PART 1: ORGANIZATION OF THE DEPARTMENT

1.1 General Department Responsibility And Authority

The Department, acting as a whole, has final responsibility for governing its teaching, research, and service activities, consistent with department, college, and university policies and procedures. Authority for action shall rest with the department as a whole unless specifically delegated and authorized by the Department.

In fulfilling its responsibilities and exercising its authority, the Department is committed to the values of respect and collegiality and to the principle of consensus. Although Roberts Rules of Order govern Department meetings (see section 1.4), our preference and goal is consensus.

1.2 Composition of the Department

The department consists of voting and non-voting members. Full-time faculty (tenured or tenure-track, and faculty on continuing appointments; all represented by AFUM) shall be voting members. Non-voting members include part-time faculty, faculty on fixed length appointments (one year and less), and the Administrative Assistant/Associate. Non-voting members are encouraged, but not required, to participate in Department meetings and activities.

1.3 General Responsibilities of Full-time Faculty

All faculty members share responsible for the operations of the Department. Faculty shall attend Department meetings, serve as active participants on Department committees, advise students, and effectively represent the Department on college and university committees. Faculty are also expected to attend formal Department, College and University functions.

1.4 Department Meetings

Normally, meetings of the Department will be held once each month (September- May) and are called by the Department Chair. The agenda and any necessary information will normally be distributed one week before scheduled meetings.

The quorum for Department action is one-half of the voting members.

Roberts Rules of Order will govern Department meetings.

All votes on personnel and policy issues will be by secret ballot.

The position of the secretary for Department meetings will rotate among faculty on an alphabetical basis from meeting to meeting. The Chair will not act as secretary. The secretary’s responsibility is to take minutes and, following the meeting, to promptly type and distribute copies of the minutes to all department members. Minutes should include the date, names of those present, any announcements, and the name of the secretary. Minutes should also reflect all agenda items considered and their disposition, all formal actions and motions, and brief summaries of discussions of informal actions. Discussion summaries and/or a record of informal actions may be excluded or abbreviated either by motion and majority vote or by consensus.
Written proxies on specific matters may be submitted to the Chair and will be accepted if, in the judgement of the Chair, the Department member has been a full participant in the discussion of the specific matter at hand. The decision of the Chair will be communicated to the Department and may be appealed under the rules of order.

Faculty members on leave or on sabbatical may continue to exercise their voting privileges in the Department if they maintain a consistent involvement in Department meetings. It shall take a two-thirds majority vote to deny a faculty member on leave or sabbatical voting privileges in a Department meeting.

1.5 Department Structure and Organization

The Department has one elected office (Chair), several elected positions (representative to the Curriculum Review Committee, Technology Coordinator, Library Liaison, Student Association Advisor) and one or more ad hoc Personnel subcommittee(s).

In addition to these offices and positions, the Department or the Chair may establish ad hoc committees or temporary positions and may appoint Department members to those committees or positions, with Department members’ consent. Ad hoc committees and temporary positions will normally be authorized for one year. Such assignments by the Chair shall be promptly communicated to the Department along with a full description of the duties and responsibilities assigned. The Chair is an ex-officio member of all committees.

Unless otherwise specified, the role of committees is to bring recommendations to the Department for appropriate action.

Faculty in the first year of their appointment at USM are not eligible for committee assignments.

1.6.1 Election of Chair

Election of Chair will be held in March. Notice of Chair election will be given at least two weeks in advance and will take place at two consecutive meetings. At the first meeting, with at least two weeks notice, nominations for the office of Chair will be accepted. At the second meeting, not less than one week later, the election itself will be held under the supervision of a faculty person from outside the Department (the “guerilla”). The Chair will be elected by a two-thirds majority vote of the Department present and voting. Voting shall be by secret ballot. Since the election of the Chair takes the form of a recommendation to the Dean of the College, the guerilla will promptly transmit the recommendation of the Department in writing to the Dean.

Unless unusual circumstances dictate, only full-time, tenured faculty are eligible for the office of Chair.

1.6.2 Chair’s Term of Office

The Chair’s term of office is three years, with a one year term limit being usual. Consistent with the University’s Governance Constitution, “No person shall serve more than six successive years.” The term of office for the Chair normally commences on June 1 of the year of election.

1.6.3 Vacancy and Impeachment

In the event of a temporary or permanent vacancy in any office or position (including the office of the Chair), the Department may elect a replacement, on an acting or permanent basis,
by simple majority vote following open nominations from the floor.

A Department member may be removed from committee membership or an office, including the Chair, by an absolute two-thirds majority vote of the Department. An impeachment motion must be made at a Department meeting and must be voted on at a second Department meeting not less than one week following. In the case of impeachment of the Department Chair, a guerilla designated by the Dean shall chair the relevant portion of the meeting and transmit the decision of the Department, in writing, to the Dean.

1.6.4 Review of the Chair

A review of the performance of the Chair will take place at the end of the first year of the first term and every other year, if the Chair has been re-elected for a second term. This review will typically be done in April and will be conducted by an ad hoc Personnel Committee elected by the Department.

The purpose of the review is to assess the Chair’s performance in relation to the responsibilities outlined below. The Committee will solicit input from all department members and will draft a letter assessing the Chair’s performance and identifying particular strengths and areas for improvement or change. This letter will be discussed by the Department at a scheduled meeting; after necessary revisions or changes, the letter will become part of the Chair’s Departmental personnel file (in other words, the review is for internal use; the letter will not be forwarded to the Dean). The letter will also be available to subsequent Personnel Committees for purposes of post-tenure review.

1.6.5 The Responsibilities of the Chair

The general responsibilities of the Department Chair are

- To act as the executive officer and financial agent of the Department in implementing the procedures and policies of the department; coordinating the activities of Department committees and offices; ensuring the effective functioning of committees and officers; supervising Department staff; overseeing the Department budget, use of equipment, and other resources; and generally ensuring the smooth functioning of the Department.
- To act as the advocate for the Department as a whole and for individual faculty to the University administration, to represent the Department on various college and university committees, and to effectively keep the Department informed about matters of concern.
- To provide leadership for the growth and development of individual faculty and for the Department’s academic program and services.

What follows is a more specific description of the Chair’s relationships and responsibilities.

1. Organizational Relationships
   a) Appointed by the Dean of College of Arts and Sciences on recommendation of Sociology faculty
   b) Reports to the Dean of College of Arts and Sciences
   c) Supervises Department Staff
   d) Coordinates with
      i) Department faculty colleagues
      ii) Assistant and/or Associate Dean(s) in Arts and Sciences
      iii) Other CAS Chairs and Directors
      iv) Chairs, Directors, and faculty of other USM colleges and UMS schools
2. Major Duties of Chair
   a) Personnel
      i) Assure timely and accurate processing of personnel recommendations for hiring, reappointment, tenure, promotion and leave.
      ii) Oversee annual or quadrennial evaluation of faculty and submission of evaluations to the Dean.
      iii) Enforce policies and criteria governing personnel recommendations.
      iv) Promote faculty development.
      v) Assign individual faculty workload in consultation with individual unit member and department, subject to approval of the Dean.
      vi) Evaluate department staff.
      vii) Identify, review, and assign part-time instructors and approve of Sociology appointments in other units (eg. Weekend College, ITV, Off-campus, etc.)
      viii) Hear complaints and attempt to resolve student complaints in accordance with department procedures.
      ix) Conduct regular (semester or annual) evaluations of part-time and fixed-length faculty.

