

CS 3.7.2 - Faculty Evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Compliance Finding: Partial Compliance

Narrative:

The University of South Carolina Beaufort (USC Beaufort) is in partial compliance with this standard. Adjuncts have always been evaluated by student evaluations. However, the institution has not been consistent in having faculty supervisors evaluate adjunct faculty. This situation was created in part due to the retirement of one Executive Vice Chancellor for Academic Affairs (EVCAA); the interim appointment and the mid-year hire of the current EVCAA. Also beginning in the fall 2007 USC Beaufort made a transition from a division structure to a department structure.

Action Plan: Beginning in the fall 2007 a process of evaluating adjuncts was put into place and will be fully implemented in spring 2008. This will bring USC Beaufort in compliance.

As stated in the Faculty Manual [1] , USC Beaufort "supports evaluations and reviews as a means to recognize and reward faculty for superior achievement, and to assure that each faculty member's contributions to the university through teaching, research, scholarship and/or creative activities, and professional service remain at a satisfactory level of performance".

Review Criteria

The Faculty Manual outlines the criteria for evaluating faculty in three basic areas of faculty responsibility: teaching, research or scholarly/creative activities, and service.

Teaching: Of the three basic areas of faculty responsibility, teaching effectiveness receives the major emphasis, and the instructional responsibilities of faculty members form the core of a satisfactory performance review. All faculty members are expected to reach and maintain a high level of teaching effectiveness. Individual differences and strengths in meeting other criteria are to be recognized and encouraged. Faculty members are expected to prepare for their courses and teach them effectively. As a rule, this includes preparing course syllabuses, keeping course materials current, grading responsibly, returning student work in a timely fashion, maintaining office hours, and counseling or advising students as appropriate or needed.

Scholarly/creative activities: Faculty members are expected to stay current in their area(s) of disciplinary expertise and to pursue research or scholarly/creative activities in accordance with their professional interests. In an institution whose primary mission is teaching, research or scholarly/creative activities are valued as enhancements of curriculum and instruction. In any endeavor, the quality of the work is more important than the quantity. USC Beaufort is committed to valuing and sustaining many kinds of research or scholarly/creative activities. Independent research is as vital to professional growth as is funded research, and remuneration for research or scholarly/creative activities shall not lessen nor increase the worth of such contributions in evaluating a candidate's performance.

Scholarly activity involving long-term projects is evaluated on an annual basis with respect to effort and progress rather than just the end result. External evaluation of a faculty member's scholarly/creative achievements and other professional activities may be used as relevant data for consideration of merit.

Service: Faculty members are expected to contribute to the campus/system/larger community in some way, especially in ways that make use of their professional expertise. Service activities may be documented by letters and/or by major documents produced in the course of this service. Three kinds of service may be considered:

- contributions to the effective functioning of their academic department and/or the university as a whole
- service to the teaching profession or to the profession of their discipline
- service to the community at large, when it is related to the faculty members' field of expertise. The burden is on the faculty member to explain how such community service promotes the mission of USC Beaufort. Remuneration for university and community service shall not lessen nor increase the worth of such contributions in evaluating a candidate's performance.

Review process

All faculty at USC Beaufort, including tenure-track professors, tenured professors, full-time instructors, and adjuncts are evaluated on an annual basis. The Executive Vice Chancellor for Academic Affairs evaluates the department chairs, the library director, and faculty members in departments where the members hold the same or higher rank than their chair. Department chairs evaluate all other faculty members in their departments. The library director evaluates librarians. Student evaluations [ii] are conducted for each course offered by faculty each semester. Recommendations of effectiveness ratings are made to the Chancellor, and merit increases are determined based on overall ratings of effectiveness.

A third year peer review, in which tenured members of the Faculty Development Committee evaluate their untenured faculty colleagues, allows tenured faculty to review the file of those individuals in the areas of teaching, scholarship and service in order to discuss areas of success and needed improvement prior to the tenure decision. This Faculty Development Committee is a standing committee of the Faculty Senate [iii].

For faculty members with tenure, members of the Post Tenure Review Committee evaluate their tenured faculty colleagues. These reviews take place for all tenured faculty on a six year cycle to ascertain the quality of performance and consideration of administrative reviews is given by the committee as a part of its recommendation. If the post tenure review indicates unsatisfactory performance, a mutually agreeable professional development plan outlining the strategies for improvement is created [iv].

Faculty self-evaluations, along with the Executive Vice Chancellor's ratings and response are kept in the office of the Executive Vice Chancellor for Academic Affairs.

Pursuant to the guidelines of the South Carolina Commission on Higher Education's *Best*

Practices for a Performance Review System for Faculty [v] the faculty of USC Beaufort recommended to the Administration that the following definitions be used in the performance review process:

Outstanding: Faculty members considered outstanding are those whose performance significantly exceeds the normal requirements of their position. The quality of their performance is such as to make it worthy of special note. Their level of performance indicates extra thought, time, effort, and imagination. They make continuing important contributions to the university and its mission.

