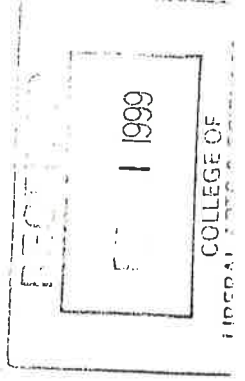


PROCEDURES AND CRITERIA FOR EVALUATION OF FACULTY  
**DEPARTMENT OF PHILOSOPHY**

January 29, 1999



**A. STATEMENT OF PURPOSE**

The Department of Philosophy sees two functions to be served by the evaluation of faculty: 1) to provide an ongoing record for tenure and promotion decisions and for post-tenure review; 2) to encourage self-evaluation by individual faculty members and constructive evaluation of the faculty by the department in order to improve the effectiveness of the departmental programs and services for the University and the community. In preparing evaluations to meet these objectives, the department recognizes its mission in terms of teaching, research, and service. As an undergraduate department, philosophy places a major emphasis on teaching. Each faculty member is expected to evidence a strong commitment to teaching with the need to offer a diverse set of courses that are taught according to standards of excellence. Each faculty member is also expected to be a productive scholar with this research commitment evidenced both through the quality of one's teaching and through publications and other productive scholarly activities. Finally, the department also affirms a commitment to service as evidenced within the department, the university, and, when appropriate, beyond the university community. Faculty members are expected to promote departmental goodwill through active participation in departmental affairs, sharing departmental responsibilities, and acting in ways consistent with promoting the welfare of students and other members of the university community.

**B. PROCEDURE**

All procedures will be consistent with articles of evaluation and promotion in the Agreement: University of Maine System with Associated Faculties of the University of Maine System. Procedures will be brought in line with changes in the AFUM Agreement. In addition to provisions in the AFUM Agreement, the Department of Philosophy recognizes procedures and criteria relative to its specific situation.

1. The department will conduct annual evaluations of faculty except:
  - a) those faculty whose service will cease at the end of the current academic year need not be evaluated;
  - b) any faculty member having the rank of Professor with tenure will be evaluated by the department every four (4) years, or more frequently upon written request of the faculty member;
  - c) any faculty member having the rank of Associate Professor with tenure will be evaluated by the department every two (2) years, or more frequently upon written request of the faculty member.

2. Evaluations will be scheduled to insure that promotion, tenure, continuing contract status, and reappointment schedules and/or deadlines are met.
3. At the written request of an appropriate administrator, the Peer Committee will determine whether to conduct Peer evaluations on a more frequent basis than provided for above.
4. Each member of the department to be evaluated will provide the department with a detailed report of professional activities during the preceding year together with an evaluation of his or her own performance. The purpose of such report and self-evaluation is to assess strengths and weaknesses so as to facilitate the highest quality in the faculty member's activities and of the department as a whole.
5. The Peer Committee, consisting of all tenured faculty, will meet after having read the reports and self-evaluations. The Peer Committee may request supporting documents or other material from faculty members being evaluated. The Peer Committee will carefully discuss the submitted material and any other factors relevant to the faculty evaluation.
6. The Peer Committee will then prepare a written evaluation of each faculty member being evaluated. The evaluation will be guided by concern for how a faculty member's performance relates to the department's mission of teaching, research, and service. The evaluation is primarily intended to facilitate excellence in the individual's and the department's performance.
7. The Peer Committee's evaluation will take the form of a written statement added to the individual faculty member's report. For one week before the evaluation is placed in the faculty member's official personnel file, she or he will have the opportunity to supply written comments which will be attached to the Peer Committee's evaluation.
8. The chairperson will add an independent statement which will be appended to the Peer Committee's report. The individual faculty member will have the opportunity to respond in writing to the chair's assessment within five (5) working days of receipt of the chairperson's letter.
9. The Peer Committee's evaluation and the chairperson's statement, along with the faculty member's written response if any, will be placed in the faculty member's personnel file.
10. As mandated by the Board of Trustees, the chairperson will conduct an annual administrative review of every faculty member.

### C. GENERAL EXPECTATIONS FOR FACULTY RANKS

1. Assistant Professor: A person having the rank of Assistant Professor will have normally attained a Ph.D. in philosophy; placed a high priority on teaching, developing a repertoire of courses in terms of both her or his areas of specialization and the overall needs of the department; shown evidence of high quality in teaching or clear progress toward such quality;

shown evidence of high quality in fulfilling his or her advising responsibilities; developed areas of research specialization, demonstrated promise of scholarly achievement, and begun to become a productive contributor in areas of his or her own research through publications and other scholarly activities; and undertaken her or his share of department responsibilities and shown evidence of a commitment to service activities. Typically, an Assistant Professor will be expected to publish about one scholarly article per year before receiving tenure. Since this is not a rigid, quantitative criterion, there is need for considerable flexibility. An example of such flexibility is the publication of a book or of refereed articles of exceptional quality which may lower the number of publications required for tenure.