   b) Curriculum
      i) Construct course schedule for each semester in consultation with department members and subject to the approval of the Dean.
      ii) Oversee curriculum development and any changes submitted to the CAS Curriculum Review Committee and the Dean for approval.
      iii) Direct the periodic Self Study when requested by the Provost.
      iv) Coordinate with and help implement college and university curricular initiatives (eg. Project 100, Core curriculum, general education)

   c) Students
      i) Certify students for graduation
      ii) Assess equivalency of courses from other institutions
      iii) Address student grievances

   d) Budget
      i) Construct, submit and argue for the department’s operating budget.
      ii) Supervise and audit department expenditures.
      iii) Submit to the Dean department budget requests, including requests for faculty positions, overload/part-time instruction, equipment, unrestricted student funds, special projects, etc.

   e) Additional responsibilities
      i) Promote communication among members of the department and between departments.
      ii) Inform department members of relevant issues, developments, activities and opportunities outside the department.
      iii) Promote the Department, its curriculum and its major programs.
      iv) Advise the Dean on administration of the college and related issues.
      v) Submit department requests for facilities renovation, room keys, dedicated
space, etc.

vi) Oversee faculty availability to students through office hours.

vii) Maintain department records and files in usable, orderly fashion.

viii) Participate in college and university sponsored workshops on the duties of the Chair.

ix) Direct department relations with professional organizations.

x) Represent the Department at meetings and conferences.

1.7. Personnel Subcommittee(s)

Ideally, a personnel subcommittee will be elected for each personnel action each year. Personnel actions include annual and post-tenure reviews, the review of the Chair, and reviews of fixed-length faculty. Each personnel subcommittee will be comprised of at least one tenured and one non-tenured faculty. Members of the subcommittee are co-equals.

Personnel subcommittees are responsible for effective implementation of the personnel evaluation procedure in Part III of these Policies and Procedures. Their primary responsibility is to solicit information from faculty and others as needed for evaluation and produce a written evaluation for consideration by the Department acting as a peer committee of the whole.

A personnel subcommittee may also be assigned the primary responsibility for examination and review of the Department evaluation procedures and policies, including evaluation criteria, and recommending changes to the Department when necessary.

1.7.1 Joint Appointments

In the case of joint appointments, the peer committee will consist of an equal number of members from each program. Members of a Joint Peer Committee from within the Sociology Department will have the same responsibilities and be chosen in the same way as members of peer subcommittees internal to Sociology.

1.8 CAS Curriculum Review Committee Representative

The CRC Representative is responsible for representing the Department’s interests and concerns on the CAS Curriculum Review Committee, for apprising the Department of issues of interest and concern, and for helping to keep the Department informed of activities and developments in the College. The Representative is expected to attend all CRC meetings (or to ensure Department representation), maintain a file of CRC actions and pending matters, to briefly report to the Department on a regular basis, and to work with individual faculty who wish to bring course proposals or changes to the committee.

1.9 Library Liaison

The responsibility of the Library Liaison is to promote and oversee the development of the library and media collections.

1.10 Technology Coordinator

Responsibilities of the Technology Coordinator include, but are not limited to, maintaining the department’s website, advising the Chair and department members on technology grants and purchases, coordinating regularly with software services (re: updates, new software, etc.), and assisting department members with computer hardware, software, scanner, etc.
1.11 Recruitment

The Department as a whole shall act as the Recruitment Committee. The Recruitment Chair shall normally be the Chair of the Department but may be another faculty member elected by the Department. The committee chair is responsible for preparing advertising materials, acting as liaison with EEO and other University offices, communicating with candidates, scheduling interviews, and coordinating the interview process.

1.12 Sociology Student Association/AKD Advisor

Responsibilities of the SSA/AKD Advisor(s) include, but are not limited to, mentoring students; planning various annual events (the AKD induction, the Spring BBQ, the panel presentation of guest speakers); attending student meetings; and engaging students in community service and social events. Additionally, the SSA is a BSO recognized group which means the Advisor will have to work closely with the student association to ensure their continued good standing with the BSO (students need to attend meetings, submit annual budgets, etc.); the Advisor will also interact with the Dean of Student Life and staff as needed.
PART 2: FACULTY RECRUITMENT

This section describes the criteria and process for faculty hiring.

2.1 Part-Time Faculty
The minimum qualifications for part-time faculty shall normally be A.B.D (all but dissertation) status in Sociology or a closely-related discipline.

Under ideal circumstances, the department as a whole should approve the overall credentials of candidates for part-time appointments (including those with regular appointments in other units, former faculty, fixed-length positions, visiting professors, and per course hires) as well as the suitability of a candidate for particular courses. Department interviews with part-time candidates are highly recommended. Minimally, the Chair will interview part-time candidates in person or via phone.

When full departmental review of applications and curriculum vita is not possible (e.g., during the summer), part-time assignments may be made by the Chair. However, the Chair will make every attempt to have materials available to department members for review and approval prior to assignments.

After initial departmental approval, course assignment and evaluation are the responsibility of the Chair. Part-time faculty employed by the Department are regularly evaluated under procedures set forth in Part III of these Procedures and Policies.

2.2 Full-Time Tenured/tenure-track Faculty
In the recruitment of full-time faculty a position description and qualifications will be approved by the Department. The minimum qualification is a Ph.D in Sociology or a closely-related field by the start of appointment.

In consultation with EEO and other appropriate University offices, the Chair of the Recruitment Committee initiates and administers the recruitment process. The Recruitment Committee, as noted in Section 1.11 above, is a committee of the whole. The Recruitment Committee is responsible for reviewing and evaluating applications and recommending a list of candidates for telephone interviews. Phone interviews will be conducted via conference call with as many committee members as possible participating. On the basis of applications and information gathered during phone interviews, the Committee will recommend to the EEO and the Dean candidates to be brought to campus for interviews. Campus interviews will include a research presentation to faculty and teaching an undergraduate class.

The Department will decide, by a two-thirds majority vote, on the candidate to be recommended to the Dean for hiring.

2.3 Fixed-length (full-time) Appointments
In exceptional circumstances, when time does not permit the full recruitment process for a full-time fixed-length position, the Department may act in accordance with the hiring procedure for part-time faculty. Such exceptional hiring may only be done for a one-year term.
PART 3: FACULTY PERSONNEL POLICIES

I seek in my friends a love strong enough to prompt them to correct me when they think I need it. I seek in my colleagues a respect leading to the same end in professional matters. In either instance, the candor I seek frequently hurts. It is also essential to my well-being.

David Fullam, December, 1984

3.1 Timing of Faculty Evaluation

Part-time faculty in the Department shall be evaluated by the Chair ever semester and prior to any rehiring. Untenured faculty are evaluated by the Department each year, in accordance with the schedule stipulated by the AFUM contract. Faculty with continuing appointments will be evaluated according to the same schedule as that for untenured faculty. Tenured faculty are evaluated in accordance with the schedule stipulated in the AFUM contract (beginning in 2003, every four years). Faculty applying for tenure and/or promotion are evaluated by the Department according to the schedule stipulated in the AFUM contract (normally in the Fall).

3.2 Evaluation of Part-Time Faculty

The evaluation of part-time faculty should focus primarily on the quality of teaching with the aim of improving the quality of teaching. A related aim is to assess part-time faculty for possible rehire. In any case, the evaluation process and review document should be constructive.

As part of the evaluation process the Chair will examine all course materials (syllabus, exams, other assignments, etc.), any available student evaluations of teaching, and other pertinent materials submitted by the faculty member. Whenever possible, classroom visits shall be part of the evaluation process.

The evaluation will result in a written review. The faculty member will receive a copy of the review and will have the opportunity to meet with the Chair to discuss any aspect of the review document or evaluation process. In addition, part-time faculty may submit a written response to the evaluation and review, which will be attached to the evaluation and placed in the personnel file.

