



Statement of the Faculty Senate  
Regarding  
Teaching/Advising, Scholarship, Service and Merit  
Feb. 14, 1994

Teaching/Advising, Scholarship, and Service are essential, and each faculty member will be evaluated and rewarded according to the quality of his/her performance of these three responsibilities. Teaching and scholarship are the paramount and roughly co-equal responsibilities of each faculty member. Service supports these primary functions, and, as such, it is crucial, but secondary to teaching and scholarship. To uphold these principles and to allow individual faculty the flexibility to emphasize individual strengths and to vary commitments from year to year, we recommend that the evaluation of faculty be weighted as follows: teaching/advising, 35-45%; scholarship, 35-45%; and service, 15-25%. These numbers are meant to clarify the ideas of flexibility and variation, not to suggest that we advocate a numerical and precisely quantitative system. These numbers also do not indicate time spent fulfilling each responsibility, but the weight given to each in the planning process. Department Chairs and others who assume significant responsibilities may be treated as special cases, because their administrative duties make this relationship between scholarship, teaching and service unrealistic. Individual faculty will propose their own balance of these responsibilities. The processes which the faculty use to develop plans for fulfilling their responsibilities in teaching/advising, scholarships, and service will be defined at the department and college level.

- **Teaching/Advising:** The development and the quality of an individual faculty's teaching can be described by chair and peer evaluation which can be based on teaching portfolios, student evaluations, and classroom visitation. Departmental faculties, colleges, and Deans' Council will determine the specific methods of chair and peer evaluation that best suit their disciplines.

Effective advising is the essential complement to effective teaching, for it guides students in the selection of an academic program, the performance of course work, and the planning of a career. As such, it also deserves effective evaluation with methods to be determined by departments, colleges and Deans' Council.

- **Scholarship:** Scholarly activities should advance human knowledge and enhance teaching. Generally speaking, achievements in scholarship, research and creativity include, but are not limited to, presentation, performance, or publication evaluated and recognized by one's professional peers. Specific definitions and ranking of various scholarly activities will be determined by departmental faculties, colleges, and Dean's Council in accordance with the generally accepted professional standards of their disciplines. By this process each department and college can define scholarship to suit its discipline and meet its departmental goals.

- **Service:** Service includes a faculty member's active involvement, beyond teaching and scholarship, in the work of department, college, and university, in professional organizations, student activities, and community services that enhance LMU's commitment to its mission. Departmental faculties, colleges, and Deans' Council will establish definitions and methods of evaluating service.

**Merit System.** Merit pay increases are both rewards and incentives, designed to promote excellence in teaching, scholarship, and service. We recommend four categories for evaluating faculty: excellent, good, adequate, and less than satisfactory. Departments and colleges will define what constitutes excellent, good, adequate, and less-than-satisfactory in teaching, scholarship, and service. There will be **no quotas** for any of these levels. To receive an overall rating of excellent, a faculty member must be rated excellent in teaching and scholarship and at least good in service; to be considered good, one must be rated good in teaching and scholarship, and at least adequate in service; to be ranked adequate, one must be adequate in all three; a less than satisfactory rating indicates performance below acceptable standards. Excellence in service will be recognized within the merit system. Faculty members at the adequate, good, and excellent levels will all receive a "general pay increase" as a percentage of the individual salary. The remainder of the faculty salary budget will be divided between those evaluated as excellent and good on a **2:1 ratio**. Excellent and good merit raises are determined as a percentage of the average salary in each rank across the colleges. Those judged less than satisfactory will receive a raise in the range from zero up to the level of the "general increase." If and when economic circumstances demand a deviation from this model, the AVP will consult the Senate Executive Committee and the Chair of ESOF.