VI. EVALUATION OF FACULTY

B. Third-Year Review and Promotion of Instructors and Renewal of Senior Instructors

The President retains the power of approval for third-year review determinations, conferrals of tenure, and promotions. The Provost, acting in accordance with the provisions stated in this Faculty/Administration Manual, is responsible for making the final recommendation to the President in respect to all such matters.

A third-year review should substantiate whether satisfactory progress toward promotion to Senior Instructor has been made.

Promotion to Senior Instructor is awarded to eligible instructors at the College of Charleston for meritorious achievement in the three areas: teaching, professional development and service. A promotion decision is made only once normally in the sixth year. A review for renewal as Senior Instructor normally takes place every fifth year. (Inst. April 2011)

1. Specific Criteria for Promotion to and Renewal as Senior Instructor
   (Rev. April 2011)

   The following criteria are necessary, though not sufficient, for promotion to and renewal as Senior Instructor:

   a. Promotion to and renewal in the rank of Senior Instructor requires sustained exemplary performance in teaching.

   b. Continued vitality as a teacher is intimately related to professional development. There must be clear evidence of promise for continued development in pedagogy.

   c. There should be active and sustained participation in service to the College, and, where appropriate, to the community.

2. Teaching Effectiveness
   a. Standard

   Teaching is the primary responsibility of faculty at the College of Charleston. Teaching involves communicating
knowledge to students and fostering in them the intellectual curiosity necessary to continue the quest for knowledge. The effective teacher exhibits a sustained concern for teaching, which is reflected in teaching materials, classroom performance, academic advising, critical evaluation of students, and adequate preparation of students for later undergraduate work. Course materials should be well conceived, well organized and well written. Instructors should be accessible to students both inside and outside of class, provide frequent constructive feedback to students, and involve them actively in the learning process. Instructors should attempt to use a variety of teaching techniques including innovations involving modern technology, where appropriate, and maintain currency in the pedagogy of their disciplines. Students should be exposed to current scholarship or research in the field, if appropriate. Student evaluations should be consistently good. An instructor should be prepared to provide sound advice to students and to newer colleagues on academic matters.

b. **Evidence** (while in rank at the College of Charleston) should include:

1. Chair’s evaluations since faculty member has been at the College.

2. Internal and/or external colleague statements on teaching.

3. Evaluatee’s narrative of teaching philosophy, methodology, and accomplishments in teaching, advising, and other similar activities.

4. Recent graduate evaluations on teaching: either all majors or a sample of at least 40 students selected randomly from among all majors in the department who have graduated within the past five years and whom the candidate has taught; departments may choose to use a sample of at least 40 graduates selected randomly from among students in service courses taught by the evaluatee. Additional students whom the candidate has taught may be added by the candidate in consultation with the Chair. Students must list all courses taken from the evaluatee and the grade(s) received in these courses.
In addition, the students must sign the form or letter used for evaluation. The Chair must designate which students are recommended by the evaluatee. In cases where a faculty member undergoing review has taught fewer than 40 graduates, the Department Chair should indicate that this has occurred. In these cases it may be appropriate to substitute evaluations from non-majors.

(5) Student ratings and summaries:

(a) Student ratings from all courses evaluated. Student course evaluations will be completed for every section of every course, every semester, with the exception of a course that has only one student enrolled. If it is a department’s policy to require the inclusion of the comments portion of the student ratings, the department must develop procedures for collecting and reviewing this portion of the student ratings form. A copy of the procedures should be on file in the Provost’s Office. In the absence of these procedures, a faculty member undergoing review may choose to include these comments as part of the packet, having explained in his or her narrative about teaching whether all the comments or a selection of the comments have been included.

(b) The Summary Rating for all courses in the Department for each semester will be included in the evidence in the Executive Binder with the summary student evaluations. The summary ratings for the department will be distributed to the faculty in the department each semester. (Inst. April 2011)

(6) Evidence of teaching effectiveness may also include but is not limited to:

(a) Syllabi, reading lists or bibliographies, policy statements, grading procedures, course goals and objectives.
b. Samples of evaluatee-prepared and/or other supplementary course material.

c. Samples of tests, exams, essays or other assignments, including some graded work.

d. Participation in curriculum development.

e. Participation in interdisciplinary courses and programs.

f. Participation in peer coaching activities and/or observation of classroom performance by colleagues. Each department will develop a procedure for peer observations of candidates for promotion to Senior Instructor.

g. Participation in pedagogical conferences, workshops and field trips.

h. Participation in departmental advising as directed by the Department Chair.

3. Professional Development

a. **Standard**

Professional development is essential to an instructor’s ability to carry out the College’s educational mission. Professional development involves the various activities that increase the faculty member’s knowledge and exemplify pedagogical or artistic expertise. It includes, but is not limited to, research in pedagogy, appropriate studies within and outside one’s specialties, and creative activities in practice and performance in the fine arts. Instructors maintain currency in the content of courses taught and in pedagogical techniques. They sustain professional contact with colleagues and engage in continuing professional activities to maintain, upgrade, and augment existing skills or develop new ones.
b. Evidence (while in rank at the College of Charleston) should include:

(1) Evaluatee’s narrative of professional development activities.

(2) Internal and/or external colleague statements on professional activities.

(3) Chair’s evaluations since faculty member has been at the College.

(4) Evidence of professional development may include but is not limited to:

(a) serving as an officer or a member of a board or committee of a local, state, regional, national or international professional organization;

(b) chairing or serving as a discussant on a panel at a professional meeting;

(c) preparing grant proposals and reports;

(d) conducting professional workshops and seminars;

(e) participating in professional meetings, seminars, workshops, et cetera;

(f) completing graduate studies or course work relevant to professional competency;

(g) receiving fellowships and awards;

(h) serving as a professional consultant;

(i) attending workshops, symposia, meetings of regional and national organizations, et cetera;

(j) producing scholarly and creative works that are pedagogical in nature, such as media productions, and compiling significant
bibliographies, guidebooks, catalogs, study guides, textbooks or workbooks;

(k) all activities appropriate at the professorial ranks.

4. Professional Service to the Community

a. **Standard**

Service to the College and/or the community falls within the responsibilities of a faculty member and is essential to the fulfillment of the College’s responsibilities to the academic community and to the attainment of institutional goals. Each faculty member is expected to cooperate in supporting the mission and the goals of the department and the College. Service includes holding departmental offices, serving on departmental committees, and participating in campus and community activities related to the College and to one’s professional role. It also includes involvement with standing or *ad hoc* committees of the College, and special committees or task forces. Service includes working with student organizations and non-academic advising; working with community, state, regional or national organizations; utilizing professional expertise; and working on institutional advancement projects.

b. **Evidence** (while in rank at the College of Charleston) should include but is not limited to:

1. Evaluatee’s narrative of accomplishments in service while in the rank of Instructor or Senior Instructor.

2. Internal and/or external colleague statements and letters of testimony. The letters shall be solicited by the panel chair. Authors of letters shall be agreed upon by both the panel chair and the evaluatee.

3. Chair’s evaluations since the faculty member has been at the College.