COASTAL CAROLINA UNIVERSITY

THOMAS W. & ROBIN W. EDWARDS
COLLEGE OF HUMANITIES & FINE ARTS

FACULTY HANDBOOK

Adopted Spring 2023

Changes adopted January 2023 appear in green text; editorial changes to keep in alignment with the Faculty Manual appear in purple text.

EDWARDS COLLEGE DEPARTMENTS AND PROGRAMS

The Edwards College of Humanities and Fine Arts Divisions, Departments, and Academic Programs are listed on the College's webpages. Descriptions of academic programs and program requirements can also be found in the University Catalogs.

Policies and procedures that pertain to faculty can be found in the Faculty Manual, University Policies, and the College Handbook. Faculty are also encouraged to be familiar with the Guide for Teaching Faculty.

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1 INTRODUCTION

The current [Coastal Carolina University Faculty Manual](#) provides the basis for the Edwards College of Humanities & Fine Arts Faculty Handbook. The Handbook details the policies and procedures specific to the Edwards College. The Edwards College adheres to the policies and procedures outlined by the University, the [Faculty Manual](#), the [Faculty Senate](#), the [University Catalogs](#), and the [Code of Student Conduct](#).

Should questions arise concerning apparent differences between the Edwards College Handbook and these other documents, the University-wide documents supersede those contained in the Handbook.

Changes to the initial Edwards College Faculty Handbook are made by a majority vote by the College of Humanities and Fine Arts faculty. The Handbook will be updated annually to reflect any changes made to the previous year's Coastal Carolina University Faculty Manual.

All other proposed changes must be submitted in writing to the Dean's Office or may be initiated by the Dean's Office or the Edwards College Policy and Bylaws Committee. The Dean will consult with department chairs when adding new policies to the Handbook. The document will be reaffirmed annually by a vote of all eligible voting faculty in the College. If the Handbook is not ratified by a majority of eligible voting faculty, the Edwards College Policy and Bylaws Committee will conduct a review process to address faculty concerns and recommend changes before submitting the revised Handbook for ratification.

1.1 Mission Statement: Edwards College Commitments

The shared mission, values, and traditions of the humanities and fine arts and the Edwards College have led us to make the following commitments:

We will…

1. Demonstrate the centrality of the humanities and fine arts to a university education that fosters informed and responsible citizens.

2. Protect the rights and freedoms of faculty and students to explore open and innovative critical inquiry across disciplines.

3. Provide an education that addresses the unique backgrounds and needs of a diverse and changing student population.

4. Inspire the campus and community to embrace a more humane, compassionate, ethical, and well-rounded perspective.

5. Create a distinctive atmosphere of creativity, curiosity, innovation, and collaboration.

6. Secure resources to support student creative, intellectual, and social development grounded in the liberal arts.

7. <u>Promote</u> research, scholarship, and creative activity consistent with the Teacher-Scholar Model ([Faculty Manual](), 1.2 The Teacher-Scholar Model)

8. <u>Enhance</u> diversity, growth, and cultural understanding by promoting international experiences, global citizenship, and global institutional cooperation.

9. <u>Improve</u> the quality and effectiveness of the college as an organization by developing nimble processes and institutional adaptability.

10. <u>Transform</u> and enrich the University through dedication to better teaching and scholarship, and more robust creative activity and service.

2   ADMINISTRATIVE ORGANIZATION AND RESPONSIBILITIES

Edwards College administrators include the Dean, Associate Dean(s), and Assistant Dean(s), who are also members of the faculty. Department Chairs are members of the faculty but have a significant portion of their responsibilities and workload redirected to administrative duties. Administrators can serve on faculty standing committees in accordance with membership criteria so long as they are elected to do so (Faculty Manual, 4.6.1). Roles and responsibilities associated with administrative positions are listed below.

2.1   Dean

In compliance with University policy ACAD-112, the Dean provides direction and leadership to build on the existing base of outstanding activity in the Thomas W. and Robin W. Edwards College of Humanities and Fine Arts. Reporting to the Provost and Vice President for Academic Affairs, the Dean is administratively responsible for planning, organizing, budgeting, coordinating, directing and evaluating the instructional research, scholarly, creative, and service activities of the College. The Dean is expected to take a leadership role in recruiting and retaining students and faculty and to represent the needs and interests of the College to the University and the greater community.