3.3 Faculty with Full-time Continuing Appointments

Faculty with full-time, continuing appointments will be evaluated in the same way that full-time tenured/tenure-track faculty are evaluated (below). The areas to be evaluated will be those specified in the initial appointment letter (normally teaching and/or service). The criteria for evaluation will be the same as those for tenured/tenure-track faculty.

3.4 Evaluation of Full-Time (tenured and tenure-track) Faculty

3.4.1 Responsibility for Evaluation

Evaluation is the responsibility of the Department as a whole, acting upon written evaluation and recommendations of a department personnel subcommittee. Voting on personnel matters is by secret ballot.
3.4.2 Goals of Evaluation and Review

The evaluation process should be formative and constructive. Its end product is a written document, hereafter called the review. The evaluation process and the review will identify and assess strengths and areas for improvement, progress towards correcting weaknesses noted in previous evaluations, and progress in meeting the goals stated in previous evaluations. For tenure-track faculty, the review should also assess progress toward tenure. Finally, the review should guide faculty in making judicious decisions about professional activities and identify realistic goals and objectives for the future.

3.4.3 Period to be evaluated

In evaluating non-tenured faculty, the subcommittee will examine the whole of the record since hire and provide the faculty member with a clear indication of her/his strengths and weaknesses relative to a recommendation for promotion and tenure at the end of the probationary period.

In evaluating faculty for tenure, the personnel subcommittee will focus on professional activities since the point of hire.

In post-tenure reviews, the personnel subcommittee shall primarily focus on activities since the previous evaluation (as of 2003, a four year interval) and on the relationship between current performance and the previous evaluation.

3.4.4 Evaluation Process

It is the responsibility of the faculty member to provide the personnel subcommittee with complete and accurate materials in the proper format (specified below). The personnel subcommittee will ensure the collection of information sufficient to evaluate all areas of performance. In addition to the material supplied by the faculty member, the personnel subcommittee will consider student evaluations of teaching and other materials which it considers relevant. In this process, the chair of the personnel subcommittee must ensure that the faculty member is apprized of, and has opportunity to respond to, all materials examined by the subcommittee.

The review and recommendations of the personnel subcommittee will be made available to members of the Department one week prior to the Department meeting at which personnel action will be taken. At the Department meeting, the faculty person being evaluated will be afforded the opportunity to respond to the personnel subcommittee’s report. The faculty member may elect to remain for departmental discussion and action on the report. The Department shall then consider the report in a committee of the whole, making appropriate corrections, additions, deletions, and revisions. The Department will then act on the amended review and recommendation in regular session.

The Chair of the Department is responsible for conveying the evaluation and recommendation of the Department to the Dean.

3.5 Communication in Evaluation Process

All faculty members under review shall be promptly apprized of any and all evaluative materials or communications considered by the personnel subcommittee and/or prior to any conveyance to the Dean or personnel file. The faculty member being reviewed shall have an opportunity to meet with the subcommittee and to respond to draft evaluations.

Open communication between the faculty member being reviewed, the personnel
subcommittee, and the Department as a Personnel Committee of the whole is critical in maintaining the positive and formative character of the evaluation process. The Peer Committee must guide faculty in developing a plan of professional activity consistent with the Department’s and College’s mission and needs and in making judicious decisions about professional activities. It is especially critical that in the third year of a probationary appointment the Peer Committee assist faculty in outlining a plan of professional activity likely to result in a positive recommendation for tenure.

3.6 Materials for Submission

For full-time tenure/tenure-track faculty activities and accomplishments in four areas are evaluated. These are teaching and advising; scholarship; department, campus, and university service; and public service. For faculty with continuing appointments, responsibilities delineated in the letter of appointment determine the areas for evaluation. In either case, the Personnel Committee relies on two types of materials to evaluate faculty work: (1) a narrative submitted by the faculty being evaluated and (2) supporting materials provided by that faculty.

The narrative submission follows the required format from the UMS Board of Trustees for Personnel Actions; a sample of this can be found on the Provost’s webpage. Relevant portions of the University’s guidelines are reproduced below; narrative submissions should include this information in a narrative format and in the order presented. In addition, the Department requires faculty to include in their narrative submission a self assessment of strengths and areas for improvement related to the four areas, an overall self-assessment, and a statement of future plans and goals. Finally, a current curriculum vita must be submitted for all personnel actions (pre-tenure, tenure/promotion, and post-tenure).

Relevant supporting materials for each area of assessment are specified below. It is the faculty member’s responsibility to provide complete and accurate supporting materials.

3.6.1 Teaching

In accordance with UMS Guidelines for Tenure and Promotion, the narrative may address the following:

- Describe your main field of teaching responsibility. Provide a concise account of your teaching philosophy and the strategies and approaches you have adopted for effective teaching.
- If you have addressed multiculturalism, gender, international issues, or other curricular goals of the University of Maine System please discuss how you have handled these issues as an integral part of your teaching responsibilities.
- Describe special efforts undertaken to enhance your teaching effectiveness.
- List the numbers and titles of courses taught at the University of Southern Maine. Include the average number of students in each course.
- Indicate those courses you teach regularly, those you have developed, and those you have substantially restructured. Identify those which are new to USM.
- Identify any special teaching assignments or innovations.
- List and give titles of independent academic work directed by you in the review period.

Supporting Materials for teaching may include course syllabi, assignments and exercises, student evaluations of teaching (both the university “bubble” form and the department’s supplemental form), other teaching materials (exams, handbooks, etc.), written communication
from students, written reports of peer observations of teaching, and papers or presentations on teaching/learning.

3.6.2 Advising
- Describe your advising activities.
- Provide a concise description of your strategies and approaches in the advising process.
- How many undergraduate students (majors, undeclared students, honor students) do you typically advise during the academic year?
- Provide a brief statement describing your recent advising commitments for honors theses, master's and doctoral dissertation committees (if applicable).

No supporting materials are required.

3.6.3 Scholarship
- Provide a full bibliography of published work cited in standard entry form. Include articles (in press and forthcoming, and note refereed articles), books and monographs, textbooks, technical reports, reviews, published computer software, chapters, conference proceedings, published abstracts, edited publications, and miscellaneous publications.
- Briefly describe your current fields of scholarly and creative interest as well as future directions. Identify work in progress.
- List papers authored by you, delivered at professional conventions and before professional groups, noting those that were refereed. Indicate those for which you were the presenter.
- List grants, contracts, or fellowships for which you have applied and indicate those awarded, including agency name, date applied, and disposition.
- Include papers and presentations related to teaching/learning.
- Please list any other scholarly activity that you believe the Personnel Committee should evaluate.

Required supporting materials for scholarship include copies of all published and unpublished scholarly work, conference papers, and grant proposals (whether funded or not). Faculty must include a statement about the status of publication venues. Faculty may also include drafts of work in progress or other materials that demonstrate original research and scholarship.

Note that with respect to scholarship, the university's guidelines for Individual Reappointment/Tenure Presentations follow a slightly different format. For tenure cases, faculty must follow university guidelines exactly; see the Provost's webpage.

3.6.4 Department, College, and University Service
- List your contributions to Department, College, and University affairs, including committee memberships; identify the committee or group, activities and responsibilities, and dates of service.

No supporting materials are required but faculty may submit letters or other documentation that attest to their service to the department, college, or university.

3.6.5 Public Service
- List professional organization memberships and activities, including offices held and committee memberships.
- List national and regional meetings attended and sessions chaired.
- List your service in reviewing papers and manuscripts submitted to journals or publishers
for publication, grant proposals, and/or service as a member of a review panel.

