INTRODUCTION

Working within the framework of the agreement between the University of Maine System (UMS) and the Associated Faculties of the University of Maine (AFUM) surrounding tenure, reappointment, and promotion, evaluation of faculty members within the Exercise, Health and Sport Sciences Department (EHSS) will be based on performance in teaching, scholarship, and service for tenure-track and tenured faculty and teaching and service for fixed-length and non-tenure track faculty.

The areas of teaching, scholarship, and service must be viewed as part of a whole rather than as distinct entities and should be balanced accordingly. Thus, no single category may be pursued to the exclusion of another. Although faculty are required to participate in all three areas, the requirement for balance among the areas does not imply that a faculty member contribute equally in each area. It is expected that influencing factors, such as personal interest, strengths, academic program needs, advising loads, administrative responsibilities, and current rank, will affect the faculty member’s participation within each area.

Although this document defines and provides examples, it is not intended to be inclusive of all the teaching, scholarship, and service activities in which a faculty member may be involved. Additionally, examples of scholarship and service are not listed in rank order of importance, but are provided to inform faculty of opportunities and exemplars of scholarship and service.

EVALUATION OF TEACHING

Introduction

Teaching is a complex process, thus the evaluation of teaching effectiveness requires the use of multiple sources and types of evidence including evaluations by students and peers, teaching awards, and examples of course materials. Teaching evaluation, as conducted in EHSS, will focus on the six areas: course goals and content; instructional methods and materials; evaluation of students’ work; contributions to curriculum program development and evaluation; teaching improvement; and other academic roles related to teaching. Faculty must address each of the six areas. Example questions are provided to facilitate self-evaluation. Because teaching is a complex task, the questions for each area should not be considered as all inclusive. Faculty are encouraged to add supplemental information which supports their teaching effectiveness.

Teaching: Rank Specific Information

Lecturer and Instructor:
1. Demonstrates competence and knowledge in the designated content areas of teaching.
2. Utilizes effective teaching strategies.
3. Incorporates research findings in teaching.
4. Evaluates own teaching.
5. Seeks mentoring experiences when needed.
In addition for Assistant Professor:
1. Articulates a philosophy of teaching and learning.
2. Continues to develop knowledge of content and/or clinical expertise.
3. Demonstrates creative skills in instructional design, delivery, evaluation, and revision.
4. Incorporates the use of research findings in teaching on a regular basis.
5. Utilizes faculty and student input to improve teaching effectiveness.
6. Contributes to curricular and/or program development and evaluation.

In addition for Associate Professor:
1. Demonstrates excellence in teaching.
2. Demonstrates expertise in course and curriculum development, implementation, and evaluation.
3. Assists other faculty members in matters of teaching and learning.

In addition for Professor:
1. Maintains a high level of knowledge about current developments in the area of teaching and in the professional discipline.
2. Mentors others in the development of teaching skills.
3. Leads the program/college in the development and evaluation of curriculum.
4. Demonstrates and creates opportunities for students to link theory, practice, and research.
5. Provides leadership in the development of faculty.

Examples of Documentation for Teaching

A. Evidence for teaching effectiveness is provided through student and peer evaluations and teaching portfolios when available.

Required Student Evaluations: Rating on accepted Exercise, Health and Sport Sciences student evaluation form(s).

Required Peer Evaluations: Evaluation of examples of course syllabi, study materials, learning experiences, lectures, observations of classroom/clinical teaching, bibliographies, and/or audiovisual materials.

Teaching Portfolios: Evaluation of course syllabi, examples of students’ work, examples of lectures or seminar-facilitated notes, and/or web-based/CD-ROM-based materials. (Optional) Additional evidence may include special recognition of teaching (e.g., awards, letters).
B. Designated areas of teaching:

1. Course goals and content:
   a. Are the goals and content being implemented through the syllabus and actual classes?
   b. Is the course content current with the science and research in the field?
   c. Was the student work assigned appropriate for the goals and content?
   d. Were the intellectual tasks set by the faculty appropriately related to the course goals and content?

2. Instructional methods and materials (e.g., lecture, discussion, media, group projects, role playing):
   a. Are the methods varied and suitable to the content and variety of learning styles?
   b. Are the teaching aids (e.g., handouts, slides) appropriate to the content?
   c. Is the time allotted to students to complete assignments reasonable?
   d. Is the reading list appropriate for the course?
   e. Is the level of assignment difficulty appropriate to the course?