- **Highly Effective:** Faculty members considered highly effective are those whose performance exceeds the normal requirements of their position. The quality of their performance makes continuing significant contributions to the university and its mission.
- **Effective:** Faculty members considered effective are those whose performance meets the requirements of their position. Their accomplishments support the mission of the university.
- **Less Than Effective:** Less than effective is applied to those faculty members whose performance fails to meet the requirements of their position. Continued performance at this level would clearly impede the mission of the university.

In addition to a rating for each of the areas (teaching, research or scholarly/creative activities, and service) each faculty member is also given an “overall rating” - a compilation of the ratings received for each of the three evaluation categories (teaching, research and/or scholarly/creative activities, and professional service) into a single overall rating for each faculty member. These are defined below:

- **Outstanding:** To earn an overall evaluation of outstanding, a faculty member must rate outstanding in teaching and outstanding in one of the other two areas OR outstanding in teaching and highly effective in both of the other two areas. Any faculty member who receives an overall evaluation of outstanding in an administrative performance review shall be recommended to receive a permanent merit increase to base pay, in addition to any annual raise, as determined by the Chancellor and depending upon availability of funding.
- **Highly Effective:** To earn an overall evaluation of highly effective, a faculty member must rate highly effective in teaching and highly effective in one of the other two areas OR outstanding in teaching and effective in both of the other two areas. Any faculty member who receives an overall evaluation of highly effective in an administrative performance review may receive a permanent merit increase (see below) to base pay, in addition to any annual raise, as determined by the Chancellor and depending upon availability of funding.
- **Effective:** To earn an overall evaluation of effective, a faculty member must rate effective in teaching and effective in at least one of the other two

areas. An effective evaluation will be noted in the faculty member's personnel file.

- **Less Than Effective:** To receive an overall evaluation of less than effective, a faculty member must rate less than effective in teaching OR effective in teaching and less than effective in both the other two areas.

Faculty members are responsible for creating and maintaining current files and/or portfolios, for use in the review process. Files contain, in addition to the curriculum vitae (c.v.), listings of teaching effectiveness, research or scholarly/creative activities, and professional service as noted above. They should also contain a personal narrative statement that may include a self-evaluation of teaching philosophy, goals, objectives, responsibilities, and accomplishments. Portfolios are expanded files that provide a reference collection of documents supporting the claims made in the body of the file.

Timeline

During the fall semester of each year, the office of the Executive Vice Chancellor for Academic Affairs provides all faculty members in their departments with copies of annual performance review criteria, procedures, forms, and definitions [\[vi\]](#). Annual review evaluation forms are the same for all departments and should include the agreed upon definitions of evaluation terms.

Evaluations occur during the second semester of each year. By mid-March, faculty members forward their files to their department chairs or to the Executive Vice Chancellor (whoever is scheduled to carry out the evaluation). Annual instruction and course evaluation forms completed anonymously by students must be submitted for each course taught.

By April 30, all evaluations, including optional interviews upon faculty request, must be completed. These evaluations consist of marks assigned for outstanding, highly effective, effective, and less than effective performance, as well as any comments the department chair or Executive Vice Chancellor may make at the base of the evaluation form. It is essential that the review process identify those faculty members whose overall level of performance is outstanding.

At the end of the review process, the department chair or the Executive Vice Chancellor and the faculty member sign the completed evaluation form to show that a review has occurred. Signing does not imply agreement, and the faculty member is at liberty to challenge or reject the claims made on the form.

Faculty members who dispute any part of the annual administrative evaluation may submit a rejoinder to the evaluation made by their department chair or the Executive Vice Chancellor. This rejoinder, if submitted, must be attached to the annual written evaluation and kept with it in the evaluator's confidential file. All faculty members shall receive copies of their annual administrative evaluations.

Adjunct Faculty Policy

In August 2007 the interim EVCAA sent instructions to department chairs outlining the process for evaluating adjunct faculty. *Adjunct Faculty Evaluation*, USC Beaufort policy 300, states that "The evaluation process of adjunct faculty is intended to ensure adherence to the academic

standards of the University." [vii] The policy requires that all new hires shall be evaluated by the department chair at the end of their first semester and annually thereafter. A letter is sent annually to adjunct faculty by the department chair, requesting information that the faculty member would like considered during the review process. The final evaluation is sent to the adjunct faculty member from the department chair with a copy to the Executive Vice Chancellor for Academic Affairs. Adjunct faculty members may respond in writing to the evaluation, and if desired, may request a meeting with the Executive Vice Chancellor for Academic Affairs prior to signing and returning their evaluation form.

Adjunct faculty members are evaluated for teaching effectiveness through classroom visits by the department chair or his/her designee, and through student evaluations. They may also submit other materials for review such as research, public service, and professional development.

This process will be fully implemented by the end of the spring 2008 semester.

Supporting Documentation

- i [USC Beaufort Faculty Manual -- Faculty Reviews](#)
- ii [Student Course Evaluation Form](#)
- iii [USC Beaufort Faculty Manual -- Faculty Senate](#)
- iv [USC Beaufort Faculty Manual -- Tenure](#)
- v [South Carolina Commission on Higher Education's Best Practices for a Performance Review System for Faculty](#)
- vi [USC Beaufort Faculty Evaluation Form](#)
- vii [USC Beaufort Academic Policy 300 -- Adjunct Faculty Evaluation](#)