List public or community service activities that utilize your professional expertise, both compensated and uncompensated, performed in your role as a faculty member, as distinct from service rendered in the role of citizen. Include dates for each activity listed.

For each kind or instance of public service, provide as specific information as is possible (e.g. date(s), venue, responsibilities, outcomes, etc.). Supporting materials may include reviews, reports, letters on official letterhead, programs or advertising materials for public speeches or presentations, notes or manuscripts, or other materials.

3.6.6 Self Assessment

This section of the submission—in which faculty must assess their strengths and areas of improvement related to teaching, scholarship, and department, college, university, and public service—will not be forwarded to the Dean’s office as part of the Review document. Its aims are to encourage self-reflection on the part of the faculty and to contribute to identifying goals and objectives for continued professional development.

3.6.7 Future Plans

The Department requires a statement of future plans to be included with the Review sent to the Dean’s office; this is not part of the UMS Board of Trustees format and should not be included in applications for tenure. For untenured faculty, the focus should be on a development plan for the following year but may include brief discussion of longer term goals. For faculty on continuing appointments, the focus of development should reflect the areas specified in the initial appointment letter and specify plans for the following year. For tenured faculty, the focus of a development plan should be the interval until the next review (in 2004, a four-year interval) though, as with untenured faculty, a brief discussion of longer term goals may be included. Future plans, goals, and objectives should be explicit and specific as possible.

3.7 Statement of Principle in Evaluation

[Remember] Durkheim, the division of labor and the metaphysics of completion. It’s the nicest image in sociology—and who knows, it may even be true.

David Fullam, December 1984

The Department believes that the integration of teaching, scholarship, and service is central to the mission of the University of Southern Maine. The Department is committed to the understanding that faculty may make significant contributions to the University in a variety of ways and through strengths in a variety of areas. While satisfactory performance in all areas is required, faculty are not be expected to excel in all areas of evaluation.

The Department believes that effective teaching is a cornerstone of our professional life and is central to our contribution to the mission of the University of Southern Maine. Faculty should be evaluated on their contributions to teaching/learning at, and beyond, USM. We are committed to the principle of academic freedom in teaching; we are also committed to ongoing assessment of and improvement in teaching as it relates to course preparation, presentation, and reception. Evaluation of teaching must be sensitive to both of these values.

Scholarship, broadly defined, is also a cornerstone of our professional life. The requirements of scholarly work challenge us to participate actively in a community of learning. Scholarship contributes to our vitality as teachers, and underpins, informs, and permeates our other
professional work. Scholarship is the purposive, systematic, and disciplined process of creating, acquiring, applying and disseminating knowledge. Faculty should be evaluated on their contributions to their discipline that are presented to professional communities including those beyond the local (i.e. regional, national, or international). While some proportion of scholarship is directed toward improving teaching and toward professional service in the community, this does not replace the function of making original contributions to a discipline.

Service is essential to a faculty member’s duties, although we recognize that the proportion of a faculty member’s time devoted to service will vary throughout their career. We consider two broad kinds of service: (1) service to the University, College, and Department and (2) service relating to one’s discipline or professional association and to the wider public.

Service to the University, College and Department is critical for shared governance. Service related to a discipline or professional association brings honor and respect to the faculty member and the university, and serves to connect USM’s Sociology Department to the discipline. Discipline-related public service strengthens the relationship between the university and the community.

3.8 Standards and Guidelines for Assessment and Evaluation

The Department will assess scholarship as it is manifested in teaching, research, and various forms of service on the basis of six standards. These standards are clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Below we identify key questions for each standard as well as more particular indicators in relation to teaching, scholarship/research, and service that may be considered in any assessment. These guidelines are not intended to be exhaustive nor are faculty expected to comply with every indicator. They are intended to guide faculty as they present and document claims about meeting and/or exceeding standards and to guide the Peer Committee as it assesses evidence for reappointment, tenure, and/or promotion. It is the faculty member’s responsibility to document their teaching, scholarship, and service activities.

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STANDARD #1: CLEAR GOALS
Does the scholar state the basic purposes of his/her work clearly?
Does the scholar define objectives that are realistic and achievable?
Does the scholar identify important questions in the field?

TEACHING
course objectives are clearly defined
objectives are reasonable & realistic
provides understandable and
comprehensive syllabi
class time is focused

SCHOLARSHIP
research addresses significant question(s)
which are clearly stated
goals are reasonable & realistic given
available resources, constraints, and
opportunities

SERVICE
goals or objectives are clear &
well-defined

STANDARD #2: ADEQUATE PREPARATION
Does the scholar show an understanding of existing scholarship in the field?
Does the scholar bring the necessary skills to his/her work?
Does the scholar bring together the necessary resources to move the project forward?

TEACHING
learns about USM requirements & courses
uses texts and other instructional materials
that reflect current ideas in the field
is familiar with pedagogical developments

SCHOLARSHIP
scholar draws on relevant literature in
Sociology and related fields
masters necessary skills for achieving goals
is prepared for meetings/activities
Possesses technical, organizational,
&/or people skills needed

SERVICE
understands relevant history, context,
&/or materials for project at hand

STANDARD #3: APPROPRIATE METHODS
Does the scholar use methods appropriate to the goals?
Does the scholar apply effectively the methods selected?
Does the scholar modify procedures in response to changing circumstances?

TEACHING
course content aligns with course obj.
gives assignments that make sense in
terms of course objectives
manages class time well
uses fair & transparent grading system
is responsive to students
uses approaches in the classroom that
are appropriate for course goals

SCHOLARSHIP
uses relevant & sound methodology
to address stated questions
is flexible in responding to changes,
contingencies & discoveries

SERVICE

STANDARD #4: SIGNIFICANT RESULTS
Does the scholar achieve the goals?
Does the scholar’s work add consequentially to the field?
Does the scholar’s work open additional areas for further exploration?

TEACHING
student evaluations are satisfactory
documents student learning
makes meaningful contributions
to Soc curriculum, including
periodic development or revision

SCHOLARSHIP
meets the stated goals of the project
recognized as significant by colleagues,
makes a contribution to the field
work is accepted for presentation in peer-reviewed venue(s)
work is published in appropriate peer-

SERVICE
makes a contribution to practice in a field

[14]
STANDARD #5: EFFECTIVE PRESENTATION
Does the scholar use a suitable style and effective organization to present her/his work?
Does the scholar use appropriate forums for communicating work to its intended audiences?
Does the scholar present her/his message with clarity and integrity?

TEACHING
uses instructional techn. appropriately
is available to students outside of class
uses variety of teaching/learning strategies in the classroom
class time is well-organized and effectively used to meet goals

SCHOLARSHIP
work is well-written & well-argued
scholar is effective in reaching appropriate audience(s)

SERVICE
communication with peers, clients, & other practitioners effective b/c it attends to audience and context

STANDARD #6: REFLECTIVE CRITIQUE
Does the scholar critically evaluate her/his own work?
Does the scholar bring an appropriate breadth of evidence to her/his critique?
Does the scholar use evaluation to improve the quality of future work?

TEACHING
Engages in some form of continuous quality improvement of teaching
actively solicits and uses student feedback in course development & revision

SCHOLARSHIP
makes thoughtful and careful decisions about choice of audience and style of presentation
reflects on project as it unfolds and is responsive to changing circumstances
solicits feedback from peers and responds constructively to criticism
can articulate connections between/among projects

SERVICE
is self aware of, strengths/areas for improvement
PART 4: TENURE, PROMOTION, and RANKS

4.1 Principles and Goals

The Department's goal is to make the process of evaluation and review as constructive as possible. One aim of careful, thoughtful review is to facilitate the process of earning tenure for untenured faculty. Another is to cultivate the habits of self reflection and assessment that will make continued professional development meaningful and purposeful. A third purpose is to continually engage the department in reflection about its aims, objectives, strengths, and areas for development and improvement. Nonetheless, the evaluations associated with tenure and promotion carry a special weight. This section of the Sociology Department's policies clarifies the procedures involved in putting together the tenure file for submission to the Department Personnel Committee and the university administration.

