

**Department of Sociology and Anthropology
College of Charleston
Proposed Merit Evaluation Criteria**

The Faculty Administration Manual identifies the following four categories for assessing faculty members' performance during the previous three calendar years:

1. Unsatisfactory: The faculty member does not show professional competence in one or more of the three areas of evaluation (e.g., Teaching, Research and Professional Development and/or Service).

---Merit Threshold---

Eligibility for any salary increase requires satisfying the merit threshold. The merit threshold is defined as demonstrating professional competence in all three evaluation areas of teaching, research and professional development, and service.

2. Professional Competence: The faculty member demonstrates professional competence in all three evaluation areas (teaching, research and professional development, and service) according to criteria and standards articulated by schools and departments.

3. High Professional Competence: The faculty member normally exhibits evidence of consistently high professional competence in all three areas of evaluation. In exceptional cases, very strong performance in one or more areas may compensate for less strong performance in another.

4. Exceptional Professional Performance: The faculty member normally exhibits high professional competence in all three areas of evaluation and exceptional performance in either teaching, or research and professional development, or service. This individual performs, in the area of exceptional performance, at a level substantially beyond college-wide expectations for promotion to the next rank, or, for a professor, at a level beyond the expectations for promotion to the rank of professor.

In accordance with the Faculty Administration Manual, the Department of Sociology and Anthropology has created its own criteria to operationalize the above merit categories. The criteria below recognize that what faculty do and how well they do it are not easily measured. As a result, assessing faculty members' performance involves a combination of qualitative and quantitative measures that acknowledge the range of activities in which faculty members engage in their professional lives. However, the guiding principle throughout the assessment process is that quality is equal to, if not more important, than quantity. For example, two publications are not necessarily better than one publication or significant scholarly product; two publications might be equal to a single publication if the latter reflects a similar level of rigor. Similarly, service on two committees is not necessarily better than service on one committee if the latter committee work involves a significant workload and time commitment (e.g., serving on the Faculty Senate during discussions of new General Education Requirements).

The burden of providing clear and convincing evidence for any merit category lies with the faculty member. The department chair reads each narrative to establish a normative level of performance for the department. After reading dozens of narratives, the department chair can more clearly identify the appropriate merit category for each faculty member. The chair then concurs with the faculty member's self-assessment or presents justification for overriding the faculty member's self-assessment by classifying the faculty member at a higher or lower merit classification category. The department chair subsequently discusses each faculty member's evaluation with the Dean of the School of Humanities and Social Sciences to ensure that faculty members within similar merit categories are ranked consistently across all departments in the School of Humanities and Social Sciences. When discrepancies are identified, appropriate adjustments are made to ensure fairness and consistency in the merit evaluation process.

The process outlined above adheres to the spirit of the guidelines specified in the Faculty Administration Manual which states that “In designating a faculty member as meeting one of the designations of quality of performance above, or as **not meeting the merit threshold**, Chairs should make qualitative assessments of performance and apply the criteria flexibly.”

Please remember that the burden of providing clear and convincing evidence for self-assessment in any merit category lies with the faculty member. The department chair already has access to her/his CV, course syllabi, teaching evaluations and any information entered into the Faculty Activity System. The narrative is helpful to the department chair if the faculty member highlights her/his main accomplishments over the last three years with particular emphasis on the kinds of evidence associated with the merit categories below.

Criteria for Professional Competence

Evidence for Professional Competence may include but is not limited to the following:

Teaching	Research and Professional Development	Service ¹
<ol style="list-style-type: none"> 1. The faculty member's courses are well organized with clearly stated goals, objectives and standards as demonstrated by a well-planned course syllabi and the utilization of high quality course materials. 2. The faculty member is current in the field and area of expertise. 3. The faculty member maintains consistent student evaluation ratings of teaching of at least 4.5 (on a 6 point scale), with exceptions made for "high hostility courses" (e.g., research methods' courses). 4. The faculty member is consistently accessible to students by maintaining office hours each week. 5. The faculty member provides sound advising and academic counseling to students 6. The faculty member regularly measures student performance with appropriate materials and regularly apprises students of the result of their performance in a timely manner 7. The faculty member evaluates students using clear criteria, uses a variety of evaluation instruments and does both in a timely manner. 8. The faculty member meets classes regularly and punctually. 9. Faculty members willingly accept and positively approach new teaching assignments and/or responsibilities. 	<ol style="list-style-type: none"> 1. The faculty member remains current in the discipline. 2. The faculty member remains knowledgeable about research in her/his field of expertise. 3. The faculty member is working towards publication. 4. The faculty member communicates research to peers outside the college. 5. <u>The faculty member belongs to a professional organization(s).</u> (PREVIOUSLY LISTED AS A CRITERIUM FOR HIGH PROFESSIONAL AND EXCEPTIONAL PROFESSIONAL COMPETENCE) 	<ol style="list-style-type: none"> 1. The faculty member contributes and works toward departmental goals and objectives. 2. The faculty member serves on departmental, college, and/ or university committees. 3. The faculty member maintains good department and college-wide citizenship.

