

GUIDELINES FOR THE EVALUATION OF FACULTY MEMBERS IN THE DEPARTMENT OF ANTHROPOLOGY

Introduction

The purpose of these guidelines is to describe the criteria whereby the research, teaching, and service activities of the members of the Anthropology Department are evaluated for the purposes of promotion and post-tenure review. These same criteria will be used in the other periodic peer reviews of faculty required by the university. These criteria will be applied in the context of the Agreement between the University of Maine and the Associated Faculties of the University of Maine System (AFUM).

I. The Peer Review Committee

Faculty are evaluated by peer review committees composed of three members of the department. In cases of cross-appointments, the peer review committee will also include representatives of the other unit to which a faculty member belongs.

Peer review committees and their chairpersons are selected by the policy advisory committee, composed of three faculty members appointed by the department's Chair for three-year terms. Peer review committees function for no more than one academic year according to the deadlines specified by the administration. Peer review committees constituted to review tenure and promotion to associate professor (or granting tenure to an associate professor) shall consist only of tenured faculty members. Peer review committees constituted to review promotion to professor (or granting tenure to a professor) shall consist only of full professors when feasible. When this is not feasible, associate professors may serve on such committees.

II. Criteria

A. Overview

All faculty members are expected to demonstrate excellence in research, teaching, and service, and will be evaluated on their performance in all three areas. Members are not expected, however, to place the same degree of emphasis on each area. This variation is realistic considering the multiple goals and responsibilities of the department.

1. TEACHING

By teaching we mean classroom lecture courses, small class seminars, graduate instruction, Honors program involvement, and special courses.

The Anthropology Faculty expects its members to help maintain a high quality and effective learning environment in and out of the classroom. Excellence in teaching, however, is not easy to define or assess. Small group courses may require a format that differs from that used in large lecture courses. In any case, all students should be encouraged to complete the course evaluation forms for all courses regardless of size. In addition to completing the evaluation forms, students should be encouraged to send to the Chair signed statements evaluating instructor performance which can be included in the instructor's permanent record. In assessing student evaluations, attention also will be paid to trends that indicate efforts to improve teaching. Course syllabi will be reviewed for conformity to University regulations.

In cases where a reasonable doubt exists regarding teaching performance, certain advanced students' opinions may be polled, but a faculty member's popularity among students should not necessarily be equated with excellence in teaching.

The Anthropology Faculty recognizes the importance of good teaching, and encourages constructive criticism of its members in an effort to improve teaching performance. At any time a faculty member may request the Chair to arrange to have his or her classroom performance reviewed informally by other faculty members by whatever mechanism is mutually agreeable. The primary purpose of such informal reviews is to improve teaching skills, and it is not required that they be included in the reviewee's departmental personnel file, whether supportive or critical.

Academic advising is related to teaching. In this document, however, it is discussed under "Service."

2. RESEARCH

The Anthropology Department places great emphasis on research. This includes the development of new knowledge, the synthesis of existing knowledge, and the effective dissemination of knowledge to our peers and society. Normally, research will involve all three areas but any individual may emphasize one over another at any given time.

Research leading to new knowledge may be the result of field, laboratory, or library work, while synthesis will generally emanate from the study of existing records, documents manuscripts, and published sources. Dissemination of knowledge in the research category may come through publications in books and journals, reports to agencies, papers delivered at professional gatherings, and lectures.

Evaluation of performance in scholarly activities may derive from several sources, but the most important of these is the quality of published materials. The department recognizes that some faculty members prefer to publish books and others articles in journals or edited volumes. Whatever the venue, the department expects faculty members to publish regularly in highly respected, refereed journals or in volumes published by reputable academic and trade presses. These publications should demonstrate thoroughness, creativity, and originality in attacking a theoretical or empirical problem or in integrating old and new knowledge. In fields of the discipline where it is appropriate, extra-mural support of research also shall be taken into account.

Additional indicators may include extra-university support or research, book reviews, participation in professional meetings, organization of symposia at professional meetings, invitations to present lectures at other universities, invitations to participate in cooperative research, election to honor societies, awards, requests for specialized services by agencies, foundations, and companies, and election to professional society committees and offices. In brief, those activities that reflect general peer recognition in the scholarly specialty of the faculty member are suitable indicators of quality of work.

Faculty members in cross- or partial- appointments will be expected to maintain a degree of research productivity proportional to their FTE equivalent.

3. SERVICE

Service is the act of making one's expertise or status as a professional available to others. Service includes participation in the governance of the department and other university units, and assisting local to national level agencies in the public and private sector in areas directly related to the professional expertise of the faculty member. The list of activities is great and ranges from lecturing or demonstrations to school children to serving on national panels of professional committees. As noted above, the selection of a faculty member for professional committee involvement may also reflect positive peer recognition of one's scholarly activities.

Academic advising and mentoring are important components of faculty members' departmental service. The department expects faculty members to post, and be present during, regular office hours; to be knowledgeable about student academic requirements; to demonstrate interest in their advisees; and to attend advising workshops at least once every five years.

B. Distinct Requirements for Promotion to Associate Professor (Normally with Tenure). Promotion to Full Professor, and Post-Tenure Review. (Faculty members appointed 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.)

1. Promotion to Associate Professor (normally with tenure)

Promotion to Associate Professor (normally with tenure) requires demonstrated excellence in all three areas of teaching, research, and service according to the criteria listed above and according to the rules mandated by the university and its contract with AFUM. The candidate should have published in respected journals or presses, and this record should demonstrate quality (as defined above) and significant progress beyond the dissertation, towards national and international recognition in the field.

2. Promotion to Full Professor

Promotion to Full Professor involves the same criteria as for promotion to Associate Professor, but it also requires that a faculty member has made major contributions in the areas of teaching, research, and service since being promoted to Associate Professor. Moreover, outside letters of reference must include letters from distinguished scholars in the candidate's area of specialization and other indications that he or she has achieved national and even international distinction in this area.

3. Post-Tenure Review

The Department expects Associate and Full Professors to remain productive scholars and skillful and committed teachers, and to maintain an equitable service load at the department, college, and university level. In general, the criteria for post-tenure review will be the same as those for promotion. The Department recognizes, however, that tenured faculty members often embark on larger, longer-term research projects than they did prior to tenure and that these can demand extended periods of field or archival research prior to analysis and publication. The department also recognizes that tenured faculty members may be invited to conduct or serve on important but demanding projects that fall outside normal academic channels, e.g., PBS documentaries, special government commissions, and major foreign aid projects.

Conclusion

While the department recognizes that it is essential to have general criteria for promotion and post-tenure review, it also recognizes that these criteria must be flexible enough to take into account the specific circumstances involved in every case involving promotion and post-tenure review.