4.2 Tenure/Promotion Process

In large part, the evaluation process for tenure and promotion follows the same format as other evaluations. The candidate for tenure and/or promotion submits a narrative and supporting materials to a personnel subcommittee; the personnel subcommittee reviews the material and makes a recommendation to the Department as a whole; the Department discusses the review and recommendation and forwards a recommendation to the Dean. There are two key differences. First, the candidate's narrative must follow UMS guidelines (as communicated by the Provost's office) exactly. Second, the Personnel Committee solicits letters from external reviewers as part of the review process.

4.3 External Letters

Candidates for tenure and/or promotion must have three letters from peers external to USM and to UMS to be considered as part of the review process. Candidates may also submit to the Personnel Committee letters internal to USM and/or letters external to USM but internal to UMS. Only the letters external to both the campus and system are required. The purpose of external letters is to assess specific areas of a candidate's performance.

4.3.1 Procedure for Soliciting External Letters

The procedure for soliciting the three external letters should begin in the spring semester prior to tenure and/or promotion. The candidate for tenure/promotion submits to the personnel subcommittee several names of qualified reviewers along with a statement of their qualifications and their relationship, if any, to the candidate (e.g. research collaborator, met once at a conference, etc.). The candidate may also identify individuals who should not be asked to serve as external reviewers. Members of the personnel subcommittee will meet prior to the end of the spring semester to identify potential reviewers. The Committee will then choose two reviewers from the list created by the candidate and one from its own list. Letters that carry the greatest weight will be those from qualified, disinterested and impartial reviewers.

A letter from the Department Chair soliciting peer review will be sent no later than June 1 along with a packet of material for review (compiled by the candidate). The packet must include candidate's c.v., department criteria for tenure and promotion, and copies of relevant publications and materials. External letters should be received in the Department by mid-October to be considered by the personnel subcommittee and the Department. In no case will the candidate for tenure/promotion be in a position to solicit these three external letters on her/his own behalf. If the candidate wishes to provide letters internal to UMS, s/he may request that the Chair also solicit such letters.
4.3.2 Submission of External Letters

As part of the tenure/promotion presentation, the Personnel Committee will prepare a cover sheet (per Provost’s request) that

- identifies the evaluator in relationship to the candidate’s field and work
- identifies the evaluator in relationship to the candidate
- states the department’s criteria for tenure and promotion
- summarizes the department procedure for soliciting letters and, in particular, clarifies whether the candidate had any role in choosing evaluators or soliciting letters.

4.4 Definitions and Expectations of Ranks

For tenure and promotion to Associate Professor, faculty must meet the standards in all areas and must exceed those standards in either teaching or scholarship. For tenure and promotion to Associate Professor, publication or presentation in peer-reviewed venues is required. In the pre-tenure period, faculty should aim for at least two publications in appropriate peer-reviewed venues. For tenure and promotion, a candidate must demonstrate effective teaching and evidence of a sustained contribution to the sociology curriculum. Effective teaching will be demonstrated through course preparation and revision, through student reception, and through peer evaluation. A sustained contribution to the sociology curriculum will be indicated by teaching that responds to departmental needs for upper and lower division courses, required and elective courses, and flexibility in scheduling.

For promotion to the rank of Full Professor, faculty must show a continued pattern of effective teaching, publication and presentation in peer-reviewed venues, and sustained service to the university, the community and the profession. In addition, promotion to Professor presumes a significant contribution to the field and a reputation beyond the local or regional. The specific contribution resulting in national or international prominence in the field can take a variety of forms including, but not limited to, publication, receipt of competitive research grants, national recognition for pedagogical innovation, or exceptional professional service such as editorship of a scholarly journal or leadership of a national professional organization.
PART 5: ACADEMIC POLICIES

[This portion of the policies and procedures have been revised and redrafted—and reproduced in clean form with appropriate renumbering—in July 2005.]

5.1 Major and Minor Requirements

Requirements for the major and minor are established by the Department acting as a whole.

DELETE (10/21/08 meeting): A sociology major or minor may not use courses for both the Sociology major/minor and any other major or minor. Moreover, sociology majors are permitted only one overlap between requirements for the major and requirements for the USM Core Curriculum; Writing-intensive designated courses (eg. SOC 210 E/W) are not considered as overlap.

5.1.1 Major Credit and Grade Policy

Grades of “C” or better must be achieved in all courses for major or minor. Courses taken pass/fail are not acceptable with the exception of the department internship.

To remain a major in good standing, a student must maintain a GPA of 2.0 in Sociology courses.

5.1.2 Course Waivers and Requirement Revisions

In unusual circumstances, students may apply to the Chair or their advisor for a waiver or revision of a major or minor requirement. This waiver or revision should not result in a reduction in the overall total credit hours in the major.

A waiver or revision may be granted by the Chair after consultation with the student’s advisor or relevant faculty. The decision may be appealed to the Department.

5.1.3 Credit Limits

Students may count no more than nine credit hours toward the major from among the following courses: Internship, Independent study, Teaching Assistantship.

5.1.4 Exchange

The Department supports national and international student exchange and will facilitate meeting of graduation requirements by students participating in such exchanges.

5.2 Student Appeal and Grievance Procedure

In the event of conflict between a student and faculty member, the parties should meet privately and attempt to resolve the disputes. Faculty are expected to actively facilitate and encourage timely and sensible informal resolution.

In the event that resolution is not possible, either the student or the faculty member may refer the matter to the Chair. The Chair shall make every attempt to resolve the dispute to the satisfaction of the parties. If this is not successful, following procedures outlines in the undergraduate catalog, the matter shall be referred to the Dean.

5.3 Plagiarism

Plagiarism is a serious offense. The penalty for plagiarism may be an automatic failure in the course and, in some cases, action under the USM Conduct Code, which could result in expulsion from the University.

Faculty should make reasonable attempts to inform students regarding plagiarism and its
consequences, but the Department does not regard ignorance of such basic academic matters as any excuse or defense.

5.4 Courses taken at other institutions
A grade of “C” or better in Introduction to Sociology is satisfactory for transfer approval. Approval of transfer credit for other courses in sociology (including credit for the major or minor) may be granted by the Chair on the recommendation of the Department member most qualified to consider the course in question.

Courses to be taken for major or minor credit at other institutions must be approved by the Chair in advance.

5.5 Course Syllabi
The Department fully endorses the USM Syllabus policy as stated in the Faculty Handbook. The Personnel Committee will review faculty syllabi as part of the evaluation process. In general, faculty should comply with university policy by including on their syllabi the following elements:
- A description of the course content and objectives
- A clear statement of the required work including the nature and extent of the reading and writing assignments
- A clear statement of the extent and type of assessment and evaluation (e.g., examinations, papers, study assignments, laboratory exercises, etc.) and, whenever possible, an indication of when this work will be due
- A clear statement of the basis for the final grade in the course including the relative importance of each piece of evaluated work, the relative importance of class participation, etc.
- A clear statement of the instructor’s attendance, make-up, late assignment, and incomplete policies. See below 5.6.2.
- A statement of how and where the faculty member may be contacted and a statement of office hours.

Current and recent course syllabi (and other materials at the discretion of the individual instructor) are on file in the Department office and are accessible to current and prospective students.