¹ During the three year period under evaluation, faculty are expected to perform some service that supports the mission and goals of the department and the College, including involvement in standing or *ad hoc* committees of the College faculty, in departmental committees or offices, and/or in special College committees or task forces. Also, service to the community that relates to the faculty member's professional expertise is weighed more heavily than is service that is not an extension of the faculty member's expertise.

Criteria for High Professional Competence and Exceptional Professional Performance

As noted above, the distinction between the criteria for designation of High Professional Competence and Exceptional Professional Performance is one of quality rather than quantity. It is for this reason that the criteria below have not been delineated separately for these two merit categories. Please remember that the burden of providing clear and convincing evidence for self-assessment in any merit category lies with the faculty member.

Exceptional Professional Performance is earned by faculty members who exhibit high professional competence in all three areas of evaluation and exceptional performance in one area of either teaching, research and professional development, or service. Faculty members performing at the level of Exceptional Professional Performance are performing at a level substantially beyond college-wide expectations for promotion to the next rank, or, for a professor, at a level beyond the expectations for promotion to the rank of professor.

Evidence for High Professional Competence **OR** Exceptional Professional Competence in the areas of teaching, research and professional development and service may include but is not limited to the following (the list continues on page 5):

Teaching	Research and Professional Development	Service ¹
<ol style="list-style-type: none"> 1. The faculty member contributes to curriculum development within the department by developing new course content and/or by serving on subcommittees or task groups related to curriculum content. 2. The faculty member produces <u>original</u> teaching and other instructional materials (i.e., teaching manuals, workbooks, etc.). 3. The faculty member uses innovative teaching methods. 4. The faculty member develops new courses. (Refers to new courses, not new preparations.) 5. The faculty member directs Independent Study courses, Bachelor's Essays, Tutorials and/or Internships (without course release). 6. The faculty member completes institutes, workshops or seminars designed specifically for the improvement of teaching. 7. The faculty member participates in and/or attends pedagogical conferences/workshops to improve teaching techniques and performance. 	<ol style="list-style-type: none"> 1. The faculty member <i>publishes</i> one or more of the following: <ul style="list-style-type: none"> • -<u>Refereed</u> books, articles, edited volumes or book chapters. • -<u>Non-refereed</u> books, articles, edited volumes, book chapters, technical reports or books reviews. 2. The faculty member <i>submits for publication</i> one or more of the following: <ul style="list-style-type: none"> • <u>Refereed</u> books, articles, edited volumes or books chapters or technical reports. • <u>Non-refereed</u> books, articles, edited volumes, book chapters, technical reports or books reviews. 3. The faculty member published textbooks, workbooks, study guides and other pedagogical materials. 4. The faculty member serves as a consultant. 	<ol style="list-style-type: none"> 5. The faculty member serves as chair of departmental committees and/or assignments. 6. The faculty member serves as chair of college-wide committees and/or assignments. 7. The faculty member performs an unusually large amount of college or other professional committee work. 8. The faculty member serves as a "mentor" to a new faculty member. 9. The faculty member serves as an advisor to student organizations. 10. The faculty member develops and/or maintains the department's website. 11. The faculty member participates in recruitment and public relations activities for the College, the profession and/or the program (e.g., major and minor fairs). 12. Provides rare, exceptional (going beyond what is usual, or customary) major service to the department, which does not apply under any other criteria.

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Criteria for High Professional Competence and Exceptional Professional Performance, continued

