

# **Criteria for Faculty Evaluations**

## **Department of Spatial Information Science and Engineering**

### **Statement of Purpose**

The stated goal of the University of Maine is quality public higher education for Maine citizens. This goal is to be met through the University's efforts in the general areas of teaching, research, and service.

Consonant with the goal of the University, the goal of the Department of Spatial Information Science and Engineering is to provide high quality programs in spatial information engineering with the objectives of:

- preparing individuals to become professional practitioners of spatial information engineering;
- advancing the professional competence of spatial information engineers to high levels by means of graduate education;
- enabling practicing spatial information engineers to keep abreast of current developments by means of continuing education;
- conducting research for the advancement of knowledge in the profession and in support of the educational programs;
- encouraging implementation of significant research findings;
- serving the University, the local community, the State of Maine, and the nation through professional activities;
- promoting and advancing the profession of spatial information engineering; and
- seeking to assure that the profession of spatial information engineering is continually responsive to the ever-changing needs, desires, and aspirations of society

The purpose of this document is to provide criteria for evaluating faculty of the Department of Spatial Information Science and Engineering. Each individual will be assessed on their contributions toward departmental goals and objectives. It is also expected that these criteria will be used as the common basis for making decisions concerning promotion, tenure, and other University rewards and compensations.

### **Framework for Evaluation**

The Department of Spatial Information Science and Engineering is a heterogeneous unit comprised of several program areas. Differing faculty contributions within the department at a given time, and changing contributions by a given faculty member over time, may be a desirable and practical necessity for the department to operate and grow in an orderly manner. Diversity of faculty talents and interests is a strength that is to be preserved and orchestrated for the betterment of the department, the University, and the individual.

## **Criteria for Evaluation**

The three categories for evaluating performance are teaching, research, and service. The criteria for evaluations within each category shall be identical for all faculty members, but it is not expected that all faculty attain the same level of performance in each category. In weighing an individual's contributions, recognition shall be given not only to the accomplishments achieved, but also to the constraints and the opportunities affecting the achievements as a consequence of that individual being a member of the departmental team.

The strength of the department lies in the effective combination of teaching, research, and service. Because it is unrealistic to expect that all Spatial Information Science and Engineering faculty will demonstrate outstanding performance in all three areas, it is expected that criteria for promotion and tenure can be fully satisfied in a number of ways within the judgmental jurisdiction of the peer committee.

Faculty considered for promotion will demonstrate a high level of competence in two areas (one of which will be teaching), and will demonstrate supporting capabilities in the third. Central to the judgments made in all cases will be the effect of the promotion on the overall distribution of talent within the Department of Spatial Information Science and Engineering among the areas of teaching, research, and service.

Promotion from assistant professor to associate professor requires that the unit member has demonstrated creative performance in areas consonant with the goals of the department. The unit member must show high promise for continued development. Normally, the evaluation of the performance will be based upon information and documentation supplied by the unit member, by the peer committee, and/or by other sources from within the University.

Promotion from associate professor to professor requires a sustained record of accomplishment and a high level of recognition and maturity. The level of accomplishment will be determined from evaluation of the unit member's reputation among knowledgeable individuals external to the University as well as evaluation of information and documentation supplied by the unit member relevant to activities in teaching, research, and service. Demonstrated leadership abilities are required.

### **Teaching and Advising:**

Teaching and advising are important functions for all faculty. The evaluation of the degree to which a faculty member effectively contributes to teaching and advising is based on evidence from the faculty member's peers, chairperson, students through course evaluations, and other constituents such as employers of program alumni.

Evidence indicative of teaching and advising contributions may include but is not limited to the following:

- classroom instruction, preparation, and supervision;
- student advising
- teaching innovations including new courses or new methods of instruction

- continuing education activities;
- supervision and evaluation of teaching assistants;
- introduction of undergraduate students to research experience
- receipt of teaching awards.

**Research:**

Faculty involvement in research is an essential component of a high quality program and represents one of the avenues by which an individual can contribute to the growth of the department and the field.

Publication of research results in refereed journals is considered to be excellent evidence of research accomplishments, but it is not the only evidence that is acceptable. Sound research, carried out to its logical conclusion and transmitted to key user groups in a form convenient for their use, may be sufficient evidence of significant research accomplishments, provided that some form of appropriate review is conducted to establish research quality. Research results should be published in professional journals and in user-oriented reports, as a means of enhancing technology transfer while at the same time utilizing the long-established peer review process.

Evidence indicative of research contributions include the following. (Numbers indicated are targets not all of which need to be met).

- publication of research results in recognized professional refereed journals; (on average at least one refereed journal article per year)
- receipt of research grants (on average of at least one externally funded, competitive research grant every second year)
- preparation of research proposals (at least one per year)
- presentation of research results at professional meetings--particularly invited presentations at national or international meetings; (at least one per year)
- publication of technical or user-oriented reports;
- receipt of research awards; and
- direction of student research. (indicated by number of student dissertations being supervised or successfully completed)

**Service:**

Service activities appropriate for the evaluation of faculty members are broadly defined to include service to the campus community and professional service to various levels of government, professional societies, and to the general public.

Evidence indicative of service contributions may include but is not limited to the following:

- serving on committees of the department, the college, or the University;
- serving as an engineering advisor or as a member of advisory committees at the national, state, or local level;

- participating in seminars and short courses designed to make information or expertise of the University available to the public;
- reviewing research proposals or technical manuscripts as part of the peer review process;
- participating as a member of accreditation teams or other program review committees;
- chairing/organizing sessions at professional meetings or conferences;
- serving as an advisor for student organizations;
- appropriate professional consulting activities;
- editing professional journals or newsletters; and
- serving on thesis committees for students in other departments or other institutions.

Evidence will include documentation of numbers, dates, names of committees or meetings as appropriate

### **Post tenure review**

The expectation is that all individuals within the department will make sustained contributions toward the department's goals and objectives. Similar to promotion and tenure, contributions fall in the areas of teaching, research, and public service.

Evidence of sustained contributions in teaching and advising include:

- contributions to undergraduate and graduate instruction
- contributions to undergraduate advising
- contribution of new or innovative instructional methods
- submission and receipt of grants for improvement of undergraduate instruction
- contributions to student recruitment and retention

Evidence of sustained contributions in research will include the following. (Numbers indicate targets not all of which need to be met).

- regular publication in peer reviewed outlets (on average at least one refereed article per year)
- receipt of external research grants (on average at least one externally funded, competitive refereed grant every second year)
- regular submission of research proposals (at least one every year)
- regular participation in academic conferences (at least once a year)
- supervision of graduate research to successful completion (successful completion of 1 PhD every three years is desirable).
- mentoring of post-doctoral researchers

Evidence of sustained contribution to public service

- regular service on college and university committees
- regular service to professional societies
- continued service in peer review functions (e.g., service on editorial boards, proposal and manuscript review).
- contributions to technology transfer (e.g., workshops, short courses)