculty members, as active scholars, model practices for graduate students who are expected to make scholarly contributions in their own course work, exit papers, theses, and projects. Teaching and scholarship are thus co-equal in importance in a faculty member’s evaluation. As a regional studies program, ANES has taken on the role of intellectual leadership in the local and regional communities. As public scholars, faculty members bring their expertise as teachers and scholars outside the academic environment. Such work is highly valued and key to the success of the ANES Program.

One of the purposes of peer review is to guide faculty through steps of achievement and ranks outlined by USM. The following are the USM-wide expectations for appointment, tenure, and promotion. The ANES Program establishes standards for fulfilling these expectations in the section below on “Evaluation.”

A Ph.D., appropriate terminal degree, publication judged equivalent to a dissertation, or distinguished professional credentials are prerequisite for any save a fixed-length, temporary, emergency or part-time appointment. Candidates for tenure-track positions should have demonstrated promise in teaching and scholarship.

For reappointment beyond the second year, evidence of scholarship, published or unpublished, complete or in progress, must be submitted. By the end of the second year the candidate should have begun to demonstrate a record of competence in teaching and service.

For reappointment beyond the fourth year, the peer committee must be able to discern a pattern of significant and continuing intellectual development as evidenced by scholarship published or accepted in appropriate peer-reviewed venues. The
overall record must also demonstrate that the candidate has a record of effective teaching, shows evidence of progress toward high quality teaching, and competence in service.

A recommendation of tenure and/or promotion to Associate Professor presumes a sustained record of high quality teaching and competence in service. It also requires a sustained record of substantial and high quality scholarship and a clearly evident pattern of intellectual development and growth. Such evidence will consist of scholarship published or presented in venues as recognized by peers.

Promotion to the rank of Professor presumes a significant contribution to the field and a reputation beyond the local or regional. Such standing requires a substantial and distinguished body of scholarship, as recognized by peers, including publications in reputable houses or in recognized international or national journals or peer-reviewed work in recognized international or national venues. Also required is a sustained pattern of excellent teaching and service.

A. Peer Committee Procedures

1. Peer Committee Composition
The Peer Committee in American & New England Studies consists of all full-time, tenure-track or tenured University of Southern Maine faculty who have full-time or joint appointments in the Program. The Director will serve as the chair of the Peer Committee. When the Director is the faculty member to be evaluated, the Peer Committee will elect a chair from among tenured faculty members. The Peer Committee chair will serve as a mentor for faculty, especially untenured faculty, and provide support and guidance to faculty as they prepare for their reviews.

Each member of the Peer Review Committee will have a vote in a personnel review that requires action. Votes will be taken by secret ballot and kept confidential. Results of the vote will be reported to the faculty member being reviewed by the Peer Committee chair. Ballots will be kept in the personnel file.

2. Peer Committees for Joint Appointments
Following the Agreement between the University of Maine System and Associated Faculties of the University of Maine System (AFUM), the Peer Committee for a joint appointment must include committee members from the units involved in proportion to the duties assigned. The personnel policies and procedures for joint appointees should be drafted by the units involved at the time of the hire of a joint appointee; if either unit changes its personnel policies, the policies for the joint appointee should be reviewed and amended as necessary.

3. Soliciting Support Letters for Tenure and Promotion
The following are procedures established by the USM Provost’s Office and followed by the College of Arts & Sciences.

The chair of the Peer Review Committee must solicit all external and internal (to USM and UMS) letters on behalf of the candidate. The names of external (to USM and UMS) faculty/scholars able to comment on a faculty member’s work shall be given to the Peer
Committee by the faculty member under review. The Peer Committee may make additions to this list, identifying faculty/scholars who are able to comment on the faculty member's work. For letters internal to USM and UMS, the same process should be used although the Peer Committee may, in these cases, rely mostly on names of reviewers provided by the candidate. These letters would request comment on the faculty member's teaching, scholarship, and/or service as it is known to the reviewer.

The letter sent to the reviewers (both external and internal) should be specific so that the reviewers know what it is that you are asking them to respond to—teaching, scholarship, or service—although it is assumed that the external reviewers are asked to comment on scholarship. Materials that the reviewer may need in making her/his comments should be included with the letter (if prior agreement has been reached) or forwarded to them after consent has been given. The reviewers should also be given a deadline for response.