3. Evaluation of students’ work:
   a. How adequately do the tests and assignment represent the kinds of student performance specified in the course objectives?
   b. Are exams reasonable in length and appropriately difficult?
   c. Do exams and assignments reflect appropriate level of cognitive proficiency for course objectives?
   d. Are the grading criteria for the course and assignments clear and appropriate?
   e. Is feedback to students constructive and timely?

4. Contributions to curriculum and program development and evaluation:
   a. Has the faculty member participated in course and/or program development, evaluation, and revision?
   b. Has the faculty member mentored or collaborated with other faculty in teaching or curriculum development?

5. Teaching improvement:
   a. Has the faculty member demonstrated continuous improvement in teaching?
   b. Has the faculty member developed innovative methods and/or materials?
   c. Has the faculty member integrated students’ and colleagues’ input (feedback) into the improvement process?

6. Other academic roles related to teaching:
   a. Has the faculty member provided adequate support and direction related to students’ learning activities, if applicable (e.g., independent studies/theses)?
   b. Has the faculty member been an effective academic advisor for students?
   c. Has the faculty member provided adequate levels of development and support for internships/clinical practica, if applicable?

EVALUATION OF SCHOLARSHIP

Introduction

Scholarship is an integral part of the faculty role because it enables the creation, restructuring and dissemination of knowledge that is used by society to evolve. Scholarship activities must also be disciplined, goal oriented and reflective of high standards of integrity. In his book, *Scholarship Reconsidered*, Boyer (1990) redefined the scholarship role of faculty to encompass a more inclusive conception of scholarly activities. Boyer recognizes four separate yet overlapping elements, i.e., discovery, integration, application, and teaching. The scholarship of integration focuses on the interpretation and synthesis of existing knowledge to bring about new insights and ideas. This type of scholarship is often interdisciplinary in nature. The scholarship of discovery involves investigative, research efforts to produce new knowledge. The scholarship of application is concerned with applying the knowledge of one’s academic discipline to “real world” settings to solve problems or to provide needed service to individuals, groups, or institutions. Lastly, the scholarship of teaching is focused on the production of knowledge that can be used to enhance the transmission of ideas and concepts in educational settings.

EHSS uses the four elements of scholarship described by Boyer to represent various kinds of scholarly work for which faculty should be recognized when undergoing peer and administrative review. Although faculty scholarship must reflect at least one of Boyer’s elements, faculty are not required to participate in each element. Over one’s career, however, a faculty member could participate in more than one element. Regardless of a faculty member’s scholarship focus, it is expected that faculty engage in a sustained program/pattern of scholarship which shows evidence of peer reviewed publications.

3 Not required for Instructors or Lecturers.

Scholarship: Rank Specific Information

Lecturer and Instructor:
1. Demonstrates competence in applying theory and research to teaching and/or practice.

In addition for Assistant Professor:
1. Defines a scholarship focus.
2. Develops and initiates a scholarship agenda.
3. Exhibits consistent scholarly productivity.

In addition for Associate Professor:
1. Demonstrates progress in scholarly area(s).
2. Develops an in-depth scholarly agenda over time.
3. Contributes through own scholarship to the body of knowledge in the field.

In addition for Professor:
1. Achieves national/international recognition for scholarship.
2. Provides leadership in promoting and developing research activities.
3. Provides research training to students and/or faculty through mentoring.
4. Influences theory, policy, practice, and/or pedagogy through scholarship.
Examples of Documentation for Integrative Scholarship

1. PUBLICATIONS Peer-reviewed publications of research, policy analysis and complex case study analysis Published integrative reviews of the literature Published books and/or book chapters Reports describing interdisciplinary programs or service projects Policy papers designed to influence organizations or governments
2. PRESENTATIONS Peer reviewed or invited (local, regional, national, international) presentations Invited panel discussions
3. GRANTS Funded grant awards Unfunded grant proposals that have received peer review and/or approval
4. OTHER PRODUCTS OF SCHOLARSHIP

Examples of Documentation for Scholarship of Discovery

1. PUBLICATIONS Peer-reviewed publications of research, theory, or philosophical essays Published books and/or book chapters
2. PRESENTATIONS Peer-reviewed or invited presentations of research, theory, or philosophical essays
3. GRANTS Funded grant awards Unfunded grant proposals that have received peer review and/or approvals
4. OTHER PRODUCTS OF SCHOLARSHIP Documented involvement in the development or implementation of grants or grant proposals Documented mentorship of colleagues in research or scholarship Formal recognition at the state, regional, national, or international level as a scholar in an identified area Local, university, or professional awards recognizing scholarship (may include nominations for awards)