5.6.1 Academic Support
Faculty are expected to be familiar with university policies and resources related to accommodation of students with disabilities. Questions about appropriate documentation of disability and about what constitutes reasonable accommodation should be directed to the appropriate university office (as of 2005, Office of Support for Students with Disabilities, 242 Luther Bonney). In addition, the following statement shall appear in all syllabi:

“If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, please meet with me. There are a number of academic support services available on campus including The Learning Center (253 Luther Bonney, Portland, 780-4228, 115 Bailey Hall, Gorham, 780-5360) for help with writing, time management, or general study skills, Office of Support for Students with Disabilities (242 Luther Bonney, 780-4706) and the Counseling Center (105 Payson Smith, Portland or 110 Upton Hall, Gorham, 780-4050).

5.6.2 Examination, Incomplete and Make-Up Policies
Examination, incomplete and make-up policies must be specified in writing on the course
syllabus. While individual faculty have discretion in these matters, individual policies and practices must conform to university policy. In particular, faculty may not give any quiz, test, or exam during the last week of classes. Final exams, if used, must be given during the regularly scheduled exam periods.

No faculty member is obliged to remedy an incomplete after it has changed to an “F”.

5.7 Research Ethics
5.7.1 General Ethical Framework

The Department fully endorses and agrees to abide by the American Sociological Association’s Code of Ethics (available on the ASA website). This code covers a wide range of topics including professional competence, conflicts of interest, confidentiality, anonymity of sources, informed consent, data sharing, authorship credit, and plagiarism.

As an academic department of the University of Southern Maine, the Department also agrees to abide by the guidelines and rules promulgated by USM’s Institutional Review Board (IRB). Information about IRB guidelines and rules can be found at www.usm.maine.edu/irb.

5.7.2 Faculty-led Research involving Human Subjects

Any Sociology faculty member proposing to undertake research involving human subjects or person-level data with unique identifiers should obtain certification indicating that s/he has received training in the protection of human subjects. In lieu of local training, a web-based tutorial is available at http://ohsr.od.nih.gov.cbt. S/he should also submit information on the proposed research to the IRB; instructions and forms are available on their website. Proposal must be approved by IRB before any research involving human subjects begins. In addition, approvals are time-limited (usually one year). If research is continuing, faculty must get renewed approval.

5.7.3 Student participation in Faculty-led Research involving Human Subjects

Students may be involved in faculty-led research as subjects or as research assistants. In the former situation, the protocols should be consistent with those of any other research involving human subjects. In the latter situation, the lead faculty member is responsible for assuring that students’ roles and responsibilities are clearly delineated before the project begins, that the students have received training in the responsible conduct of research appropriate to their roles, and that the students receive credit as appropriate for their roles on the project.

5.7.4 Student-initiated Research Involving Human Subjects

In some courses, faculty may require or provide opportunity for students to engage in research involving human subjects. This may be accomplished by a variety of means, as suggested below. In all instances, the Department Chair should be advised of the research activity BEFORE it is undertaken. It is also recommended that the faculty member be certified as having received training in the protection of human subjects.

- The entire class may be involved in a single, semester-long research project under the direct supervision of the faculty member. In this case, a project proposal should be submitted to the IRB early in the semester.

- A relatively small number of class teams may undertake semester-long group research projects under the direct supervision of a faculty member. Again, research proposals should be submitted to the IRB early in the semester.

- Student teams or individual students may elect to conduct relatively small-scale research projects involving human subjects that require less than a semester’s work. In the interest of time and IRB workload, these may be exempt from full IRB approval under the following circumstances:
• The faculty member reviews and comments on the project proposal before it is undertaken and brings any concerns to the Department Chair and/or the Coordinator of Research Compliance

• Surveys and brief experiments may only be conducted within the class for which the project is being done; and

• Interviews can only be done for purposes of gathering information related to the expertise of the interviewee (e.g., a student may interview an elementary school teacher to learn about the teacher certification process).

Even if these conditions apply, instructors should complete the appropriate paperwork to request an exemption from the Office of Research Compliance.
The Department as a whole has agreed upon the following objectives for the major and for required and elective courses. These have been informed by the ASA report, "Liberal Learning and the Sociology Major," the AAC&U report, "Greater Expectations," and USM's ongoing revision of its general education. We thus see our program and its specific objectives and goals as reflecting national trends and debates tailored to the local context.

6.1 Goals for the Major

Students graduating with a major in Sociology have the skills and competencies listed below. They can

1. Read critically and think independently about social issues and social policy
2. Communicate ideas clearly and effectively in writing
3. Design and execute an original research project; this includes
   a. The ability to define the problem
   b. The ability to review literature (below)
   c. The ability to develop an appropriate research design
   d. The ability to gather data
   e. The ability to analyze data and interpret results
4. Understand and evaluate advantages and limits of particular research designs and samples
5. Understand and use basic statistics and have competency in using statistical software packages
6. Appreciate ethical issues involved in research
7. Produce a useful literature review; this includes the ability to select a topic; use databases and other resources to identify relevant articles, books, and other sources; write meaningful, accurate, and concise abstracts of articles, books, and other sources; organize a review thematically or topically rather than in a linear fashion by source; and accurately cite and document sources
8. Analyze a social problem, process or organization from a distinctly sociological perspective
9. Exercise the sociological imagination, including the ability to apply sociological concepts, in everyday settings and practical situations through, for example, internships, service learning, and other off-campus learning.
10. Effectively collaborate in the production and evaluation of knowledge
11. Appreciate the epistemological groundings of various theories
12. Critically assess and apply theory
13. Read and comprehend primary sociology texts including journal articles
14. Think critically about social life and social issues; this includes the ability to identify the reasoning in arguments, identify descriptive and value assumptions, identify and evaluate alternate perspectives and opposing views on social issues.
15. Possess higher-level thinking skills (application, analysis, synthesis, and evaluation)

In addition, students graduating with a major in Sociology

1. Understand the basic concepts of the discipline and the connections between concepts
2. Understand and appreciate disciplinary differences and similarities. Sociology majors can articulate what is distinctive about a sociological perspective and appreciate insights generated by other disciplines.
3. Understand the role of theory in sociology, including an ability to
   a. Define theory and describe its relationship to sociological research
   b. Compare and contrast basic theoretical orientations
   c. Identify assumptions underlying particular theoretical perspectives
   d. Describe and apply the major theoretical perspectives of the discipline in at
      least one subfield of sociology
4. Understand the causes and consequences of inequalities and evaluate strategies to
   address inequality
5. Understand and appreciate cross cultural variations and global interdependencies
6. Understand how institutions and organizations work.
7. Understand how individual and collective perceptions, attitudes, identities, and actions are
   shaped by culture, social structure, and interaction
8. Understand the causes and consequences of conformity and deviance within a social unit
9. Comprehend and evaluate strengths and limits of different kinds of sociological knowledge;
   this includes the ability to understand and assess qualitative and quantitative research.
10. Understand and appreciate diversities of religion, ethnicity, race, sexuality, gender, and
    class in the United States
11. Understand the connections between micro- and macro-level phenomena
12. Understand social change at various levels (historical, institutional, organizational)
13. Understand issues related to global transformation

6.2 SOC 100: Introduction to Sociology
   The introductory course is a responsibility normally shared by all faculty in the department.
   Ordinarily, faculty will teach at least one section of Intro each year.
   Instructors choose their own texts and materials and have a great deal of discretion in the
   design of the course. Nonetheless, all sections of SOC 100 must be designed to help students meet
   the following objectives which must be stated on the SOC 100 syllabus: (Accepted at 1/23/09
   meeting)

   Upon successful completion of this course, you should be able to:
   1. identify many of the social structures and processes that define the modern world and shape
      our everyday lives;
   2. understand the basic concepts, theories and methods of sociology,
   3. apply selected sociological concepts, theories and methods to understand contemporary
      social issues and your own life,
   4. imagine actions you could take to create a more equitable, democratic and sustainable
      society.
   5. read and study more critically and effectively, and
   6. communicate about sociological issues more analytically and persuasively.

