EVALUATION CRITERIA FOR TENURE, REAPPOINTMENT & PROMOTION

Evaluation of Lewiston-Auburn College faculty members will be based on performance in teaching, scholarship, University service, and public service. The College expects that faculty will demonstrate dedication to teaching, pursuit of scholarly interests, and commitment to the University and those it serves. In weighing the overall performance and unique contributions of faculty members, special consideration will be given to the specific ways they have responded to the multifaceted demands of a young institution with heavy administrative and advising duties and to the large workload involved in the student-centered, interdisciplinary, writing intensive, and service learning components of the College’s mission. Varied profiles of active achievement in the areas above justify an appointment for as long as professional responsibilities are met. Careful and full scrutiny of faculty members’ records will precede the decision to recommend tenure or promotion. Promotion in rank is addressed on page seven of this document.

Teaching

Teaching is the first and most important area considered in the evaluation process. The College expects its faculty to primarily focus on student centered pedagogy which emphasizes critical thinking, communication skills, interdisciplinarity, and professional applications of course material. In addition to staying current in their field, all faculty should incorporate these emphases in their pedagogical efforts by developing new courses and continuously updating and revising course materials. Faculty are also expected to actively engage in advising students on how to more effectively reach their educational and professional goals. Examples of these pedagogical efforts may include:

Student Centered Teaching

- Clearly defining course objectives and requirements and presenting instructions, ideas, and theories in clear, accessible language.

- Using a variety of methods in the classroom to meet the needs of different learning styles and goals (e.g., small groups, student-led discussions, impromptu writing, audio/visual technology, mini-lectures, etc.)

- Showing patience, sensitivity, and respect while challenging and motivating students to do their best work and take responsibility for their own learning.

- Teaching in a way that manifests one’s commitment to empowering students to learn rather than to performing one’s expertise.
Critical Thinking

- Creating an atmosphere in which students learn from each other and value others’ diverse perspectives.

- Introducing students to new ideas, encouraging them to think in new ways, and stimulating them to think independently.

Communication Skills

- Helping students improve their skills at presenting their ideas to others and at interacting with members of a group.

- Emphasizing writing as a learning process which helps students to reveal their knowledge. Using writing assignments that encourage students to think through issues and concepts and providing useful feedback on these assignments.

Interdisciplinarity

- Using materials, concepts and methods from more than one discipline (including through team teaching) to illustrate the value of difference and diversity in knowledge and the utility of multiple perspectives in generating new insights into complex problems.

- Engaging in careful examination of the nature of disciplinary differences in inquiry and types of knowledge in order to make explicit the assumptions and implications inherent in each discipline.

Professional Applications

- Involving students in service learning projects appropriate for course content.

- Using examples effectively by relating material to concerns and experiences of students and applying concepts and theories to local/regional/global issues.

Although it is not expected that faculty members will always effectively implement each area detailed above, they are expected to be reflective practitioners who continuously examine their effectiveness in student learning. Evaluation of teaching effectiveness will be determined by the following methods:

- Submission of teaching materials including syllabi, assignments, assessments, and critiqued student work

- Student evaluations, and

- Peer reviews
In addition, it is expected that faculty will engage in professional development (e.g.,
attending workshops, seminars, conferences, etc.) that will enhance their teaching.

**Scholarship**

Scholarship is highly valued, and scholarly achievement shall be an important criterion in
establishing eligibility for reappointment, promotion, and/or tenure. In keeping with
LAC’s mission and embracing a broadened view of scholarship as defined by Boyer
College is defined within the following categories:

*Scholarship of Discovery: Traditional research which contributes to the growth
of a discipline or profession.*

*Scholarship of Integration: Serious, rigorous work that crosses disciplinary
boundaries to interpret and synthesize disparate views and information in creative
ways. This type of scholarship results in identifying new insights and meanings
and recognizing new relationships between knowledge and information.*

*Scholarship of Application/Practice: The rigorous application of knowledge to
consequential societal problems through scholarly service.*

*Scholarship of Teaching: Substantive scholarship that is deeply embedded in the
other three forms of scholarship in a way that enhances the quality of
teaching/learning, and/or adds to the knowledge of the teaching process. It
consists of multiple elements which result in increased coherence and meaning for
the learner.*

The successful candidate need not excel in pursuing all categories of scholarship, but
must offer a reasonable balance in the types of contributions made to the University
through scholarship. Continuing scholarly growth must be documented and can be
demonstrated through any of the following and other activities. However, sustained
activity must be evident in the first two categories below for tenure and promotion.

- Publication in scholarly journals or books of disciplinary, interdisciplinary or
  pedagogical theory and research, at least some of which are refereed.

- Presentation of a scholarly paper to a professional society, or a paper in one’s field(s)
  of interest to any group, at least some of which are refereed. Regular creation,
  practice, and performance of creative work, particularly in writing and the visual and
  performing arts. This may include interdisciplinary engagements in the arts…this
  activity pertaining mainly to faculty in creative writing and the visual and performing
  arts, but also applying to other faculty who study and work creatively in an
  interdisciplinary fashion with the arts.

- Grants submitted especially if awarded.
• Written description of current research in progress including an indication of projected time of completion of work (e.g., grants over several years, written or funded; book contract) and type of outcome anticipated.

• Editing, refereeing manuscripts, or writing book reviews for professional journals; reviewing texts in one’s field of specialization for publishers.

• Evidence of collaborative, interdisciplinary publications and presentations that demonstrate integrative and synthetic knowledge.

• Development of programmatic curricula which incorporates new pedagogies and practices (e.g., creating or fundamentally redesigning a degree program) particularly when this curricula is peer reviewed.