The Peer Committee needs to receive at least three external letters; they may solicit more and select from those received. No more than six letters internal to USM (3) and UMS (3) should be forwarded with the faculty member's presentation.

In the recommendation letter to the Dean, the Peer Committee should make reference to the reviewers and note how and why they were selected.

The ANES Peer Committee adds the following guidelines for the process for soliciting letters. A faculty member coming up for tenure or promotion should meet with the Peer Committee chair by late April of the previous academic year to discuss the process and the solicitation of letters. External (to USM and UMS) faculty/scholars should include a 2-page c.v. with her/his letter of evaluation.

B. Evaluation
Peer reviews take place for the purposes of annual pre-tenure evaluations, continuing contracts, tenure, promotion, and quadrennial post-tenure evaluations. The Peer Committee will have access to the faculty member's personnel file, which should be updated by the faculty member. It will provide the faculty member with an opportunity to meet with and address the committee. The Peer Committee may request from the faculty member supporting documents or other information pertaining to the faculty member's assignments and responsibilities.

In the personnel action form, faculty should limit material to that produced since the prior personnel action. Faculty under consideration for promotion to Full Professor should include activities dating from her/his promotion to Associate Professor. In the case of post-tenure reviews, faculty should include material from the preceding four years. For tenure and re-appointment, faculty should follow guidelines established by the Provost. Faculty applying for tenure usually must include materials from the previous five years in their presentation.

In compliance with the Agreement between the University of Maine System and AFUM, faculty will be evaluated in the following areas: teaching, scholarship, and service.

1. Teaching
The Peer Committee will review teachings materials—syllabi, writing and research
assignments, student evaluations, evaluation of student results where appropriate, and other items that the faculty member deems appropriate. It will also look at new course development, course revisions and innovations, and teaching contributions in other departments or programs.

Written student evaluations will be collated by the ANES Administrative Assistant, or another appropriate person, but not a student; s/he will also summarize the quantitative section of the evaluations. The Peer Committee chair will verify the figures. All written student comments should be included in the personnel file. Representative student comments will be selected by the Peer Committee chair and the faculty member under review.

The evaluation of teaching should also include peer reviews of teaching. Pre-tenure faculty should be reviewed annually after his/her first year by a tenured faculty member who serves on the Peer Committee; tenured faculty members should be reviewed biennially by different observers who are tenured. The Peer Committee will establish the schedule of observations at the beginning of the academic year. The observer should notify the faculty member in advance to schedule an observation; s/he must sit in for one entire class. The observer should write up a descriptive/evaluative report that should be discussed with the faculty member by the Peer Committee chair and the observer and then be included in the personnel file. If the Peer Committee Chair is the one being reviewed, a third tenured faculty member will participate in the discussion; this faculty member will be chosen by the Peer Committee.

Faculty will also be evaluated for the work they do as thesis/project readers and/or advisors, as this is part of the ANES faculty teaching responsibilities. Faculty will be evaluated for the quality and quantity of their work, including their accessibility and responsiveness to students and the quality of the student’s work. Thesis/project titles should be listed in the tenure/promotion/post-tenure presentation materials. Reading and research courses should also be noted in the presentation material.

A pattern of high quality of teaching is expected for tenure and promotion to Associate Professor; a sustained pattern of excellence in teaching is expected for promotion to Full Professor.

One open meeting should be scheduled each year so that the ANES faculty can discuss pedagogy.

2. Scholarship
Scholarship consists of the ability to conduct and complete original research, to report the results of that research, and to achieve recognition as an authority in one’s field. As graduate faculty, ANES faculty members should demonstrate a consistent, ongoing pattern of scholarly engagement within the discipline or field so that the reputation of the individual is enhanced. This pattern would require a body of peer-reviewed works that would include a combination of the following: books; exhibition catalogues and interpretive exhibitions; journal articles; chapters in edited books or exhibition catalogues; review essays; conference presentations; and/or research grants and fellowships. Refereeing and editorial responsibilities, book reviews, and works in progress are also the bases for evaluating scholarly achievement and promise.
For tenure and promotion to Associate Professor, a faculty member must have a record of high quality scholarship and promise for distinguished scholarly contributions. The standard expectation is a book published with (or contracted with) a national press appropriate to the field of scholarship, or a series of important articles placed in nationally-recognized peer-reviewed journals. For promotion to Full Professor, a faculty member must produce a body of peer-reviewed scholarship that represents a sustained, coherent, and substantial engagement with a critical issue(s) in the humanities. This body of work would most likely take the form of a book published by a reputable press in the scholarly field but could also be a series of essays published in book form. The body of work for promotion cannot include works counted for an earlier promotion.

