

**COLLEGE OF PROFESSIONAL STUDIES COLLEGE STANDARDS FOR REAPPOINTMENT,
PROMOTION, AND TENURE
August 2023**

This document will describe the organization of faculty within the University of New England's backgrounds College of Professional Studies (CPS), and the process for the granting of reappointment and promotion for faculty in the CPS¹. CPS consists of faculty with diverse academic; therefore, this document describes a review and promotion process for the CPS faculty across all disciplines employing criteria that are consistent and fair. The processes and criteria for reappointment and promotion described herein apply to faculty on the non-tenure teaching or clinical tracks and are consistent with processes and criteria described in the *UNE Faculty Handbook*.

I. UNE CPS FACULTY CLASSIFICATION AND RANKS

Faculty classifications and ranks are described in SECTION TWO the University of New England *Faculty Handbook*. Currently, faculty members in CPS have teaching or clinical track appointments:

a. **Non-Tenure Teaching Track:** a faculty member at any rank, whose duties and responsibilities are primarily teaching (whether traditional or nontraditional, conducted in a classroom, online, or in an applied setting). The responsibilities of all those on the Teaching Track will also include Service. Scholarship is not typically required in the Teaching Track, or considered in performance review, unless it is a workload component agreed upon initial appointment or during the annual performance appraisal. If there is an expectation for scholarship, the workload and the criteria for evaluation will be explicitly outlined in the Letter of Hire, and/or in Annual Review documents and understood by the candidate, program director, and Dean. Scholarship in the Teaching Track will not ordinarily exceed 20%. Those on the Teaching Track do not have, and may not acquire, tenure.

¹ Note: CPS does not currently have faculty on the tenure-track, and this document will be revised to incorporate tenure-track faculty should they be hired in the future.

b. **Non-tenure Clinical Track:** a faculty member at any rank, whose duties and responsibilities are primarily academic (teaching, mentoring, or precepting students in a clinical or setting where clinical services are being delivered) or supervisory (coordination and oversight of student internships/practicums). Non-Tenure clinical faculty also have expectations for service and may have other assigned duties in the areas of scholarship or administration. If there is an expectation for scholarship, the workload and the criteria for evaluation will be explicitly outlined in the Letter of Hire, and/or in Annual Review documents and understood by the candidate, program director, and dean. Scholarship in the Clinical Track will not ordinarily exceed 20%. Those on the Clinical Track do not have, and may not acquire, tenure.

II. REVIEW CRITERIA FOR CPS

The following are the criteria for reappointment and promotion that apply to CPS faculty. The multi-level reappointment and promotion review process will assess performance in each domain in the context of the percent effort outlined in the letter of hire and subsequent annual reviews.

A. Teaching Track and Clinical Track Evaluation:

Faculty typically carry out the educational mission of CPS via fully online methods of delivery grounded in teaching strategies that foster student engagement and learning. Teaching duties in CPS include, but are not limited to: teaching of students or peers e.g., delivery of pre-recorded or live instruction, assessment of student learning, syllabus & curriculum development, rubric design, small group facilitation, instruction utilizing standardized patient/clients, student advising, thesis/capstone/dissertation advising, and professional development related to teaching. Accreditation activities and updates may also be included in teaching load assignments.

Clinical teaching duties in CPS include, but are not limited to: oversight of field/clinical placements, supervised experiential learning (SEL), creation of preceptor training webinars and materials, interprofessional collaborative teaching in the field, student advising, practice-related thesis/capstone/dissertation advising, and professional development related to the work of clinical teaching. Clinical track faculty may also teach their peers, provide professional development to preceptors, consult on policy boards or be sought out for their expertise in the field.

B. Criteria for evaluating teaching excellence

The faculty member will examine and provide evidence for the quality, breadth, and quantity of their teaching:

1. Quantity: Number of courses developed, number of hours teaching; number of years teaching; number of learners and/or groups taught; number of student/preceptor webinars developed.
2. Breadth: Types of courses developed; pedagogical and curricular innovation; incorporation of different learning and teaching styles.
3. Quality: Course/instructional quality as assessed through student evaluations of teaching; peer observation/review; course director ratings; peer letters of support; webinar evaluations.