6.3 SOC 210: Critical Thinking About Social Issues
   To ensure sufficient availability of SOC 210 on a regular basis, multiple faculty share
   responsibility for teaching the course, and for participating in its ongoing assessment and
   development. In addition, the team teaching SOC 210 will brief the department on the course
   annually. The faculty teaching the course decide as a group on the critical thinking text(s) to be used
   in all sections of the course (in 2005, this is Browne and Keeley, Asking the Right Questions).
   Individual faculty have complete discretion in choosing particular topics or issues for focus as well
   as other texts and materials. Nonetheless, all sections must be designed to help students meet the
   following objectives:
to learn when and how to ask the questions which form the core of critical thinking
> to develop the ability to evaluate arguments, to evaluate evidence, and to identify and search
for missing information
> to acquire a desire to apply critical thinking skills in listening, reading, and writing in a
variety of contexts
> to gain an appreciation of diverse perspectives on social issues and to develop a more
critical and open mind on issues
> to improve writing skills by applying critical thinking to your own writing
> to gain an increased understanding of and appreciation for sociological concepts, theories
and methods.

6.4.1 300-level Required Courses
All 300-level required courses (300, 301, 307, Class Processes) should be taught by more
than one faculty member and at least one section should be offered each fall and spring semester.
At least one of the required 300-level courses should be offered during the summer.
All 300-level required and elective courses have a prerequisite of C or better in SOC 210.

6.4.2 SOC 300, Sociological Theory
The required course in Sociological Theory must be designed to help students meet the
following objectives:
> to learn to think theoretically about society
> to understand what theory is and clarify how theory is different from opinion, belief,
ideology, and perspective
> to demystify theory
> to understand the main traditions of classic and contemporary sociological theories
> Locate these traditions in historical, social and political context
> Use social theories to better understand ourselves, our experiences, our world
> Explore the methodological implications of different kinds of sociological theories
> Participate in a critical, theoretical discourse

[need objectives for SOC 301, SOC 307]

6.4.3 SOC 301, Qualitative Research Methods

6.4.4 SOC 307, Quantitative Research Methods
Majors are required to complete SOC 307D as part of the major. For students declaring the
major after June 1, 2003, MAT 120D will NOT be accepted as a substitute. For students who
declared their major before June 1, 2003, MAT 120D, PSY 201D and SBS 328D are acceptable as
equivalent to SOC 307D.

6.4.5 Class Processes Requirement (approved at 10/8/04 meeting as “Class Inequality Requirement”
but was submitted to and approved at CRC as “Class Processes Requirement”)
These courses must include:
1. substantive coverage of theories of capitalism and the class structure, and
2. substantive coverage of contemporary evidence of class inequality.
The following courses were approved at the 10/26/05 as meeting the Class Inequality Requirement:
SOC 312, Inequality and Power
SOC 348, Sociology of Work
SOC 358, Sociology of Women’s Work
SOC 359, Leisure and Consumption Under Global Capitalism
SOC 393, Women, Welfare and the State
Accepted at 10/26/06 meeting;
SOC 393, Poverty: Policy & Perspectives

6.5 300-level Elective Courses
To guide faculty in the development of elective courses and to facilitate the assessment of transfer courses, we offer the following as guidelines for advanced (300-level) courses
SECTION 7: INDEPENDENT LEARNING OPPORTUNITIES

7.1 Independent Study and Research Assistantship

Proposals for Independent Study must be approved by the Department before the student can register for the course. The student, in consultation with the faculty supervisor, must submit a written proposal (form available on the Sociology Department website) specifying the learning objectives, relevant preparation, the process of study (including relevant readings) and mechanisms for assessment and evaluation.

Independent and directed studies normally carry three credit hours and require a major paper as a tangible outcome. However, from 1-6 credits may be awarded and other outcomes are possible.

Independent studies may take the form of a research assistantship. In this option, a student may assist a faculty member with the faculty’s research. Written proposals must still be submitted to and approved by the Department before students can register.

7.2 Teaching Assistantship

SOC 450, Undergraduate Teaching Assistantship, is intended to benefit both the student enrolled in SOC 450 as an assistant and the students in the course in which the TA assists. Students in the course benefit from having an additional resource for feedback, tutoring, advice, etc. As a peer mentor, undergraduate assistants also provide students with a role model.

Undergraduate teaching assistants benefit in several ways. They grow in confidence, skills and substantive knowledge through a unique experiential learning situation.

Working with an undergraduate assistant must be undertaken by faculty as part of a mentoring process. Faculty must provide ongoing challenges, guidance, and constructive feedback. Working with an undergraduate TA does not appreciably lighten faculty workload. Indeed, such collaboration necessarily adds to faculty responsibilities.

Responsibilities of undergraduate teaching assistants vary as they are negotiated between the student and supervising faculty member. Responsibilities and expectations must be discussed in detail and confirmed in a written agreement. The TA may be involved as a junior colleague in the substantive development of the course including the selection of materials and the development of course schedule, assignments, and daily class planning. TAs are expected to assist in course planning, attend all classes, complete all the readings assigned to students in the course, hold office hours, meet with faculty at least weekly for planning and review, participate in reading students’ written work, provide feedback to faculty, and help evaluate the course. TAs may NOT grade student work nor should they ever be in the position of independent assessment. However, TAs may collaborate with faculty in providing feedback; faculty must review/oversee TA comments.

Students may apply to be Undergraduate Teaching Assistants using the form available on the department website. Students must have successfully completed the course in which they wish to assist. Applications are reviewed by the department as a whole and are not routinely approved. Students may discuss a possible collaboration with individual faculty. However, faculty are not obliged to work with Teaching Assistants, nor do private arrangements exempt the student from review by the full department.

7.3 Internship

7.4 CAS Policy on Course Release

In 2004, the College of Arts and Sciences approved a course release for faculty who have supervised at least 30 credits of independent study work. It is the faculty member’s responsibility to record and document hours of independent learning supervised (including independent study, research assistantships, teaching assistantships, and those internships supervised outside of course
load).
8.1 Course Approval

The Department, acting as a Curriculum Committee of the whole, is the primary agent in dealing with course changes.

Faculty proposing changes in a course description, numbering or title should submit their proposal to the Department using the form developed by the CAS Curriculum Review Committee (CRC). (Once approved by the department, these changes must then be submitted to the CAS CRC.) Faculty offering new courses can, in consultation with the department, offer such courses under the SOC 380/Topics designation. After two such offerings, faculty should follow procedures for getting new course approval from the department and the CAS Curriculum Review Committee.

8.2 Advising Policies and Procedures

Student advising is the responsibility of all full-time tenured, tenure-track, and continuing-appointment faculty in the Department and should be shared equitably. Exceptions to this may be made in special circumstances when a faculty member’s other professional responsibilities (for example, sabbatical, grant buyouts) made a reduced advising load necessary.

New majors are assigned a faculty advisor and they are encouraged to meet with this advisor regularly.

During preregistration, each faculty member must be available for advising for an agreed-upon amount of time (to be decided annually by the department). Students trained by the department or the Peer Advising program may act as Peer Advisors under the supervision of the Chair or another faculty member. Final responsibility for the accuracy and adequacy of advising rests with the faculty.