2.2   Assistant and Associate Dean(s)

In addition to guidelines outlined in University policy ACAD-116, each assistant or associate dean of the College of Humanities and Fine Arts reports to the Dean of the Edwards College and works together with department chairs and faculty within the Humanities and Fine Arts division. Specific duties and responsibilities are at the discretion of the Dean.

2.3   Department Chairs

In addition to University Policy ACAD- 114, a department chair's responsibilities include, but are not limited to: leading and coordinating daily operation of the academic unit; managing departmental resources; implementing, evaluating, and managing curricular and student learning initiatives; facilitating, supporting, and evaluating the work of departmental faculty; and reviewing, monitoring, and processing faculty paperwork and student academic paperwork.

2.3.1 Selection of the Department Chair

When a departmental chair is or is about to become vacant, the Dean will meet with the Department and consult the faculty regarding the appointment of a new department chair. In addition to a department meeting, the Dean may also choose to meet with individual or small groups of stakeholders for further consultation.

Individual faculty may nominate themselves or others for Department Chair. The Dean may also ask individuals to self-nominate. In some circumstances the Dean and Provost may agree that an external search for a department chair is appropriate.

The departmental faculty may request to seek an internal candidate or an external candidate. For an internal search, the Dean (a) meets with potential candidates, (b) describes the duties of the Chair, and (c) consults with the Department as to the suitability of the candidate(s). A vote is taken in the department to record the department's recommendation. If the Dean and the Department find the candidate to be suitable, the Dean recommends the appointment to the Provost. In accordance with the Faculty Manual, the Dean and the Provost have final decision-making authority in hiring candidates.

An external search for a department chair will follow the College and University Search Guidelines.

Ideally the Chair will be a tenured member of the department. In unusual circumstances untenured individuals may serve as Interim Chair. In very rare circumstances, individuals from disciplines outside the department with a department chair vacancy may serve as Interim Chair. The length of an interim chair's appointment will be determined by the Dean in consultation with the Provost.

The normal expectation for a department chair is for a three-year term, renewable. Rarely does a department chair serve fewer than three years or more than six consecutive years.

Compensation is base (9 month) salary plus two additional months of pay. Teaching loads are adjusted based on the size of the department and administrative duties as defined in the department chair's appointment letter. Chairs may teach one summer school course.

The Dean may appoint/reappoint Associate Chairs/Coordinators/Departmental Leadership in consultation with the Department Chair. Terms of these additional appointments are at the discretion of the Dean and will vary based on departmental factors.

The Dean recommends a candidate for appointment to the Department Chair. The power to appoint rests with the Provost.

Department Chairs may be elected to serve on any faculty committee except for the University Promotion and Tenure Committee, the Faculty Grievance committee, and the College Promotion and Tenure Committee.

The Dean may change or end a department chair's appointment in consultation with the Provost.

2.3.2 Evaluation of the Department Chair

Because the Department Chair has a significant role as a model for faculty (instruction, scholarly/creative work, and service responsibilities), evaluation of department chairs in the Edwards College consists of two major components: evaluation as a faculty member and evaluation as an administrator. Procedures for evaluation are as follows:

1. The Department Chair submits to the Dean an annual report of both faculty (i.e., teaching, scholarly/creative activity, service) and administrative activities at the same time regular faculty annual reports are due. This report uses the College's standard form for faculty annual reports via the [TEAL Online Faculty Evaluation System or similar University-adopted system](#).
2. The Dean's evaluation of the department chair's faculty and administrative accomplishments is recorded via the [TEAL Online Faculty Evaluation System](#) [or similar University-adopted system](#) and returned to the department chair by the third Monday in July.
3. The administrative function of department chairs in the Edwards College is evaluated by the Dean in each of the areas outlined above (Section 2.3).

2.3.3 Associate Chairs

Department Chairs may request of the Dean the appointment of an Associate Chair and/or other departmental coordinators. Associate chairs and other departmental coordinators are appointed by the Dean in consultation with the Department Chair. Associate chair/departmental coordinator duties are to assist the Chair in the administration of the department. These appointees' duties are at the discretion of the Dean in consultation with the chair.