Teaching products or exhibits may include:

- i. Self-written learning objectives, teaching, and assessment materials, including accreditation-related materials.
- ii. Self-evaluative statement of teaching philosophy and teaching effectiveness
- iii. Evaluations: Student evaluations of teaching; Peer evaluations, Annual Performance Evaluations, and letters of support

- iv. Local (department/institutional) awards for teaching; honors or recognitions for teaching contributions
- v. Letters of recommendation from student support and instructional designers on teaching effectiveness
- vi. Contributions to professional educational organizations
- vii. De-identified reports from Salesforce containing student commentary on the candidate's teaching effectiveness
- viii. Awards for teaching or mentoring from sources other than the candidate's department/institution
- ix. Evidence of satisfactory completion of all continuing-education requirements associated with level of practice
- x. Strategic planning around student learning, outcomes, and assessment

Examples of Teaching Excellence Across Ranks:

Assistant Professor: The Assistant Professor will provide evidence of performance at a competent level and articulate personal goals characteristic of teaching excellence. The Assistant Professor may be involved in the development and local adoption of educational material in print or other media including items such as syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); this may also include development of instructional methods, policy statements, and/or assessment tools.

Associate Professor: The candidate for promotion to Associate Professor will provide evidence of teaching excellence. A candidate for promotion to Associate Professor develops sound teaching methods, participates meaningfully in curricular development and/or revision, student assessment/appraisal, or implementation of educational policy. An Associate Professor may initiate novel or innovative pedagogies, IPE teaching, and/or may have served as a resource in orienting new faculty or mentorship of others.

Professor: The candidate for Professor will show continued and sustained excellence in teaching as reflected in student, peer, and programmatic evaluations. The candidate develops and refines sound teaching methods, and leads curricular improvements and enhancements to assessment methodologies. These curricular materials have opportunity for regional or national disciplinary adoption. The candidate may have trainees upon whom they had a major influence, including feedback from trainees as to their impact and/or student publications/presentations.

A II. Criteria for evaluating clinical teaching excellence

The faculty member will examine and provide evidence for the quality and quantity of the teaching endeavor related to:

1. Quantity: Number of courses developed, number of hours teaching including clinical duties; number of years teaching; number of learners and/or groups taught; number of student/preceptor placements and mentorships; number of capstone students advised.

2. Breadth: Types of courses developed; curricular innovation; incorporation of different learning and teaching styles.
3. Quality: Course/instructional quality assessed through student evaluations; peer observation/review; course director ratings; peer letters of support; invitations to consult on clinical practice or external peer review and program review.

Teaching products or exhibits may include:

- i. Self-written learning objectives, teaching, and assessment materials, including accreditation activities and updates
- ii. Self-evaluative statement of teaching philosophy and teaching effectiveness,
- iii. Evaluations: Student evaluations; Peer evaluations and letters of support; Preceptor evaluations
- iv. Local (departmental/institutional) awards for teaching or mentoring; honors or recognitions for teaching or mentoring contributions
- v. Letters of recommendation from field site coordinators or preceptors; clinical preparation of students
- vi. Contributions to professional educational organizations
- vii. De-identified reports from Salesforce containing student commentary on the candidate's teaching effectiveness
- viii. Awards for teaching or mentoring from sources other than the candidate's department/institution
- ix. Evidence of maintenance of and currency in the field of practice, as appropriate to responsibilities
- x. Evidence of satisfactory completion of all continuing-education requirements associated with level of practice
- xi. Program review and quality improvement
- xii. Strategic planning around student learning, outcomes, and assessment

Examples of Clinical Excellence Across Ranks:

Assistant Professor: The Assistant Clinical Professor will provide evidence of performance at a competent level and articulate instructional goals characteristic of teaching excellence. The assistant professor is involved in the development and local adoption of clinical educational materials to include syllabi, clinical/field curricula, web-based training modules or courses, performance assessment methods, and/or technologies (e.g., simulation). Instructional activities may also include the development of preceptor materials to support student education. An Assistant Clinical Professor may also be engaged with the development and implementation of practice-based policies and statements.

Associate Professor: The candidate for promotion to Associate Clinical Professor will provide evidence of excellence in clinical teaching and related practice. An Associate Clinical Professor demonstrates a track record of sound teaching methodologies, meaningful contribution to clinical curriculum development and refinement, and sustained excellence in the appraisal of

student clinical/field performance. The candidate may have initiated innovative or novel clinical educational approaches to include interprofessional experiences. An Associate Clinical Professor has cultivated deep relationships with disciplinary colleagues/preceptors, and serves as a mentor to students and new clinical faculty. The candidate should be well engaged in local or regional delivery systems to include clinical committees or policy development.

Professor: The candidate for Clinical Professor will show continued and sustained excellence in clinical teaching as reflected in student, peer, and programmatic evaluations. The candidate must demonstrate leadership in continuous clinical curricular enhancements beyond those described as the Associate Clinical Professor level. The body of teaching work presented must demonstrate impact to the discipline/profession. The candidate may have trainees upon whom they had a major influence, including feedback from trainees and/or co-authored student publications/presentations.