Because the ANES Program is an interdisciplinary department, the Peer Committee recognizes differences among fields and disciplines and must take differences in research design and methodology into consideration in its evaluations: archival research and methodologies requiring field work are time-consuming, for example.

3. Service
Service is essential to a faculty member’s duties. The proportion of a faculty member’s time devoted to service will vary throughout her/his career. Although pre-tenured faculty members should normally carry lighter service expectations (unless intrinsic to their appointments), committee work at the university, school, and department level—the first category of service—is expected of all faculty members of all ranks. The second category stresses service relating to a faculty member’s discipline or professional association. And the third focuses on service in a professional capacity to the wider community.

“Competence in service” is understood to mean willing and effective participation on committees and service projects, and the periodic chairing and leadership of such, on behalf of the University and the wider community. “Excellence in service” is understood to mean significant and substantial leadership as chair of important committees and/or major service projects on behalf of the University and the wider community. “Excellence in service” is expected for promotion to Full Professor.

Service to the university, school, and department: Service to the university plays a significant role in evaluating faculty performance. There are myriad avenues for service within the university. Foremost is effective participation in university, school, or department committees as an active member or official. Other forms of service may include such activities as student advising, university governance, and serving as an advisor to student organizations.

Service in one’s discipline: Service that is related to a faculty member’s discipline brings honor and respect to the faculty member as well as to the university. Contributions in one’s discipline or to one’s professional association may include organizing a conference, seminar, or event. Leadership in one’s discipline or professional association may include holding office in a state, regional, or national association; serving as an adjudicator for special events; acting as editor or reviewer for professional journals; or other activities appropriate to that discipline or professional association.

Community service: USM is an intellectual resource for southern Maine, and its faculty are
its representatives. Faculty are expected to provide discipline-related public service strengthening the relationship between the university and the community. There are many ways for the faculty to make contributions, including giving talks and interviews, participating as a board member in a community-related organization, participating in public service programs, and consulting on community projects.

C. Other Responsibilities of the Peer Review Committee
The Peer Review Committee also makes recommendations on requests for sabbaticals and leaves of absence. Faculty members should present the Peer Review Committee with the materials and forms as required by the University for the above actions.

The Peer Review Committee also reviews requests for release-time for scholarship. Any department faculty member on full-time tenure-track appointment may request release-time for scholarship for a specific project. To minimize the impact on scheduling of courses, normally such requests must be received by the Director no later than the end of the first week of the semester preceding the semester in which the release-time is proposed to be taken.

The Director will schedule a meeting of the Peer Review Committee to consider such a request no later than the end of the third week of the semester in which a request is received. Such requests will normally be approved, provided that there will be adequate course coverage from program faculty. If approved, a recommendation for release-time for scholarship will be forwarded to the Dean by the Director with appropriate documentation, normally no later that the date on which a schedule of courses for the next semester is sent to the Dean.

In granting release-time for scholarship, untenured faculty will be given priority.

Release-time for externally funded scholarship may be granted a faculty member on provision of funds sufficient to secure replacement sections at the usual part-time/overload rate for an Assistant Professor in effect at the time of replacement, provided no individual shall offer fewer than one course per semester during any two consecutive semesters unless they are granted leave under terms of the applicable AFUM contract.