Examples of Documentation for Scholarship of Application

1. PUBLICATIONS Peer-reviewed publications of case studies, technical applications, or other practice/teaching issues Published books and/or book chapters Reports compiling and analyzing client or health services outcomes
2. PRESENTATIONS Peer reviewed or invited presentations related to practice (local, state, regional, national, international)
3. GRANTS Funded grant proposals and/or awards in support of practice Unfunded grant proposals that have received peer review and/or approvals
4. OTHER PRODUCTS OF SCHOLARSHIP Copyrights, licenses, patents, or products developed Consultation reports Formal recognition at state, regional, national, or international levels as a master practitioner or clinician Professional certifications, degrees, and other speciality credentials Reports and other non-peer reviewed materials related to practice Policy papers related to practice Professional consultation in scholarly or clinical projects, including reports Ongoing scholarly projects related to clinical practice Development of clinical evaluation instruments

Examples of Documentation for Scholarship of Teaching

1. PUBLICATIONS Peer-reviewed publications related to teaching methodology or learning outcomes Reports and other nonrefereed publications related to teaching Published books and/or book chapters
2. PRESENTATIONS Peer reviewed or invited presentations related to teaching/learning (local, state, regional, national, international)
3. **GRANTS** Funded grant awards in support of teaching and learning Unfunded grant proposals that have received peer review and/or approval

4. **OTHER PRODUCTS OF SCHOLARSHIP** Development and/or testing of educational models or theories Accreditation or other comprehensive program reports Development of new technology for teaching and learning Design of outcome studies or evaluation/assessment of programs Investigation of pedagogical approaches

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**EVALUATION OF SERVICE**

**Introduction**

Service can be generally defined as assistance or benefits afforded another. All faculty are required to provide service to the university, external communities, and to one’s profession. Service within these three areas supports the advancement of learning, the enrichment of campus culture, and development of one’s discipline. Service also provides opportunities to develop interdisciplinary collaboration, identify links in knowledge across disciplines, and facilitate the implementation of community partnerships and interdisciplinary education. Service is considered an important part of a faculty member’s role. Distinction is drawn between service to the community provided as a faculty member and that provided as a private citizen. Service to the community should be directly related to, or flow from, the faculty member’s academic/ professional expertise.

**Service: Rank Specific Information**

**Lecturer and Instructor:**
1. Serves as an active member of departmental/program committees.
2. Participates in community and/or professional organization’s activities.

**In addition for Assistant Professor:**
1. Promotes college/university goals through membership in committees/work groups.
2. Participates in professional and/or community organizations at the local and state level.

**In addition for Associate Professor:**
1. Contributes significantly to the college/university through active leadership and participation in departmental, college and/or institutional committees/activities.
2. Demonstrates active involvement in professional service activities at the local, state, or regional level.
3. Provides leadership to community service organizations and/or activities.

**In addition for Professor:**
1. Maintains ongoing leadership roles in college and university activities.
2. Actively influences policy discussion at the community and professional levels.
3. Advances community and/or professional organizations.
4. Demonstrates involvement in professional service at the national or international level.
Examples of Documentation for Service

University Participation in department/college/university committees and activities, Leadership in department/college/university/committees and activities, Fostering the departmental relationship with clinical, practicum, and internship site agencies, Participation in student recruitment and retention activities, Advisor for student organizations, Assumes leadership responsibility as department chairperson/director or Associate Dean, Assumes responsibility for special academic projects such as accreditation coordination or clinical/internship site coordination, Develops published materials (e.g., newsletters, websites, brochures) related to program and/or college

External Community Participates on advisory boards related to professional role, Participates in organizations and activities related to areas of professional expertise, Organizes community workshops/conferences/activities, Receives public awards and/or recognition, Conducts a professional practice in the community

Professional Community Participates in discipline-based organizations at local, state, regional, national, or international levels Serves as editor and/or reviewer for professional publications and media products, Develops published materials related to profession (e.g., newsletters, brochures), Provides consultation materials, Works as peer-reviewer for professional conferences, Organizes professional workshops/conferences/activities, Promotes profession through public awareness activities, Serves as expert witness

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