

**COLLEGE OF ARTS AND SCIENCES (CAS) RPT STANDARDS
(2023)**

I. CLASSIFICATIONS AND RANKS

The College of Arts and Sciences has three classifications that are involved in the Review, Promotion and Tenure process:

- A. Non-Tenure Teaching classification: Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor
- B. Tenure Track classification: Assistant Professor, Associate Professor, Professor

II. CRITERIA

A. Definitions

Achieving excellence in teaching and service is required of teaching-track faculty and tenure-track faculty at the associate and professor ranks in the College of Arts and Sciences. Excellence in scholarship is required of tenure-track professors in the College of Arts and Sciences. Below (II. A. 1-3), we specify how excellence in teaching, scholarship, and service within CAS is defined and should be documented.

in the RPT portfolio (September 1st deadline).

1. Teaching

To demonstrate excellence in teaching, the candidate must exhibit mastery of content and pedagogy, with a focus on student learning. No one metric can adequately demonstrate teaching excellence, but the sum of materials presented should indicate that the candidate meets student learning outcomes through engaged and appropriate pedagogies.

CAS recognizes that modes of documenting teaching can vary from discipline to discipline, however, all candidates must demonstrate excellence in teaching with evidence that must include:

Course syllabi
Peer observation written summaries

Official College of Arts and Sciences student course evaluations

(While student course evaluations can be valuable in the detection of possible

indicates that they are not accurate measures of effective teaching.¹ In light of this, it is recommended that student course evaluations should play a subordinate role to peer evaluations of teaching, annual reviews, and other elements of the *broad* patterns related to teaching

criteria are

addressed by the individual and reviewers. However, reviewers and candidates should avoid placing significance in fine-grained distinction of numerical scores or occasional negative student comments. Reviewers should also avoid drawing close comparisons of numerical scores between peers or other academic units.)

Additional materials could include:

Samples of examinations, projects, student work, and other

knowledge of pedagogy with a connection to student learning outcomes

- Reference to self-evaluations, responses to peer evaluations of teaching, reference to annual reviews, and student course evaluations, all with a focus on growth as a teacher.

- iii. Before the observation, the faculty member will share relevant course-related materials with the peer observer. Before the classroom observation the following actions should be completed:
 - The syllabus for the course is shared and the main pedagogical goals are explained.
 - A date for classroom observation is established.
 - The main goals of the observation are established (e.g., any aspects of teaching that the faculty member being observed wants feedback on).
 - Any special preparation to be done before the classroom observation (e.g., reading an assignment for

 - Any relevant materials related to assessment of student learning from the class period being observed are shared (e.g., quiz, test, written assignment)
- iv. Each peer observation includes at least one classroom visit. If the course is delivered online, the observer will work with the faculty member to identify the appropriate elements of the course for evaluation.
- v. Each peer observation includes a reflection meeting after the classroom observation has occurred. The observer provides feedback, which should normally include recognition of various strengths and possible areas for development or improvement of teaching. This need not be a critique. Areas for development or improvement can be things the faculty member identified as pedagogical goals. The meeting should be a constructive and collaborative conversation about the positive aspects of teaching practices and the possibility of further enhancement of these practices.
- vi. Peer observers are required to submit a brief written observation summary of feedback referenced in point 5, to the faculty member observed within the academic year in which the observation occurred. This document will be

B. Possible Indicators for Each Main Category of Observation

The following indicators are provided as guidance only. They are not prescriptive, exhaustive, or intended for use as a checklist. Rather, they provide observers with a language to help them

understand, categorize, and r

Articulates measurable learning outcomes
Uses multiple methods of student evaluation including objective and written assignments as presented in syllabus and assignments descriptors
Develops learning experiences aligned with stated student learning outcomes
Differentiates teaching to meet the objectives of successful student learning
Maintains high expectations of critical thinking and work, in a formative manner during class
Connects course assessments to program and/or core learning outcomes

Development

Engages in self-evaluation and self-reflection
Open and responsive to feedback and open to setting goals based on feedback
Consistent development and implementation/application of new methodologies
Participates in professional development around teaching effectiveness and discipline-specific content - workshops, seminars, book studies, conferences, CETL (Center for Excellence in Teaching and Learning), etc.

2. Scholarship

Excellence in scholarship requires that a candidate be a productive member of his or her community of scholars and show evidence that demonstrates a high level of contribution to the discipline (as defined by Boyer (1990)). Further, the Faculty Handbook states that the criterion for scholarship

Dissemination of research, scholarship or creative activities will typically include:

Peer-reviewed presentation at discipline specific venues such as regional, national or international conferences, exhibits or performances

¹ In general, CAS considers research/scholarship mentoring to be a component of teaching; however, individual department/school protocols may have candidates include these activities in the scholarship area of portfolios instead of in teaching.

Peer-reviewed publications or creative works

Other evidence of ongoing scholarly activity could include:

for candidates to make meaningful contributions towards improving or maintaining the quality of the institution.