Associate chairs and other departmental coordinators report both their faculty accomplishments and their administrative accomplishments via the [TEAL Online Faculty Evaluation System or similar University-adopted system](#). The administrative functions of associate chairs and other departmental coordinators are evaluated separately from the individual's faculty accomplishments.

3 FACULTY

Faculty organization, responsibilities and rights, appointments, and promotion and tenure are specified in this section and in the [Faculty Manual](#).

3.1 Faculty Organization

Faculty membership is defined, the functions of the faculty are given, and details for regular faculty, University-wide and *ad hoc* committees are specified in Section 4 of the University's [Faculty Manual](#).

3.2 Faculty Responsibilities

Section 5 of the University's [Faculty Manual](#) enumerates faculty responsibilities, rights, and privileges (see 5.1 and 5.2, respectively). The faculty grievance procedures are also explained (see 5.3). Specific to the Edwards College are the following:

3.2.1 Workload and Responsibilities

The University [Faculty Manual](#) stipulates the normal work responsibilities for faculty members (Section 5). In the College, variations exist in teaching loads as determined by the Department Chair and the Dean.

Tenured and tenure-track faculty in the Edwards College carry a range of loads subject to adjustments based on administrative responsibilities, scholarly productivity, and disciplinary factors.

Some faculty teach eight classes per year (24 credit hours). Such faculty are generally in the humanities disciplines and are not active scholars.

Most tenured and tenure-track faculty teach seven courses per year (21 credit hours). These faculty are generally in the humanities disciplines and are considered "research active."

Tenured and tenure-track faculty in the visual arts generally teach six courses per year (18 credit hours). Such loads are calculated in terms of contact hours as opposed to credit hours, given the studio setting of the instruction.

Some tenured and tenure-track faculty teach more than seven courses per year, and such loads consist of tutorial-style classes, as in Music, or practicum classes, as in Theatre. In such cases, the Chair uses a formula to translate applied lessons and production classes into the equivalent of a seven-course load of lecture classes.

Lecturers and Senior Lecturers teach 8-10 courses per year (24-30 credit hours) depending on discipline.

3.2.2 Instructional Procedures for Faculty

All teaching faculty are required to adhere to 5.1.1 Instructional Procedures as described in the Faculty Manual and be familiar with the best practices concerning teaching as stated in the Guide for Teaching Faculty.

3.2.2.1 Syllabi

Syllabi for each section of each course taught must be filed in the Department. The Department will send copies to the Dean's office within the first two weeks of each semester.

3.2.2.2 Class Meetings and Cancellations

Meet classes regularly, beginning and ending classes at stated times. Faculty absences arranged prior to the beginning of the semester (e.g., class meetings missed for conference attendance) should be listed on the course syllabus and noted in the course management system. In the case of illness or emergency, or for absences scheduled after the beginning of the semester, faculty must notify the Department Chair and administrative specialist before the scheduled class meeting if possible. Faculty are expected to notify their students of the cancellation via email or the course management system if possible. The Department is required to post cancellation notices on the classroom doors where a faculty member's class regularly meets, and the department chair and/or departmental administrative specialist will maintain records of faculty sick leave time taken.

Faculty who will be absent from a class meeting are encouraged to redirect their classes to online instructional activity or other appropriate instructional activities when possible and appropriate.

3.2.2.3 Student Accommodations

Students requesting accommodations should be referred to STUD-324 Student Accommodations and Accessibility and Disability Services for information and procedures for requesting accommodations.

Faculty are required to provide program accessibility to self-identified qualified students with disabilities by making reasonable accommodations for their disability.

Faculty have the specific responsibilities to:

1. Discuss with **Accessibility and Disability Services** any concerns related to the accommodation(s) or arrangements that have been communicated by the student via the Faculty Notification Form.

2. Determine the conditions under which their general exam is administered and not the ultimate manner in which they are administered. Accessibility and Disability

Services may consider open book, use of notes, formula sheet, etc. as reasonable accommodations.

3. Collaborate with Accessibility and Disability Services in facilitating the appropriate accommodations.

4. Assure the timely delivery of the exam, along with all necessary instructions and materials for proper administration, whenever the exam is to be administered by Accessibility and Disability Services. The faculty member may also make arrangements with the student for the delivery and return of the exam.

Faculty will not be held responsible for failure to provide reasonable accommodations if the student does not provide the appropriate paperwork to the faculty member at the beginning of the semester or shortly after the student has registered with the Office of Accessibility and Disability Services.