• Development of community service learning projects when they clearly draw upon, test, and/or advance one’s disciplinary expertise, particularly when the project is in some fashion reviewed.

• Attending or participating in meetings, conferences, and conventions of professional associations within or outside one’s primary discipline.

• Development of clinical practice which reflects new theory, techniques and strategy, particularly when this practice is shared with peers through presentation or publication.

• Service to one’s professional societies, such as organizing a research conference or annual meeting.

• Documents, such as public reports, designed to address community or university problems, particularly when these documents are accompanied by reviews.

• Development of software and other informational systems programs to enhance teaching/learning effectiveness, particularly when shared with peers through presentations or publication.
Service

Service constitutes the third area for evaluation in tenure and promotion decisions. Consistent with the categories of the UMS personnel presentation and as described further below, Service activities are considered in two Subcategories: “Program/College/University Service” and “Public Service.”

Program/College/University Service:

Service to the University, College and degree programs at LAC should be weighted heavily in evaluation procedures, particularly in light of the substantial demands placed upon the small number of faculty responsible for the continued development and growth of this young institution. Sustained activity must be evident in the first category below. Evaluation of this service may be based on the following:

- Actively engages in the development and support of the interdisciplinary nature of the college and its faculty.
- Effective and responsible participation in committee work at the University, College and degree program levels.
- Organization of and/or serving as a presenter at LAC and University faculty workshops.
- Participation in the administration of program curriculum, including activities such as establishing and maintaining liaisons with other institutions, and organizing degree programs’ Advisory Committees.
- Review of curricular development of degree programs other than in one’s primary teaching areas. (Note that substantive review and revision of degree program curriculum in one’s primary teaching areas may be presented and evaluated with emphasis on Teaching and/or Scholarship.)
- Administration of grants.
- Involvement in other interdisciplinary activities such as the development of college colloquia.
- Participation in the development of policies for the College.
- Involvement in community outreach activities for the primary purpose of recruiting students and/or furthering public awareness of LAC and USM.
- Advising student organizations.
• Involvement in other internal activities of the College and its degree programs.

Public Service

Since a goal of LAC is to be a resource to the community and the region, one criterion for promotion and tenure shall be public service in a professional capacity, that is, activities in which skills and knowledge related to one’s appointment at LAC/USM are brought to bear in service to the community. “Community” is understood to mean the local community and/or the New England region.

Documentation of a faculty member’s public service can include letters from governmental or agency employees or from community member affected by or collaborating in the service projects; the evidence of tangible products; and/or other measures of positive impact on the community as relevant to the service. These other measures could include survey results, changes in benchmark indicators, etc.

Some examples of public service include:

• Presentations to community groups, including the media, in one’s professional area(s) of interest.

• Participation in a professional capacity in projects sponsored by a community or governmental organization, or in a project which has the goal of benefiting the community. These could include, for example, program evaluations, needs assessments, or community and school improvement projects.

• Consulting to governmental agencies or community groups, schools, and other organizations.

• Representing the university or one’s profession in a community or governmental organization, such as serving as a member of a board of directors or on an advisory board.

• Incorporating “service learning” into one’s classes, this also being an activity to be considered under evaluation of “Teaching.”
Promotion in Rank

In addition to the above criteria, the following guidelines will be used for promotion in rank. Faculty members need not demonstrate excellence in all categories but should provide evidence of a balanced level of quality in teaching, scholarship, and service.

1. Instructor: An instructor should be adequately prepared to perform teaching assignments successfully. The instructor should hold a master’s degree (or comparable qualifications) and be actively working to increase mastery of a discipline. Appointment at this rank will not be renewed unless the individual demonstrates qualities desired in professorial ranks. Continuous tenure will not be granted at the instructor rank.

2. Assistant Professor: An assistant professor must exhibit professional competence in teaching assignments, scholarship, and university/community service. The assistant professor should hold the highest earned degree traditional in the discipline in which the individual teaches (or comparable qualifications) and be actively working to stay current on new trends in the discipline. The assistant professor must have a demonstrated interest in maintaining and improving professional competence.

3. Associate Professor: An associate professor must have demonstrated professional competence and creative professional performance. The associate professor should hold the highest earned degree traditional in the discipline in which the individual teaches (or comparable qualifications). The associate professor should be in the process of establishing a good reputation in teaching and scholarly endeavors and be actively engaged in community and university service.

Teaching: Demonstrates innovation and quality in teaching methods
Contributes to curriculum development
Demonstrates the ability to grow as a teacher and advisor

Scholarship: Develops a well-defined scholarly agenda
Produces a consistent record of peer reviewed scholarship
Contributes to the scholarship of the field(s) in which they teach

Service: Is actively involved in advancing the mission of L-A College
Participates actively in college and university committees
Uses academic expertise to contribute to community organizations and activities
4. Professor: A professor should hold the highest earned degree traditional in the discipline in which the individual teaches (except in extremely unusual circumstances). The professor should demonstrate ability to stimulate students’ enthusiasm for lifelong learning. The professor must have demonstrated ability and sustained scholarship of a high order. The professor should have a reputation for making positive and creative contributions to scholarship. This reputation must be more than local and should enhance the reputation of the university.

Teaching: Demonstrates innovation and excellence in teaching
Demonstrates leadership in curriculum design and development
Mentors other faculty in their development as teachers

Scholarship: Develops a sustained program of peer reviewed scholarship that continues after tenure
Provides scholarly training to students and/or faculty through mentoring
Has a national influence on the theory, policy, or practice in field(s) of scholarship

Service: Demonstrates leadership in advancing the mission of L-A College
Provides leadership in college and university committees
Uses academic expertise to advance community organizations and activities
References


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