2. Associate Professor: A person having the rank of Associate Professor will have normally achieved a repertoire of courses and demonstrated a dedication to and a high level of achievement in teaching; shown flexibility in developing new areas of teaching competence when appropriate to departmental needs; shown evidence of continuing high quality efforts in advising of students; become a productive scholar in his or her chosen areas of research, in terms both of publications and of ongoing growth as a scholar through research projects and scholarly activities; and made important service contributions to the department, the University, and, when appropriate, the community.
3. Professor: A person having the rank of (Full) Professor will have sustained and developed all of the expectations listed for an Associate Professor with regard to teaching, advising, research, and service. For a faculty member to be promoted from Associate Professor to Full Professor, he or she must demonstrate significant scholarly contributions made since achieving the rank of Associate Professor. The rank of Full Professor will be awarded only as a result of evidence of professional distinction and significant contribution to the Department, University, and field of philosophy. The Full Professor must have demonstrated scholarship of an exceptionally high order and a national and/or international reputation in her or his areas of specialization as assessed by departmental and outside evaluators.
4. Post-tenure Review: Tenured Associate and Full Professors are subject to Peer Reviews at two and four year intervals respectively, and they are expected to show evidence of active productive engagement in research, teaching, and service. Standards used for promotion will be continued into the post-tenure period. In general, the review criteria used for promotion to Full Professor are the same criteria used for post-tenure review of Full Professors. At the same time, there will be some flexibility in redefining expectations and criteria of productivity for tenured Full Professors in terms of significant career changes, such as retooling and new directions in teaching or research projects, and in

maximizing the specific productive capacities of individual faculty members.

#### D. CRITERIA FOR EVALUATION

Under the terms of the Union contract, the Peer Committee is responsible for evaluating all faculty and for recommending faculty members for reappointment, promotion, and tenure. In applying criteria for faculty evaluation, the department recognizes the need for considerable flexibility. Criteria must be applied consistent with the different expectations for the different faculty ranks listed above. In addition, while recognizing the overall importance of teaching, research, and service in the department's mission, there must be flexibility in evaluating the mixture of specific components in an individual faculty member's performance. For example, a faculty member who is a remarkably dedicated, creative, and effective teacher will still be expected to be a productive scholar and share in the service commitments of the department, but teaching may count relatively more in this faculty member's overall evaluation. Similarly, a faculty member who is an outstanding researcher with impressive publications will still be expected to be an effective teacher and to fulfill service functions, but research may count relatively more in this faculty member's overall evaluation.

In making evaluations of both tenure-track and tenured faculty members, the Peer Committee will consider the following factors

1. Teaching
  - a. The individual's self-evaluations
  - b. Previous Peer Committee and chairperson evaluations
  - c. Student evaluations from all courses taught every semester
  - d. Observation of teaching by faculty colleagues. This is optional but is strongly recommended for untenured faculty. It is also recommended for tenured faculty who may desire feedback on their teaching.
  - e. Unsolicited letters from students, other faculty, and others. Signed commendations or complaints become part of the faculty member's personnel file. The department chairperson must supply the faculty member with a copy of such a document. The faculty member may respond in writing to any such document, and the written response also becomes part of the personnel file.
  - f. Written evaluations that may be solicited by the department from selected students and others
  - g. Content, structure, and enrollment of courses
  - h. Willingness to be flexible in meeting the department's overall teaching needs
  - i. Other evidence of effective or ineffective teaching: awards or other recognition of outstanding teaching; extent and effectiveness of student contact outside the classroom; how courses relate to other courses within the department in enhancing the department's

curriculum objectives; how courses relate to other courses within the University as a whole in enhancing the department's presence on campus.

- j. The faculty member's self-evaluation of advising activities and initiatives for philosophy majors and undeclared advisees, and other evidence, such as a College-wide advising evaluation process, of effective or ineffective advising. Criteria for evaluating advisors will include whether advisors are knowledgeable or willing to find information about academic requirements or other information needed by advisees; whether advisors are reasonably available during office hours and other mutually agreed upon times for appointments; and whether advisors maintain caring attitudes and open channels of communication with advisees. Advisors are encouraged to use First Class e-mail and other means so that advisees feel welcome to seek help when they need it. Advisors are encouraged to attend advising workshops, especially when there is a need for greater knowledge and for different approaches to advising in order to improve their advising activities.

## 2. Research

- a. The individual's self-evaluations
- b. Previous Peer Committee and chairperson evaluations
- c. Publications of books, articles, and reviews. Highest priority is placed on refereed publications within the field. "Refereed" means that such a contribution has been evaluated positively and recommended for publication by one or more experts in the field.
- d. Editorial work for a scholarly journal or press
- e. Formal papers delivered at professional meetings. These will include refereed papers, invited presentations, and participation on scholarly panels.
- f. External grants designed to elicit support for scholarly research or for curricular development
- g. Professional contributions to national, regional, or local associations, such as chairing panels, acting as a respondent at conferences, or serving as an officer in such an association
- h. Professional meetings attended
- i. The Peer Committee may include in its evaluations of scholarship works submitted for publication and/or grant proposals submitted but not funded.
- j. Other evidence of scholarly growth

## 3. Service

- a. The individual's self-evaluations
- b. Previous Peer Committee and chairperson evaluations
- c. The following service criteria may be divided into 1) "applied scholarship" or "outreach" (as when using one's philosophical training in giving talks, writing articles, and providing consultation

- for a nonphilosophical audience or community) or 2) other activities not involving specific philosophical training (such as serving on various university and community committees and projects).
- d. Contributions to departmental governance, planning, and programs through committee work and by taking on specific tasks
  - e. Contributions to college and university governance, planning, and programs through committee work and by taking on specific tasks
  - f. Serving as faculty advisor and participating in student or other university organizations
  - g. Community service related to one's academic interests. This may take local, regional, national, and international forms.
  - h. Exceptional service for which one does not receive released time from teaching may also be recognized