

## EVALUATION CRITERIA

### UNIVERSITY OF MAINE DEPARTMENT OF SOCIOLOGY

#### MISSION STATEMENT

The Department of Sociology contributes to the liberal arts mission of the College of Liberal Arts and Sciences and the University of Maine. We are committed to excellence in teaching, research, and public service. We emphasize critical thinking and analysis in our teaching, and provide our majors intensive training in research methodology. We seek in this manner to prepare our students for the complex intellectual and vocational demands of modern society.

To all our efforts in teaching, research, and service, we seek to bring the unique perspective of our discipline on social structure and social interaction and to put into practice what C. Wright Mills called the “sociological imagination.” As our evaluation criteria state, this means that as sociologists we try to “seek beneath the surface of common-sense definitions of social reality and identify the more fundamental social processes that impinge upon us.” To further this goal, our work in all three areas of our mission emphasizes cultural diversity and pluralism, a focus integral to the sociological tradition. Through our application of the sociological imagination we contribute to a more comprehensive understanding of society and social change.

#### EVALUATION CRITERIA

The Department of Sociology contributes to the liberal arts mission of the University of Maine. We are committed to excellence in teaching, research, and public service. We seek to prepare students for the complex intellectual and vocational demands of modern society. In the spirit of public sociology, the Department’s commitment to quality of life for all reflects the value we place on the components of the “good society”: public spirit, concern for the common good, and strong social institutions stemming from an active citizenship. Through their scholarship, teaching, and professional and community engagement, faculty seek beneath the surface of common-sense definitions of social reality and identify the more fundamental social processes that affect us. Faculty are evaluated by the Chair and by a Peer Committee consisting of the tenured members of the Department. Should there be fewer than three eligible members of the Department to serve on a Peer Committee, additional members will be identified among tenured faculty within the College whose work intersects with that of the faculty person under review. Peer Committee members who are external to the department will be determined by internal Peer Committee members in consultation with the faculty person being reviewed and will be invited to serve by the Department Chair. Should there be no eligible internal Peer Committee members, all external members will be determined together by the faculty person being reviewed and the Department Chair. Any disagreements regarding eligible external Peer Committee members will be decided by majority vote of the faculty in the Department. All procedures will be consistent with articles of evaluation and promotion in the Agreement between University of Maine System and Associated Faculties of the University of Maine System.

#### TEACHING

## EVALUATION CRITERIA

The standard appointment in the Department is 75 percent teaching, 25 percent research. The Department of Sociology demands high-quality teaching of every one of its members in order to further its teaching mission, which is to stimulate the development of what C. Wright Mills called the “sociological imagination,” the ability to translate *private problems* into *public issues*. This means that we, as teachers, must constantly raise questions and foster a critical outlook about conventional descriptions of society. We want to enable our students to seek beneath the surface of commonly accepted definitions of social reality and to identify the more fundamental social processes that impinge upon the individual. Each evaluation of the faculty member, whether it be the yearly evaluation for probationary faculty, or the evaluations for promotion and post-tenure review, will be based primarily upon this fundamental criterion. While factors such as meeting classes and keeping office hours as scheduled will obviously enter the evaluation procedure, the evaluation of teaching quality must ultimately be an assessment of the individual’s ability to stimulate the sociological imagination.

### RESEARCH

The standard appointment in the Department is 75 percent teaching, 25 percent research. Every member of the Department is expected to be continuously involved in the research process. We understand that quality research and quality teaching are inextricably tied together and that faculty members will engage in a diversity of research traditions and methodologies, including but not necessarily limited to investigations that are qualitative, quantitative, or mixed methods. As a department, we value each of these approaches to research equally.

### SERVICE

While the standard appointment in the Department is 75 percent teaching and 25 percent research, service is also a valued part of the faculty role. Faculty members will therefore be evaluated in the area of service. Service is manifested at three levels:

- a. **Departmental:** The Department of Sociology is a small unit that is, by design, thoroughly democratic. Every member must play a part in the functioning of the Department if it is to run smoothly. Therefore, all Department members are expected to willingly take part in the everyday activities of the Department and to do so in a collegial manner. This involves advising students, planning curricula, serving on committees, and engaging in those other activities that are necessary for the successful functioning of the Department.
- b. **College & University:** We all gain, as individuals and as a Department, if the College of Liberal Arts and Sciences and the University of Maine run smoothly. Therefore, each member is expected to be willing to represent the Department at the College and University level by serving on committees and participating in other college and university activities.
- c. **Professional & Community:** Each faculty member is expected to contribute beyond the campus, in the profession and the community, whether at the local, state, national, or international level. The activities involved here include, but are not limited to, giving