Teaching	Research and Professional Development	Service ¹
<p>8. The faculty member completes under-graduate and/or graduate courses in a subject(s) pertinent to her/his area of expertise, developing interest(s), and/or course content to enhance teaching or enrich your classes.</p> <p>9. The faculty member receives student evaluation ratings of teaching equal to or above departmental averages, with exceptions made for "high hostility courses" (e.g., research methods' courses).</p> <p>10. The faculty member receives awards or honors for teaching (e.g., Distinguished Teaching Award, Distinguished Teacher/Scholar Award, etc.).</p> <p>11. The faculty member carries an unusually heavy teaching load (i.e., number of credit hours, number of different teaching assignments, number of new course preparations, etc.).</p> <p>12. The faculty member carries an unusually difficult schedule of classes (i.e., large number of classes with lots of contact hours, high hostility classes, etc.).</p> <p>13. The faculty member contributes to students' personal professional development by, for example, engaging students in scholarly activity, including conference presentations, coauthoring and fieldwork.</p> <p>14. The faculty member <u>develops</u> non-traditional courses (e.g., First Year Experience courses, service learning courses, study abroad courses, etc.).</p>	<p>5. The faculty member is recognized by the profession by being invited to present a paper or serve and/or participate as an expert in area of service.</p> <p>6. The faculty member presents papers, posters and/or delivers formal addresses at professional meetings.</p> <p>7. The faculty member chairs a conference, workshop and/or conference panel.</p> <p>8. The faculty member serves as editor of professional publications.</p> <p>9. The faculty member participates in data collection for significant regional or national research projects.</p> <p>10. The faculty member is <i>awarded</i> internal or external funding for research activities.</p> <p>11. The faculty member develops and submits grant proposals that were intended to generate internal and/or external funding.</p> <p>12. The faculty member achieves specialty certification and/or re-certification.</p> <p>13. The faculty member receives an award or honor for scholarly activities (e.g., Distinguished Teacher/Scholar Award, Distinguished Research Award, etc.).</p> <p>14. The faculty member enrolls in and completes courses, workshops, institutes or other training.</p>	<p>9. The faculty member receives an award or honor for service (e.g., Distinguished Service Award).</p> <p>10. The faculty member provides in-service training to community groups or organizations (e.g., People Against Rape)</p> <p>11. The faculty member develops or coordinates continuing education workshops or conferences.</p> <p>12. The faculty member presents at a continuing education and/or faculty development workshop or conference.</p> <p>13. The faculty member serves as a reviewer for presentations at professional meetings.</p> <p>14. The faculty member participates or serves in leadership activities of professional associations, (e.g., attending meetings and providing service on committees, task force groups, or serving in a leadership capacity in professional organizations [e.g., boards, officers, committee chairs, etc.]).</p> <p>15. <u>The faculty member serves on an editorial board(s) or as a reviewer for professional publications (please specify the number of reviews completed).</u> (PREVIOUSLY LISTED UNDER RESEARCH AS EVIDENCE OF HIGH PROFESSION & EXCEPTIONAL PROFESSIONAL).</p> <p>16. The faculty member presents at brownbag seminars on and/or off campus.</p> <p>17. <u>The faculty member delivers guest lectures to other university classes on- and/or off-campus.</u> (PREVIOUSLY LISTED UNDER TEACHING AS EVIDENCE OF HIGH PROFESSION & EXCEPTIONAL PROFESSIONAL).</p>

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Weight Structure for Teaching, Research and Development and Service:

The merit assessment form is included at the end of this document. Please remember to keep your narrative to two pages. You can weight your efforts in teaching, research and service according to the following scale.

	Instructors & Senior Instructors	Untenured Faculty	Tenured Faculty
Teaching	80%	50%	40%
Research	5%	20%	10%
Service	5%	10%	10% (max 30%)
Discretionary	10%	20%	40%

While teaching remains the core purpose for faculty at the College of Charleston, the new proposed weight distribution for tenured faculty is intended to create a merit evaluation that reflects where each faculty member is in her/his career. For example, a faculty member nearing retirement may not want to spend 20 percent of her/his time devoted to research and professional development but is doing fantastic work developing new and innovative teaching strategies. Similarly, a faculty member may receive significant funding from an external grant that allows her/him to "buy" a course release and thus focus a greater proportion of her/his energy on research instead of teaching. We suggest it makes sense to give these faculty members the freedom to assign a greater level of weight to their teaching or research than is allowed in the current system. In this way, faculty members would be better able to "renegotiate" on an annual basis how their efforts in teaching, research and service are weighted, more accurately representing the fluctuations in our professional and personal lives.

Please submit your current CV with the form below. On your CV, please highlight in red the research and service accomplishments that have occurred during the three year period under evaluation.

SELF-ASSESSMENT OF ACCOMPLISHMENTS FOR MERIT REVIEW
JANUARY 1, 2007- December 31, 2009

Teaching:

Distribution Efforts: _____

Self-Assessment:

**Research &
Development:**

Distribution Efforts: _____

Self-Assessment: _____

Service:

Distribution Efforts: _____

Self-Assessment: _____

Name: _____ **Date:** _____

Rank: _____ **Years in Rank:** _____