3.2.3 Office Hours

Faculty should schedule and post reasonable office hours for student conferences. The minimum number of expected office hours per week is determined by the College Dean as follows:

Per the University <u>Faculty Manual</u>, all instructors are expected to "schedule and post reasonable office hours for student conferences (see 5.1.1. Item 6). The minimum number of expected office hours per week is determined by the Dean of the College." It is the goal of the Edwards College to provide students with flexible access to all faculty. To achieve this goal, faculty will be available in their offices or in virtual meeting spaces for consultation outside of their regularly scheduled class periods throughout the semester and during final exam periods. Faculty should make a good faith effort to meet with students on a by-appointment basis.

Tenured/tenure-track and visiting faculty will hold a minimum of three regularly scheduled office hours each week and hold office hours by appointment. One out of three office hours may be held in a virtual meeting space. This three-hour minimum is independent of course load, administrative appointment, or faculty discipline.

Lecturers, Senior Lecturers, and Senior Instructors will hold a minimum of three regularly scheduled office hours each week and hold office hours by appointment. One out of three office hours may be held in a virtual meeting space.

Teaching Associates and staff who teach but for whom instruction is not a primary responsibility will hold a minimum of one office hour per week per course offered up to a maximum of three required scheduled office hours each week and hold office hours by appointment. One out of three office hours may be held in a virtual meeting space.

For full-time faculty, office hours must be held during normal university business hours (no earlier than 8 a.m. and no later than 5 p.m.) and must be spread across two or more days of the week for individuals holding multiple office hours. The minimum period for any scheduled "office hour" must be at least 50 minutes.

For faculty teaching hybrid and distance courses, office hours should conform to the instructional modalities in the course.

For faculty teaching exclusively during non-business hours, office hours should be proximate to instructional time.

Office and teaching hours will be posted on office doors and on departmental web pages. All faculty members are expected to honor the schedule that they post. Faculty are also expected to accommodate, with individual appointments, students whose schedules conflict with the posted office hours, particularly during advising periods for pre-registration.

Faculty are expected to respond to telephone messages and acknowledge student emails within one business day (24 hours, exclusive of non-business days).

In the event of a missed office hour, faculty should post "make up" office hours for that week or make other arrangements for students who wish to visit.

All faculty should post office hours in a visible location near their office location (e.g., door, bulletin board, white board). Office hour information should be included on all syllabi and on electronic course management systems. The Dean's Office will request office hour information to publish on each faculty member's web profile. These profiles are housed on and accessed via departmental webpages.

During exam week, faculty are still expected to hold office hours. Because the exam schedule differs from the regular class schedule, faculty may adjust exam week hours. Such adjustments should be announced in class and in electronic form to students, and exam week office hours should be posted on faculty office doors.

3.2.4 Academic Advising

Academic Advising enhances the educational experiences of undergraduate and graduate students, and best practices within it continue to evolve. Supporting diverse students as decision makers and empowered learners is one part of academic advising. At the University, academic advising is done formally by a mix of staff, faculty, and administrators, and decisions regarding the roles and responsibilities of each group involved in academic advising are often made beyond the unit, department, and college levels. The University needs to facilitate communication among all who are involved in academic advising.

All advisors are expected to understand how to approach advising, what current processes and requirements for students are in place, and how to conduct successful and

3.2.5 Student Complaints and Grievances

The University policy for student complaints is given in STUD-330.

i. Non-Academic Complaints

Students interested in making a non-academic complaint should be directed to the Dean of Students' webpage for contacts and information related to the nature of the complaint.

Complaints involving harassment, sexual misconduct, or discrimination (see UNIV-468 and UNIV-476) should immediately be reported to the Office of Human Resources and Equal Opportunity.

Complaints related to cheating, plagiarism or violations of the Code of Student Conduct should follow the procedures stated here for academic complaints but should also be submitted to the Office of Academic Integrity according to reporting guidelines.

ii. Academic Complaints

Students making academic complaints (i.e., those involving teaching, classroom performance, advising and other instructor-related problems) should pursue the steps described below.

1. Step One: informal resolution

2. Step Two: formal resolution

In these steps, the appropriate pathways for appeal involve communication with (a) the faculty member(s) in question, (b) the Department Chair, (c) the College Dean or Dean's designee, and then (d) the Provost.