## EVALUATION CRITERIA

talks in public or professional settings, volunteer roles related to one's scholarly expertise or professional skills for community or professional organizations, paper/book/grant reviews, service to academic societies (e.g., committees/divisions), external peer reviews, media interviews related to scholarly expertise, or writing opinion or other public pieces related to one's area(s) of expertise. Service at this level may also include curricular community engagement through such activities as advising students interning in the community or facilitating service-learning opportunities within courses.

### **EVALUATION FOR PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR WITH TENURE**

In this evaluation process the faculty member must indicate quality teaching and advising, significant progress in research activities, and contributions to service.

*Quality teaching and advising will be measured using the following criteria:*

1. Qualitative and quantitative student evaluations of teaching, which should generally be at or above university means with any exceptions explained.
2. Observation of teaching by a tenured faculty member at the university. A written evaluation provided by the tenured faculty observer should be provided to the Peer Committee. While just one observation is expected, the faculty member being reviewed is welcome to request more than one observation and submit more than one written evaluation.
3. A written description of the candidate's teaching and advising philosophy, as documented in the university's official Tenure Application form.
4. Additional indicators of quality teaching and advising include conducting research with students, working with students as teaching assistants, presenting with students, advising theses and other student research projects, internships, or independent studies, and/or publishing with students. While none of these specific indicators is required, engagement in them should be documented and will be looked upon favorably by the Peer Committee.

*Significant progress in research activities can be accomplished by completing any ONE of the following, all of which the department considers to be of equal value:*

1. Five journal articles or book chapters, all of which must be refereed. Refereed means that the scholarly work is evaluated by an expert or experts in the field, be it an editor or editorial board or a fellow scholar asked to pass judgment at the request of an editor.
2. Four journal articles or book chapters, all of which must be refereed, plus engagement in public sociology sufficient to be considered of equivalent effort to one refereed article or book chapter. Public sociology, as defined in American Sociological Association President Michael Burawoy's 2004 Presidential Address, is "concern for the public image of sociology, presenting findings in an accessible manner, teaching basics of sociology and writing textbooks." Though "equivalent effort to one refereed article or book chapter" could be achieved in a number of ways and we do not attempt to articulate them all here, examples of activities that qualify - perhaps in conjunction with one another -

## EVALUATION CRITERIA

include publishing a textbook with a reputable publisher, engaging members of the public in sociology through community relationships developed through service learning or internship advising, writing multiple opinion pieces for reputable media sources, or participating in a significant number of interviews about one's research or sociological/criminological perspectives with reputable media sources.

3. Four journal articles or book chapters, all of which must be refereed, plus submission of one major external research grant for which the faculty member serves as principal or co-principal investigator. To be considered major, a research grant must be approximately \$100,000.
4. Two journal articles or book chapters, all of which must be refereed, plus one book, either published or forthcoming, that has been published with a reputable academic or commercial press.

Service will be evaluated using the following criteria:

1. Completion of service at the Departmental level, as outlined above, is required of all faculty members.
2. At least one service activity, falling at either the College & University level or the Professional & Community level, is also expected.
3. Although additional service is not required, the Department recognizes that engagement on campus and beyond can benefit individual faculty members, their departments, their campuses, and their communities. As such, additional service will be viewed favorably.

### **EVALUATION FOR PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR**

In this evaluation process, the faculty member must indicate quality teaching and advising, continued progress in research activities, and service in all three levels outlined above.

*Quality teaching and advising will be measured using the following criteria:*

1. Qualitative and quantitative student evaluations of teaching, which should generally be at or above university means with any exceptions explained.
2. Additional indicators of quality teaching and advising include conducting research with students, working with students as teaching assistants, presenting with students, advising theses and other student research projects, internships, or independent studies, and/or publishing with students. While none of these specific indicators is required, engagement in them should be documented and will be looked upon favorably by the Peer Committee.