Beyond the required activities, candidates will document excellence in service with reference to the following categories and examples:

Faculty-Oriented Initiatives (e.g., mentoring colleagues, offering or organizing

care of instrumentation, serving on search committees)

Student-Oriented initiatives (e.g., registration advising, Faculty Advisor to Student Clubs and organizations)

Professionally-Oriented Activity (e.g., organizing conferences or seminars in a field, reviewing grants and manuscripts)

Faculty governance and other elected positions or working groups (e.g., standing committees, or ad hoc committees; ~~curriculum~~ curriculum-working group or task force)

Recruitment/Retention/Alumni work (e.g., Admissions work such as Experience UNE Days and Open Houses, meeting and/or corresponding with prospective students, maintaining connections with alumni)

Community-Oriented Professional Activity (performing educational outreach, such as

presentations or volunteer work, as an application of your professional expertise)

Institution-Oriented Activity (e.g., serving as an academic unit leader, including tasks such as such as scheduling courses, budgeting, supervising faculty and professional staff, or designing or coordinating academic programs; or, in exceptional circumstances, serving in an interim or acting full-time administrative position at the college level)

As this list suggests, the CAS recognizes and values multiple dimensions of service without privileging one. It views service to the college and university as a collective effort in which responsibilities are shared and leadership takes many forms. CAS also acknowledges that specific commitments may vary from year to year. To document these contributions, candidates are encouraged to request letters as activities are completed. Any contingencies, including changes to percent effort, will be documented separately in the annual review.

B. Teaching Track: Reappointment and Promotion Policies and Procedures

consult with their Academic Director.

Scholarship is not required in the Teaching Track, or considered in performance reviews, unless it is a temporary workload component requested by the faculty member and mutually agreed upon by the faculty member, Academic Director and Dean see Requestion for Scholarship Time, below

Third-Year Review: Candidates standing for reappointment must demonstrate progress toward excellence in teaching and service commensurate with the standards defined above.

Sixth-Year Review: Assistant Teaching Professors applying for promotion must demonstrate excellence in teaching and service as defined above. Assistant Teaching Professors applying for promotion who have not demonstrated excellence in teaching or service but have demonstrated additional progress toward excellence will be considered for reappointment to Assistant Teaching Professor and must submit for promotion to Associate Teaching Professor in no more than three years (Ninth-Year Review, see below).

Assistant Teaching Professors electing to submit for reappointment (but not promotion) who have demonstrated additional progress towards excellence will be reappointed to Assistant Teaching Professor and must submit for promotion to Associate Teaching Professor in no more than three years (Ninth-Year Review, see below).

Ninth-Year Review: (Does not apply to Associate Teaching Professors). Assistant Teaching Professors must elect to submit for promotion in their seventh-year, eighth-year, or ninth-year, at their choosing, and demonstrate excellence in teaching and service as defined above. Those candidates submitting for promotion to Associate Teaching Professor in the seventh, eighth, or ninth year who do not demonstrate excellence in teaching and service will not be reappointed.

Promotion to Teaching Professor: Promotion to Teaching Professor is granted to those Associate Teaching Professors who have achieved a stature of leadership among the UNE faculty. Promotion will be granted only if there is a record of continued excellence as a teacher and evidence of evolution in teaching acumen beyond the level required for promotion to Associate Teaching Professor. Teaching Professors should be considered among the most accomplished teachers in the University and promotion will be granted only to those who have attained that stature. The service contributions of the candidate should be more extensive for promotion to Teaching Professor than for promotion to Associate Teaching Professor. Associate Teaching Professors should demonstrate significant leadership in the UNE community in order to be promoted to Teaching Professor.

Request for Scholarship Time: For the purpose of professional development, faculty on the Teaching Track may apply for temporary reallocation of workload to include scholarship. The request must be initiated by the faculty member according to the process

and timeline described below. If the time reallocation is awarded, the faculty member is required each semester to submit a progress report to the Academic Director and Dean, detailing the amount of time spent on the project, progress toward project goals and update on plan to completion of project.

Timeline and Procedures for Requesting Time for Scholarship (Teaching Track):

(If date falls on weekend, the next business day will apply)

20% of workload) and number of semesters (maximum of three).

4. Financial support, if applicable: Explanation of internal or external grant funding obtained for the work proposed in #2.

C. Tenure Track: Reappointment, Promotion, and Tenure Policies and Procedures

Normally, Assistant Professors will stand for reappointment in the third year of service, promotion to Associate Professor will be considered following six years of service at the Assistant Professor rank, and promotion to Professor will be considered after six years of service at the Associate Professor rank. However, Associate Professors may choose to extend the time to promotion to Professor so as to have an appropriately strong portfolio. Faculty members wishing to stand for early promotion are advised to consult with their Academic Director and Dean.

Third-Year Review: Tenure-track candidates standing for reappointment in the third year must show progress toward excellence in teaching, scholarship and service commensurate with the standards defined above to indicate that there is a reasonable assurance that the standards for promotion will be met in the sixth-year review.

Sixth-Year Review: Assistant Professors standing for promotion must demonstrate excellence in teaching, scholarship, and service as defined above.

Promotion to Professor: Promotion to Professor is granted only to those Associate Professors who have achieved a stature of leadership among the UNE faculty and in their community of scholars. Promotion will be granted only if there is a record of continued excellence as a teacher and evidence of evolution in teaching acumen beyond the level required for promotion to Associate Professor. Professors should be considered among the most accomplished teachers in the University and promotion will be granted only to those who have attained that stature. Candidates are expected to demonstrate a continued level of excellence in scholarly productivity. Service contributions of the candidate should be more extensive for promotion to Professor than for promotion to Associate Professor.

III. COLLEGE SPECIFIC CONSIDERATIONS

A. Composition of the subcollege RPTC

1. The composition of the subcollege RPTC will be determined by the appropriate Academic Director or Department Chair after consultation with the candidate. The subcollege RPTC should

school or other academic programs that are close, or relevant, to

minimum of three members with the total membership always being an odd number.

professoriate. NY: The Carnegie Foundation for the
Advancement of Teaching.