II. DIRECTOR ELECTION, TERMS, AND RESPONSIBILITIES

A. Director Position Description
The Director of the American & New England Studies Program serves as a liaison between the ANES Program and the USM administration and as an advocate for Program needs. S/he assumes the responsibilities of a typical chair (e.g., scheduling courses; oversight of personnel procedures, budget, graduation certification, and curriculum; establishment and assignment of program committees; and supervision of the Administrative Assistant). In addition, the Director oversees the admission of new students both in the fall and spring and advocates for and assigns graduate assistantships and scholarships. S/he must also respond to inquiries and screen special students who need permission to take ANES courses on a trial basis. S/he may be active in other ways with recruitment. The Director serves as chair of the Curriculum and Personnel Committees and represents the Program at CAS Chairs/Directors Meetings and the USM Graduate Council.
In addition to the above duties are the following responsibilities that require a commitment during intercession and the summer months:

- Recruitment of students
- Publicizing the program
- Program development activities

Student recruitment requires that the Director be available during intercession and summer to field inquiries from prospective applicants and meet with applicants when appropriate. During the summer, the Director must also be available to students in the program, especially those working on theses and research projects, and to prospective students. In addition, s/he should work on appropriate grant proposals, activities, or conferences; organize, write, and bring to publication the program newsletter; work on other program publicity; and plan special program activities for the coming academic year.

B. Election and Term of the Director

ANES faculty with either full-time or joint appointments may vote in an election for Director. Faculty will elect a tenured ANES faculty member who is not a candidate for Director to oversee the election and communicate the results to the CAS Dean. Voting for Director is confidential. Absentee voting is not allowed.

Directors will be elected to a term of 3 years. S/he will be evaluated after the fourth semester, with the evaluation forwarded to the Dean.

In the case that the Directorship is vacated, the new Director will complete the term of the previous Director. When a Director is on leave for as long as a semester, a nomination of an acting Director for the period of absence may be made upon vote of the faculty.

No person shall serve more than six consecutive years as Director.

III. CURRICULUM

A. Curriculum Committee

The American & New England Studies Program Director will be ex officio chair of the Curriculum Committee. Two additional members of the voting ANES faculty will serve two-year staggered terms. The ANES Director will appoint members to the committee. S/he will also appoint a student representative.

B. Committee Responsibilities

- Curriculum oversight and development
- Review of new courses
- Review of course deletions and title/descriptions revisions
- Review of Thesis/Project proposals
- Review of Internship proposals
- Review of Reading & Research proposals

C. Procedure for New Courses

The following procedures relate to topics courses, permanent new courses, and summer courses.
New course approval takes two steps. First, the Curriculum Committee must approve an initial proposal consisting of a short paragraph describing the course and the need(s) it would fill in the Program and for students. The second step is the review and approval of the course syllabus. The Curriculum Committee must approve a substantial draft of the course syllabus which should be submitted by mid-semester in the semester prior to the course being offered. (For summer courses, this step should take place early in the spring semester.) Approval of an initial proposal and syllabus must take place before the course is offered.

New permanent courses, course deletions, and course title and description changes for all courses including summer courses must be reported to the CAS Graduate Studies Committee. ANE 650 courses require only the approval of the ANES Curriculum Committee.

D. Change in Course Title and/or Course Description
Minor changes in course titles or descriptions can be done in consultation with the Program Director. The Curriculum Committee must approve changes in course titles or descriptions that significantly alter the course content.

E. Course Deletions
If a course is not taught within a five-year period, it will automatically be deleted from the catalogue. Other course deletions require the approval of the ANES Curriculum Committee.

F. Course Designations
ANE 650 is a special topics course designed as a one-time offering. Each ANES faculty should not teach more than one ANE 650 course within a two-year period.

ANE 699 is a first-time, trial offering of a course intended to become a regular elective in the Program. A course may be offered only twice under the ANE 699 designation.

G. Representation on CAS Graduate Studies Committee
The ANES Curriculum Committee will elect one of its members to represent the Program on the CAS Graduate Studies Committee. The term of appointment will be two years.

IV. OTHER

A. Class Cancellations
The Director and the Administrative Assistant should be informed of class cancellations due to illness or professional commitments.

Faculty should include information on their syllabi about university cancellation policies.

Faculty will make every effort to hold class if the university is open during inclement weather. If the faculty member feels that traveling to campus during inclement weather poses personal risk, s/he will consult with the Director before making a decision to cancel class. If a class is canceled under these circumstances, students should be notified by both phone and email.
B. Academic Standing Decisions

The ANES faculty will hold one meeting each academic year to discuss students on academic probation, student progress in completing degree requirements, and related issues.

Addenda approved, by the ANES faculty, 5/3/05.
Personnel Policies, approved by ANES faculty, 4/28/04
Director Policies, approved by ANES faculty, 4/23/03
Curriculum Policies, approved by ANES faculty, 4/23/03.