Faculty members have the right to be informed of the nature of the complaints made against them as well as any evidence used to support the complaint before the meeting with the Chair in both formal and informal resolution processes described below.

Administrators hearing students' complaints should discuss with the students making the complaint the options with respect to student anonymity.

Academic complaints can be submitted either informally (verbally) or formally (written). Complaints should follow these steps.

1. Step One: Informal Resolution

i. Initially, the student considering submitting a complaint should attempt to resolve the concern directly and with the appropriate faculty member in a conference within ten (10) working days of the incident. The faculty member will try to resolve the issue equitably and informally.

ii. Complaints that are not resolved by discussions involving the faculty member and the student at the informal level (as viewed by either party) should be brought to the attention of the Chair.

ii. The Chair should meet separately with the faculty member and the student making the complaint. If the complaint involves the Department Chair, the complaint should be brought to the attention of the Dean or the Dean's designee. In this case, the Dean or Dean's designee should meet separately with the faculty member and the student and will try to resolve the issue equitably and fairly.

iii. If the complaint is not resolved through the informal resolution process, the student should be informed of their right to proceed with a written, formal complaint.

2. Step Two: Formal Resolution

i. The student should submit formal complaints within five (5) working days of the informal meeting or within ten (10) days of the incident cited in the complaint. Such complaints should initially be submitted to the Chair. The recipient of the written complaint will acknowledge receipt of the complaint and respond to the student within (5) working days.

ii. The Chair should meet separately with the faculty member and the student making the complaint. If the complaint involves the Department Chair, the complaint should be brought to the attention of the Dean or the Dean's designee, and the Dean or Dean's designee will meet with the student and the faculty member separately, gather the necessary evidence or witnesses, and try to resolve the issue equitably and fairly.

iii. Subsequent appeals to higher levels in the pathways identified above will follow the same time limits (e.g., if a response at the previous level was not satisfactory, the student must notify the next level of University

administration in writing within five (5) working days, and the administrator will respond in writing within five (5) working days.

iv. If the problem is not resolved from the faculty member's point of view, the faculty member should refer to the Faculty Manual for procedures related to faculty grievances (see 5.3).

v. Decisions of the Provost are final.

3.2.6 Academic Integrity

As stated in the Faculty Manual (5.1.1), it is the responsibility of the faculty to promote a culture of academic integrity consistent with the Academic Integrity Code contained within the Code of Student Conduct. This includes serving as mentors, advisors, and educators for students, upholding and enforcing University rules and guidelines, and clarifying academic expectations for students.

Academic dishonesty includes plagiarism, cheating, forging, altering, and misusing information, and furnishing false information.

Faculty are encouraged to inform students of Academic Integrity issues by:

- Including a clear statement of expectations and possible penalties in the syllabus
- Restating standards and expectations before exams and assignments are due
- Describing clearly when collaboration with others on an assignment is encouraged or authorized
- Defining appropriate use of resources, such as the internet
- Avoiding the assignment of general essay topics that could easily be taken from another source
- Changing exams routinely and avoiding the use of test banks
- Closely monitoring make-up test arrangements or perhaps using the Testing Center

Faculty who become aware of academic dishonesty violations are required to report the incident to the Academic Integrity Officer within ten (10) business days of becoming aware of the possible violation using the Academic Integrity Reporting Form, which is also in Webadvisor. The Academic Integrity Officer has a dedicated e-mail account, aiofficer@coastal.edu.

Faculty are required to implement the Student-Faculty Hearing process described in the Academic Integrity Code by notifying in writing the student(s) involved within ten (10) business days of receiving knowledge of a possible violation. Written notice should include the following information:

- the alleged violation,
- a summary of student rights and responsibilities, and

- the date, time and location of student-faculty hearing, which will take place no later than ten (10) business days from the date of notice. If the violation occurs within the last two weeks of a semester or during a period between semesters, the hearing will occur as soon as practical the following semester. Faculty may give an Incomplete for the course if a violation is pending.
- Unusual circumstances may warrant adjustments in the timeline.

Further instructions for the hearing are outlined in the Academic Integrity Code.