*Continued progress in research activities will be measured using the following criteria:*

1. The individual faculty member must indicate a significant contribution to their field that has been accomplished since achieving the rank of associate professor. It is expected that this contribution will consist of a set of scholarly publications which may include articles or books and which illuminate major problems within the field. This significant

## EVALUATION CRITERIA

contribution may also be accomplished through scholarly publications plus public engagement contributions that promote understanding of social problems. As a significant contribution may be achieved in several ways, we do not attempt to provide a quantified measure of research or engaged activity. Rather, we will take as the primary measure of quality the development of a national reputation as assessed by departmental and outside evaluation.

*Service will be evaluated using the following criteria:*

1. Service at all three levels outlined above.

### **YEARLY EVALUATION**

Only probationary faculty are subject to yearly evaluation. In each yearly evaluation, the probationary faculty member's progress in the areas of teaching, research, and service will be assessed. The Department recognizes that the completion of quality research and the dissemination of its results often require considerable time in our discipline. Thus, we do not specify set levels of yearly research output. However, we do require that there be clear evidence of quality teaching and advising, a substantial involvement in research activity of a potentially high quality, and involvement in service at the minimum required levels. Examples of substantial involvement in research activity include, but are not limited to, presentations at professional meetings, publication in refereed journals, preparation of working papers and manuscripts, engagement in public sociology activities, and submission of grant proposals.

### **EVALUATION FOR TENURE WITHOUT CONCURRENT PROMOTION**

Faculty members may be brought in at the rank of Associate Professor or Full Professor and subsequently granted tenure at that rank. Persons appointed at the rank of Associate Professor or Professor without tenure will be evaluated for tenure on the basis of the criteria for promotion to Associate Professor or Professor, respectively. In addition, per the UMS Administrative Procedures Manual, Section 310 Tenure, exceptionally qualified individuals may be awarded tenure at the rank of professor at the time of initial appointment, with approval of the appointment by the Trustees. Such candidates must demonstrate achievements in teaching, research, and service comparable to those outlined in this document for the level of Professor.

### **LECTURER & NON-TENURE TRACK FACULTY REVIEW**

Lecturers must have satisfactory academic preparation in the subject area to be taught and successful experience in the classroom or field. To be considered for reappointment, lecturers must have demonstrated success in teaching (see *Teaching* above) and some commitment to scholarship or service as part of the university's mission (see *Research* and *Service* above). For review and reappointment purposes, primary emphasis will be placed on teaching.

## EVALUATION CRITERIA

### ***POST-TENURE REVIEW***

Faculty who have achieved tenure, as well as Lecturers with six years or more of continuous service, must undergo post-tenure review and are eligible for salary increases based upon that review. Faculty and Lecturers qualifying for post-tenure review will be evaluated as either Unsatisfactory, Satisfactory, or Above Satisfactory.

We expect faculty who have achieved tenure to continue to meet our standards for teaching and advising, research and publication, and public service. We outline our criteria for promotion to Associate Professor and Professor in a previous section.

To receive an evaluation of Satisfactory, we have the following expectations for faculty who have been promoted to these ranks. First, they should continue to demonstrate high quality in teaching and advising, as outlined in the criteria for promotion. Second, they should be active researchers and publishers at a level appropriate to their positions as outlined in the criteria for promotion. Third, they should be good public citizens of the Department, the College and University, and the professional community and larger community.

To receive an evaluation of Above Satisfactory, faculty should meet the expectations for an evaluation at the Satisfactory level, as outlined in the preceding paragraph, and demonstrate accomplishments beyond the Satisfactory level in at least one of the three domains: teaching, research, and/or service. Such accomplishments can take a variety of forms but could include, though are not limited to, award(s) for recognition of outstanding teaching, research, and/or service; student and/or alumni testimonials of outstanding teaching/advising/mentoring; statements of the impact of one's research, engagement, or expertise from community partners; a publication shown to have made an above average public or scholarly impact; receipt of a significant external grant; leadership on campus or in the professional community; leadership that produces working partnerships between the university and the community; and other work that enhances the visibility and scholarly reputation of the faculty member, department, or campus.

Faculty members not meeting the expectations for an evaluation at the Satisfactory level – at the level of teaching, research, and service – will receive an evaluation of Unsatisfactory.

Our post-tenure review of the extent to which these faculty meet these expectations consists of periodic evaluations by the Peer Committee as mandated by the AFUM contract.

*8/19/80*

*(revised & approved 9/13/95)*

*(revised & approved 8/13/99)*

*(revised & approved 3/25/19)*

*Provost Approval 1/10/2020*