

GUIDELINES FOR PERFORMANCE-BASED MERIT

The goals of the GJS merit system are to promote faculty recruitment and retention, adequately reward conscientious performance of normal duties and responsibilities, and provide incentives that encourage distinguished, innovative, and creative achievement in teaching, research, and service.

Members of the faculty establish meritorious performance expectations. The Department Chair distributes merit according to those expectations (College of Arts and Sciences Chair Manual, Section 3, p. 2).

A. Merit Pool

The merit pool for the Department of Government and Justice Studies includes all full-time faculty members eligible for a merit award, excluding the Department Chair.

Merit is a salary increment that is allotted for the performance of duties that meets or exceeds department or academic unit expectations. It is expected that, unless an exception has been negotiated with the Department Chair and approved by the Dean of the College of Arts and Sciences, all faculty will engage in teaching, research, and service that reflects the allocation of effort identified in the department's promotion and tenure policy.

B. Performance Review

Annual performance review for tenured and tenure-track faculty shall reflect the three areas of teaching, research, and service that are expected of all faculty in the department as described in the promotion and tenure guidelines.

Faculty members who have been assigned administrative responsibilities and/or other responsibilities as defined and agreed upon by the Department Chair and with the Dean's concurrence at the time of assignment will also have their performance evaluated with respect to fulfilling those responsibilities.

The review shall cover the previous academic calendar year but should, where appropriate, take into account performance over the most recent three-year period on a rolling basis. To include a year in the three-year period, the individual must have been employed by ASU on a contract that qualifies that individual for a merit award.

The dimensions of performance will be determined in consultation with the Department Chair during the annual performance review.

C. Performance Areas Considered

1. Teaching:

The department embraces the teacher-scholar model.

"Teacher-scholars are committed to high-quality undergraduate [and graduate] education, pursue an active program of research and scholarship, and are

presumed to enliven and enrich their teaching and the student experience by incorporating insights from their own research into their instructional activities, student advising, and related work. Teacher-scholars are also expected to promote deep approaches to learning through activities that encourage students to process information in ways that help them make qualitative distinctions about the merits of data-based claims or the persuasiveness of logic-based arguments" (Kuh, Chen, and Laird. 2007. "Why Teacher-Scholars Matter." *Liberal Education* [Fall]: 40 – 45.)

Teaching activities include:

- a. Lecture courses;
- b. Seminars, topics, directed readings, workshops, independent studies;
- c. Non-classroom instruction, non-workload credit;
- d. Individualized studies for undergraduate and graduate students;
- e. Direction of theses or capstone projects;
- f. Directed research for undergraduate and graduate students;
- g. Independent studies for undergraduate and graduate students;
- h. Direction of honors theses;
- i. Organizing, directing, or participating in groups attended by students;
- j. Organizing, directing, or participating in colloquia attended by students;
- k. Directing undergraduate research projects;

Additional activities that fall within teaching activities include:

- a. Serving as academic advisor for undergraduate and graduate students;
- b. Serving on master's committees;
- c. Advising student organizations;
- d. Meeting with prospective students;
- e. Writing letters of recommendation for students;
- f. Serving on graduate examination committees;
- g. Guest lecturing for other courses;
- h. Developing new departmental offerings;
- i. Participating in workshops, programs, or other efforts for improving teaching or evaluation procedures devoted to improving teaching effectiveness;
- j. Participating in program assessments.

2. Teaching Innovation:

- a. Distance education course delivery;
- b. Internet-based instruction;
- c. Preparation and delivery of a new course;
- d. Creative pedagogical activity.

Evidence of Performance Includes:

- a. Student evaluations;
- b. Peer evaluations;
- c. Chair evaluations;
- d. Review of course materials;

- e. Review of student work;
- f. Availability to students;
- g. Adherence to accepted standards of professional behavior;
- h. Response to feedback;
- i. Innovative teaching;
- j. Development of new courses;
- k. Integration of recent scholarship into courses;
- l. Readings and assignments reflect contemporary subject matter development;
- m. Service learning activities;
- n. Teaching awards.

3. Research and Scholarship: The Department expects faculty members to be productively engaged in a variety of scholarly activities. The Department supports these activities because they provide direct support for the teaching mission of the university. The domain of "research and scholarship" includes designing and conducting research and disseminating research findings. Examples of research endeavors include presentations, the production of research, professional, and heuristic articles, the production of book chapters, books, media, other products and innovations, and editorial activities. Publication is the expected and final product of these endeavors.

The scholarship of engagement is another dimension of research and scholarship. The scholarship of engagement includes professional work with government agencies, non-profit and for-profit organizations, and includes many forms of contract research with identifiable products.

The department encourages and rewards all scholars who seek and obtain external funding for their work.