The advisor is responsible for keeping accurate and complete advising notes in the student’s file.

All faculty are required to undergo training prior to advising, by attending either a college-sponsored training session or a training session held in the department.

***This needs discussion***

8.3 Faculty Teaching Loads and Course Preparations

Course load is 9 hours/semester. Expected annual course load for full-time faculty should include at least two sections of SOC 100 and/or SOC 210 and at least one required course.

8.4 Course Release

For a variety of reasons, we find it desirable to have some flexibility at the department level with respect to course load. In particular, the Department appreciates that faculty engaged in scholarship could benefit from a reduced course load at crucial points in the research and writing process. To this end, we support the principle of occasional releases which would be contingent upon department needs. Faculty may apply to the department to be considered for a release. Applications will be evaluated by the department and releases allocated in accordance with the following (equally weighted) criteria:

- the objective of the release must be clearly stated and realistic in the application
- faculty in the pre-tenure period would have priority over tenured faculty
- faculty must be poised to make effective use of a release (eg. approaching critical deadlines or especially labor-intensive parts of a project)
- the number, timing, and successful use of prior releases will be considered.
8.5 Phased/Partial Retirement

Faculty in the Department of Sociology who are in phased/partial retirement retain full membership in the department until their full retirement. They retain full voting rights, may retain their current office space, and may serve in appropriate elected and appointed positions in the department.

***This needs discussion
8.6 Course Scheduling

a. In scheduling courses each semester and balancing the needs of majors for advanced courses with the needs of the Department, Core, and College for lower-level (100- and 200-level) courses, the department will use a rough 40/60 ratio as a guide. Roughly 40% of our courses each semester will be SOC 100 or SOC 210.

b. The Department will make every effort to offer at least one section each of SOC 100 and SOC 210 on the Gorham campus. Teaching on the Gorham campus will be the shared responsibility of all faculty and assignment to classes in Gorham will ordinarily be rotated among faculty.

c. The Department will make every effort to continue the availability of the major at night.

8.7 Student Awards

In February 2000, members of the Sociology Department voted unanimously to approve two awards to be given annually at the CAS Awards Ceremony (April) to deserving students. The first award is The David Fullam Social Justice Award and is named in honor of David Fullam, Sociology professor who retired in 1999. The award will be given annually to a sociology major who best exemplifies a commitment to equity and social justice through service to their community (broadly defined). Nominations by Sociology faculty as well as self-nominations will be accepted until March 1. Nominators must provide a 1 page statement describing the nominee’s commitment and contributions to social justice in their community. Nominees must have completed 75 credit hours at time of nomination. Faculty are asked to submit no more than one nomination each.

The second award is the Sociological Imagination Award and is intended to honor outstanding academic achievement by a Sociology major. The award will be given annually to a sociology major who exemplifies the sociological imagination in their written work. Students who have completed at least 90 credits by mid February are eligible for this award. Initial screening will be based on overall G.P.A.; the five students with highest overall G.P.A. will be asked to submit a piece of written work to the Department by March 1 for review by the faculty.

[the following sections have been moved from PART III, Faculty Personnel Policies]

3.8 Student Evaluation of Teaching

Two major instruments for student evaluation of teaching will be administered in every course: the standard USM computer form (referred to as the “bubble sheet”) and the “Supplemental Evaluation” form of the Department. The evaluation will be completed during the last two weeks of the class. Faculty shall determine the day evaluations are to be completed but will not be present during the administration of the evaluation. Students will administer the evaluation forms and a
student volunteer will return completed forms to the Department office (or other designated location).

The primary purpose of teaching evaluations, and of Personnel Committee review of evaluations, is developmental–identifying problems with the purpose of helping faculty to address them and improve teaching.

3.8.1 Statement Introducing Evaluations

The following statement will be read by faculty prior to turning evaluations over to a student to be administered.

"These are course evaluation forms which we request that you complete. I will not be present while you fill out the forms. To insure anonymity of respondents, the forms will be distributed and collected by the first student on the roster. That person will return the completed forms in a sealed envelope to the Sociology Department at 120 Bedford Street. Results will not be made available to faculty until after the submission of grades for the semester.

The Department relies extensively on the results of this evaluation in the assessment of teaching performance of its faculty. The data are carefully reviewed by the Department’s Personnel Committee in all cases of faculty evaluation. In addition, the data provide essential feedback to the faculty members themselves concerning the various aspects of their teaching performance. Consequently, the Department requests that you give your response thoughtful consideration, and that you answer as completely as possible."

3.8.2 Procedure for Summarizing and Presenting Bubble Sheet Information

Responses to the bubble sheet are summarized and presented by Department staff under the supervision of the Chair as three measures:

a. Index of Class Presentation is a summation of student responses to five questions: 1) How prepared was the instructor for class? 2) How clearly did the instructor present ideas and theories? 3) How orderly and logical were the instructor’s presentations? 4) Did the instructor show respect for the questions and opinions of students? and, 5) Did the instructor inspire confidence in his/her knowledge of the subject?

b. Index of Substantive Rigor: The summation of student responses to three questions: 1) Were student required to apply concepts and demonstrate understanding? 2) How much intellectual discipline was required? and, 3) Did the exams reflect the important aspects of the course?

c. Overall Rating of Instructor? Student response to the question “Overall, how would you rate this instructor?”

Student rate faculty on a scale of 1 (highest) to 5 (lowest). For each of the measures, the percentage of student response, including missing responses, rating the faculty member as “1” or “2” is coded as “%High” and the percentage of students rating the faculty member as “4” or “5” is coded as “% Low.” The score on an index is the arithmetic mean of the percentages on the questions comprising the index.

These three measures shall be computed and reported separately for each course section. In addition, these three measures shall be computed and reported for all of the faculty member’s students combined. This is the faculty member’s Overall Summary of teaching effectiveness.

In addition, the entire Department’s score on these three measures shall be reported. This Department Score will be computed as the median of individual faculty member’s Overall Summary scores on each of the three measures.

3.8.3 Supplemental Evaluation Form
All courses combine three basic elements: content, technique of presentation, and procedures for evaluation (exams, papers, etc.). The supplemental evaluation asks students to respond in narrative form to open-ended prompts about these aspects of the course. The supplemental evaluation is reproduced below.

I. All courses combine three basic elements: content, technique of presentation, and procedures for evaluation (exams, papers, etc.). In the spaces below we ask that you evaluate this course in these three important areas. Listed after each area are items you may wish to consider in your comments. Please feel free to add additional considerations which you feel are pertinent.
   a) Content (Conceptual and theoretical content of class presentations and readings, level of student sophistication assumed in class presentations and readings).
   b) Techniques of presentations (Clarity of class presentations and readings; receptivity to, respect for and encouragement of student participation; organization and integration of materials).
   c) Procedures for grading (Clarity and consistency of expectations, appropriate emphasis on materials covered in lectures and readings, fairness and grading).

II. Faculty should be available to students for advise and consultation on matters of course work, and should be responsive to student’s academic needs. Please evaluate the instructor of this course concerning availability and responsiveness beyond the classroom. (If you did not require consultation outside of class, please indicate).

III. Your instructor would like to know if there is something you believe she/he has done especially well in the teaching of this course.

IV. Your instructor would also like to know what specific things might be done to improve her/his teaching in this course.

3.10 Disposition of Evaluations

Evaluation forms will be kept in the custody of the Department staff until processing is complete. Faculty may, however, look at the evaluations after they have submitted their final grades.

After processing is complete, the forms will be given to individual faculty members who shall be the formal custodians of them and make them available for the purposes of any departmental personnel reviews and/or actions.