C. Scholarship*

Faculty with scholarship expectations carry out the mission of CPS to create new knowledge relevant to the different fields represented by the different programs. In recognition of the diverse CPS faculty, the College takes a broad view of scholarship to include discovery, integration, application, and the scholarship of teaching and learning. Examples of scholarship in CPS may include:

- a. Quantitative and qualitative research in areas represented by the expertise of CPS Faculty.
- b. Activities and evidence related to the Scholarship of Teaching and Learning (SoTL).
- c. Dissemination of scholarship through peer-reviewed publications, professional conference presentations.
- d. Grants and extramural funding.
- e. Honors or recognition of scholarly achievements.

Criteria for evaluating scholarly productivity

The quantity and quality of:

1. Dissemination of scholarly work at professional conferences outside of UNE.
2. Publication of articles in peer reviewed journals.
3. Research and dissemination related to the Scholarship of Teaching and Learning (SoTL)
4. Grants and extramural funding

**The criteria for scholarship will reflect the requirements unique to each program/discipline*

Scholarship products or exhibits may include:

- i. Links to invited scholarly presentations
- ii. Downloaded copies or links to publications in journals or proceedings
- iii. Copies of books or chapters in edited volumes
- iv. Citation of candidate's published work
- v. Grant/contract awards
- vi. Accreditation and assessment documentation
- vii. Submitted research or grant proposals
- viii. Invited or competitive scholarly presentations
- ix. Honors or recognitions for scholarly contributions
- x. Links to webpages of newly developed products
- xi. Links to webinars developed/delivered

Examples of Scholarship Across Ranks:

Assistant Professor: The Assistant Professor will provide evidence of an emerging and well-defined scholarship agenda. Dissemination of scholarly work through peer-review is essential. The Assistant Professor may be seeking internal or extramural funding to support research/scholarship endeavors.

Associate Professor: The candidate for promotion to Associate Professor will present a body of research and scholarship that shows sustained productivity and impact. This body of work should be well disseminated outside of UNE through publications and/or professional presentations. The research program should be expanding and may include collaborations with colleagues and/or extramural funding to support scholarship.

Professor: The candidate for Professor will demonstrate excellence and leadership in research/scholarship beyond that required for the Associate Professor. The research program has increased in depth and breadth, with outcomes/findings impactful to the discipline. The contributions of this scholarship are deemed significant at a national or international level.

D. Service

Excellence in service requires that a candidate be generous with their time in activities that enrich the department, college, university, and professional community. Expectations of the work performed and time spent conducting committee or service contributions should be clearly specified. Service within or outside the university, including professionally relevant external service, and resulting contributions should be documented. Evaluation should include the impact of the faculty member's service role(s) given the individual's career stage.

Criteria for evaluating service excellence may include:

1. Participation in faculty governance.
2. Active participation in departmental, college, and/or university committees.

3. Measurable outcomes of the candidate's roles on the committees on which they serve.
4. Participation as a peer-reviewer for professional journals.
5. Participation in community service that models the scholar-practitioner model of CPS.
6. Activities geared towards new program development.
7. Engagement and leadership of relevant professional organizations.
8. Serving on and contributing to committees at the program, college, university, and community levels
9. Serving on standing university committee or academic council, either by election or appointment
10. Invitation as a peer reviewer for professional journals or accrediting bodies
11. Contributing to and/or chairing a search committee
12. Contributing to program or college curricular revisions
13. Advising a student group
14. Civic community contributions beyond UNE that are relevant to the profession/discipline of the candidate

Service products or exhibits may include:

- i. Descriptions of duties and responsibilities on UNE committees, ranging from committee member to chair/leadership roles
- ii. Peer reviews for professional journals
- iii. Letters of appointment to committees within and outside UNE
- iv. Active membership or leadership of local, state, national, or international professional organizations
- v. Editorial service for journals or professional associations, including review of external academic programs, grant proposals or books
- vi. Letters of support from committee chairs
- vii. Thank you notes from community stakeholders
- viii. Letters or emails from journal editors to serve as an abstract/manuscript reviewer
- ix. Honors or recognition for service

Examples of Service Across Ranks:

Assistant Professor: An Assistant Professor will serve at the program and/or college level. This engagement can assume many forms such as serving as a member of a hiring committee, advisory committee, or admissions committee.

Associate Professor: Candidates for Associate Professor will serve through greater engagement and at more diverse levels including progressive leadership roles. Candidates may provide service at the department or university level, or on editorial boards, grant review committees, program and conference program committees.

Professor: Candidates for Professor will be engaged in progressive leadership roles as part of their service responsibilities. They are expected to lead and contribute to major service initiatives for the program, college, institution, or professional organization. Candidates may provide service to relevant professional constituencies within and outside the academic community.