3.2.7 Mandatory Training

Faculty will engage in periodic mandatory training as required to serve best practices and fulfill the University's mission. Notices about such training are issued by the University's Office of Human Resources and Equal Opportunity.

3.2.8 Sick Leave

Any faculty member unable to fulfill assigned duties due to illness should inform the department's administrative specialist as soon as possible. The administrative specialist will follow customary practice and post cancellation notices as appropriate. If practical, the faculty member should also communicate with students electronically and note that class is cancelled. Ideally, the faculty member will also communicate regarding alternative assignments and/or instructional adjustments to missed classes.

In terms of sick time reported for full-time faculty, the Edwards College will observe the following policy:

- The administrative specialist will enter sick time equal to the class hours on the given sick day.
- Time is entered in increments of 15 minutes or a quarter of an hour; whichever quarter the minutes are closer to is the quarter used.
    - Example: Professor Y calls in sick on a Monday. The administrative specialist consults the professor's schedule and notes that the professor was scheduled to teach a class at 10:00 a.m. (50 minutes) and a class at 11:00 a.m. (50 minutes) for a total of 100 minutes. The administrative specialist will enter 1.75 hours of sick leave for the faculty member. (100 minutes = one hour and 40 minutes. The 40 minutes is closer to 45 minutes than 30 minutes, thus 1.75 hours).

No sick time will be reported for missed committee meetings, conferences, tutoring, office hours, workshops, etc. The administrative specialist will only report the time the faculty member was scheduled to teach.

Faculty are encouraged to include a description of alternative instruction along with the notice to the administrative specialist that the faculty member is sick.

This policy covers short-term absences (one week or less). Longer–term absences and planned medical leave will be addressed in consultation with the Chair and the Office of Human Resources and Equal Opportunity.

3.3 Faculty Rights and Privileges

3.3.1 Annual Reports and Evaluations

All faculty in the Edwards College have the right to be evaluated on an annual basis. This right serves to provide guidance for professional development while also recording a faculty member's progress towards tenure, promotion, post-tenure review, or post-promotion review.

1. Tenure-track faculty in the pre-tenure period are evaluated annually by the Department Chair and are recommended for renewal/non-renewal in consultation with the Dean. Evaluation is governed by the College Performance Expectations and departmental elaborations documents. Chairs report their evaluations via the TEAL Online Faculty Evaluation System or similar University-adopted system.
2. Tenured faculty are evaluated annually by their respective department chairs using the College Performance Expectations and departmental elaboration documents. Chairs report their evaluations via the TEAL Online Faculty Evaluation System or similar University-adopted system.
3. Full-time, non-tenure-track faculty (Senior Instructors, Senior Lecturers, Lecturers, and clinical faculty) are evaluated annually by their respective department chairs utilizing the department's elaborations. Chairs report their evaluations utilizing the TEAL Online Faculty Evaluation System or similar University-adopted system.
4. Part-time faculty (Teaching Associates, visiting faculty, and clinical faculty) are evaluated annually by their respective department chairs utilizing the Teaching Associate Annual Evaluation Form.

3.3.2 Voting Rights

Per the University Faculty Manual (Sections 4.1 and 4.3), faculty holding the following title/rank are classified as voting eligible faculty:

- Professor
- Associate Professor
- Assistant Professor
- Senior Instructor
- Instructor
- Senior Lecturer

Departments within the Edwards College may elect to extend voting eligibility on departmental matters to associated faculty, including Lecturers, Teaching Associates, and visiting or clinical faculty at all ranks, except in matters of tenure and promotion for tenure track/tenured faculty as outlined by the Faculty Manual. Lecturers are eligible to vote on items of business relating to promotion to Senior Lecturer (Faculty Manual, see section 6).

3.4   University Financial Crisis and Exigent Circumstances

As stated in the Faculty Manual, 5.2.10 University Financial Crisis and Exigent Circumstances, during a financial crisis teaching is prioritized and service and scholarly/creative requirements are reduced or suspended for the academic year in which the financial crisis occurs.

Faculty may elect to maintain the standard promotion and tenure schedule with reduced expectations for service and scholarly/creative activities equal to the time spent in financial crisis of exigency. Alternatively, faculty may choose to suspend the promotion and tenure process by the number of years equal to the time spent in financial crisis or exigency.

Faculty will not be penalized for reduced service or scholarly/creative activities during periods of financial crisis or exigent circumstances.