In the following sections, it is recognized that scholarship and research occur in stages over time, from design, to implementation, to dissemination. Examples of scholarly activities include, but are not limited to, the following:

Designing and implementing research (examples):

- a. Funding: The scholar actively pursues support from private, local, state, federal, and university sources. Funding proposals include the preparation, submission, and approval of the requests. Examples include research projects, training grants, equipment grants, and external contracts;
- b. Development/preparation of research and other creative work;
- c. Organizing collaboration with other scholars.

Dissemination of research (examples):

- a. Publication of scholarly articles;
- b. Publication of books;
- c. Presentation at professional meetings;
- d. Invited presentations;
- e. Service as an editor or editorial board member;

- f. Citation of research in prominent media or other public outlets.

Scholarship of engagement (examples):

- a. Production of research reports for agencies or organizations;
- b. Completion of program evaluations;
- c. Development of policies and procedures at the request of agencies or organizations;
- d. Research undertaken in collaboration with an agency or organization.

4. Service: All faculty members are expected to contribute to faculty governance at the department, college, and university levels. In general, junior faculty at the assistant professor level are encouraged to focus attention on their teaching and scholarship, though some minimal level of service is expected. Service to the profession and the community is also valued.

Service that is separately compensated – such as service as Department Chair and Assistant Chair – will not be counted toward service.

Department, college and university service activities (examples):

- a. Service as a chair or member on departmental committees;
- b. Service as program director or curriculum coordinator;
- c. Interdisciplinary service to programs outside the department: e.g., Global Studies, Women's Studies, or Interdisciplinary Studies;
- d. Service on college committees;
- e. Service on university committees;
- f. Service to the Faculty Senate, Honors Program, etc.

Service to the profession (examples):

- a. Participation in national, regional, and state conferences;
- b. Participation in the governance of national, regional, and state professional associations;
- c. Services as chair or other officer of a state or national professional association;
- d. Reviewer of manuscripts for journal or publisher;
- e. Service to the community (examples);
- f. Lectures, interviews, answering inquiries;
- g. Service on community organizations;
- h. Editorials and media presentations.

Dimensions of Satisfactory and Exceptional Performance

Satisfactory performance constitutes the expectations of faculty members in the pursuit of tenure and promotion (and promotion to full professor).

Satisfactory performance in the area of teaching requires demonstrated competence in the classroom according to student and peer evaluation, competently constructed syllabi and other course materials, and professionalism. Strong adherence to professional norms and standards are also expected for advising and other co-curricular activities.

In the area of research and scholarship, satisfactory performance in the area of research and scholarship constitutes two scholarly outputs on a three year rolling basis. This is the level of scholarly output for which the department, college, and university expect to earn a course reduction for research. This is also generally the minimal level of scholarly output expected to earn tenure and promotion.

Satisfactory performance in the area of service is maintained via a willingness and capacity to serve on department committees, attendance at department meetings, and other bodies that engage in departmental, college, and university governance.

Exceptional performance goes beyond the expectations of faculty members in the pursuit of tenure and promotion. Each member of the faculty, in consultation with the chair during the annual performance review, must demonstrate exceptional performance.

Exceptional performance in the area of teaching includes any activities that go beyond regular teaching expectations. Faculty members who provide their students with service learning or international opportunities, innovative pedagogy, or integrate scholarship and teaching, and receive positive feedback may be considered for exceptional performance in the area of teaching.

Exceptional performance in the area of scholarship includes the publication of a book or the attainment of a research grant. It may also include the publication of an article in a top journal, the publication of numerous articles, or conducting significant contract research that is documented in publications or reports.

Exceptional performance in the area of service may include extraordinary performance as a curriculum committee coordinator, service as chair of a college or university committee, assuming leadership roles on the Faculty Senate, leadership in professional organizations, leadership in community organizations, or significant participation in college or university initiatives.

Calculating Merit

An exceptional performance rating may be achieved by a single accomplishment of high significance, or by the sum of several accomplishments in a single area which, taken together, exceed the norms as defined above.

The Department Chair shall determine the merit award in consultation with the faculty member. In determining merit, the Department Chair shall consider the faculty member's report of annual activities, peer review of teaching, scholarship, and the annual evaluation. All merit claims must be fully documented. All members of the faculty will fit into one of the following merit categories:

Exceptional: Exceptional performance in at least one area of teaching or research. Satisfactory performance must be maintained in the other two areas.

Satisfactory: Satisfactory performance in teaching, research, and service.

Unsatisfactory: Unsatisfactory performance in teaching, service, or research.

All faculty members qualifying for merit by meeting the standards in the exceptional category shall receive an equal salary increase regardless of rank. All shall receive equal salary increases regardless of rank.

The Department Chair will determine the relative size of each merit pool.

Exceptions to the Policy on Performance Review and Merit

If more than 3 academic years have passed between available merit pay, faculty shall be evaluated based upon their performance during the entire period since previous merit evaluation.