Non-Tenure Teaching Professor Classification: Reappointment and Promotion Policies and Procedures

Demonstrated excellence in teaching and service is required of Associate Teaching Professors and Teaching Professor ranks in the College of Professional Studies. Faculty members wishing to stand for early promotion are advised to consult with their department chair/director. Exceptions to policy will be stated at time of hire.

Every regular faculty member on the Non-Tenure Track Teaching Professor Classification will participate in a multi-level review every third year of employment until promotion to the Associate level. Multi-level review will include 1) college RPT committee and the program 2) chair/director, 3) college dean, and 4) provost.

Once promotion to the Associate level has been achieved, this review will occur again whenever a promotion is being sought. Non-tenure track faculty members hired at the Associate Professor rank will undergo one multi-level review in their third year of employment and whenever promotion is sought.

Non-tenure track faculty members hired at the Professor rank will undergo one multi-level review in their third year of employment.

1. **Third-Year Review**: Candidates standing for reappointment in the third year will demonstrate sufficient progress in teaching, service, and scholarship (if applicable) as defined by the aforementioned criteria. Progress will be indicative of sufficient potential providing reasonable assurance that the standards for promotion will be met at the sixth-year review.

2. **Promotion to Associate Teaching Professor**: Promotion to Associate Teaching Professor will be considered after six years of service at the rank of Assistant Teaching Professor. Faculty standing for promotion will demonstrate excellence in teaching, service, and scholarship (if applicable) as defined in the aforementioned criteria.

3. **Promotion to Teaching Professor**: Promotion to Teaching Professor typically will be considered after six years of service at the rank of Associate Teaching Professor for those faculty who demonstrate a sustained record of excellence in teaching, service, and scholarship (if applicable) as defined in the aforementioned criteria.

Non-Tenure Clinical Professor Classification: Reappointment and Promotion Policies and Procedures

Demonstrated excellence in teaching, service, and clinical contributions to the program. Faculty members wishing to stand for early promotion are advised to consult with their department chair/director. Exceptions to policy will be stated at time of hire.

Every regular faculty member on the Non-Tenure Track Clinical Professor Classification will participate in a multi-level review every third year of employment until promotion to the Associate level. Multi-level review will include the 1) college RPT committee, 2) chair/director, 3) college dean, and 4) provost. Once promotion to the Associate level has been achieved, this review will occur again whenever a promotion is being sought.

Non-tenure track faculty members hired at the Associate Professor rank will undergo one multi-level review in their third year of employment and whenever promotion is sought. Non-tenure track faculty members hired at the Professor rank will undergo one multi-level review in their third year of employment.

1. Third-Year Review: Candidates standing for reappointment in the third year will demonstrate sufficient progress in teaching, service, and scholarship (if applicable) as defined by the aforementioned criteria. Progress will be indicative of sufficient potential providing reasonable assurance that the standards for promotion will be met at the sixth-year review.

2. Promotion to Associate Clinical Professor Promotion to Associate Clinical Professor will be considered after six years of service at the rank of Assistant Clinical Professor. Faculty standing for promotion will demonstrate excellence in teaching, service, and scholarship (if applicable) as defined in the aforementioned criteria.

3. Promotion to Clinical Professor Promotion to Clinical Professor typically will be considered after six years of service at the rank of Associate Clinical Professor for those faculty who demonstrate a sustained record of excellence in teaching, service, and scholarship (if applicable) as defined in the aforementioned criteria.

Evaluation Procedures

Consistent with the University *Faculty Handbook*, RPT reviews in the College of Professional Studies are conducted according to the principle of incremental substantive, cumulative review – in which each successive review builds upon a foundation created by all previous reviews. Refer to the University *Faculty Handbook* for details.

Formation of the College-level RPT Committee

CPS will have a college committee of at least three faculty at the associate or full professor ranks. Three members will be recommended by vote of the full-time faculty, and as necessary,

up to two additional UNE faculty may be appointed by the Dean (ex: if one of the 3 elected faculty is also a mentor to the candidate for review and must recuse themselves). To ensure consistency in the process, appointments should typically be for two-year terms with staggered end dates. The general committee make-up should strive to resemble the diversity of candidates being evaluated in terms of track (teaching versus clinical) and/or candidate background/expertise. All members will discuss and vote upon all dossiers. Elections for the college RPT will take place in March. If the college does not have enough qualified faculty to serve on the college RPT committee, then the process described in the University *Faculty Handbook* Evaluation Procedures applies. The committee chair is elected by a majority of the committee, and should have served on the committee in a previous year.