Departments are encouraged to specify the expectations of faculty during financial crisis.

Faculty with service and scholarly/creative expectations should receive no less than satisfactory performance reviews in these areas, and efforts relating to teaching should be the focus for the purpose of the annual performance review.

For Lecturers, Senior Lecturers, and Senior Instructors, evaluations of teaching deemed "satisfactory" or "favorable" will constitute the highest necessary level of success in order to earn the highest rating for the promotion and review process for each year of the review period in which the University was in financial crisis or exigency.

4 APPOINTMENTS, TENURE AND PROMOTION, AND POST-TENURE REVIEW

University-wide politics regarding faculty appointments, promotion and tenure are detailed in the University [Faculty Manual](), section 6.

4.1 Faculty Appointments

4.1.1 Appointment Letters

Appointment letters issued at the time a faculty member is hired will establish the rank, expectations and timeline for a faculty member to meet their promotion and tenure schedule, including the terms for Third Year Review and the submission of Promotion files. Appointment letters may stipulate faculty governance responsibilities, including assessment. Requests for years credit towards tenure and related variations from a standard promotion and tenure schedule must be established at the time of hiring and specified in the appointment letter.

4.1.2 Changes to Faculty Appointment

Subsequent variations to appointment for administrative or other additional services, and the reassignment of duties will be specified in writing with the terms of the appointment. Records of such changes will be maintained in the Dean's Office.

4.1.2.1 Appointment to Graduate Faculty

Per the University [Faculty Manual]() section 6.11, faculty "involved in teaching graduate courses or mentoring graduate students must be designated as members of the Graduate Faculty."

4.2 General Criteria for Tenure and Promotion, Post-Tenure Review, and Post-Promotion Review

The decision about tenure is one of the most important decisions that faculty make. It is a decision that combines an assessment of the record or professional activities to date and a projection of a career into the future.

The Edwards College of Humanities and Fine Arts has developed performance expectations: see the College Performance Expectations document. Each academic department in the Edwards College of Humanities and Fine Arts has developed disciplinary elaborations to be used in evaluating faculty performance in teaching, scholarly/creative activity, and service appropriate to its discipline. The Edwards College is committed to Diversity, Equity, and Inclusion (DEI) and aim to foster a culture of Inclusive Excellence (IE). IE is a framework designed to integrate diversity, equity and inclusion efforts into the core of organizational functioning. Departments determine discipline-specific performance indicators of DEI/IE contributions and departmental elaborations list these as potential evidence of effectiveness. These elaborations are listed on the College website and on individual departmental websites.

The [Edwards College of Humanities and Fine Arts Expectations for Tenure and Promotion and Post-Tenure Review](#) lists (a) guiding principles in teaching, scholarly/creative activity, and service; (b) further elaborations on CCU Faculty Manual's qualifications for academic ranks; (c) Edwards College expectations for sustained and outstanding performance; and (d) additions (series of questions). The Edwards College Promotion Expectations. adheres to the following guiding principles in teaching, scholarly/creative activity, and service.

4.2.1 Teaching Effectiveness

The College is committed to excellence in teaching and learning. Clear standards of evaluation shall be established by every department in terms it believes appropriate to its discipline(s). Departmental standards should include guidelines for evaluation of teaching and should be formulated to include mechanisms intended to assist faculty members in improving their teaching. A component of effective teaching is academic advising and mentoring students—responsibilities that take place outside the classroom; departments may recognize such responsibilities as exceeding normal teaching and evaluate them as service. Because the College is committed to inclusive pedagogical practices, departments are encouraged to recognize instructors' ability to actively engage students and foster an inclusive environment.

All courses should be evaluated and should include opportunities for students to provide written comments. At the same time, letters or comments from individual students are not considered reliable as an index of teaching effectiveness, and reviewers should be cautious about giving them too much weight in the process of evaluating teaching. Similarly, written comments from mid-term evaluations of teaching effectiveness should not be included since their purpose is formative rather than summative.

In addition to student evaluations, faculty members should employ other approaches to evaluate teaching effectiveness. These may include peer evaluation, department chair evaluations, teaching portfolios, exit exam results, review of syllabi, student research or creative activities, and other approaches.

Peer evaluation by colleagues is especially valuable in assessing teaching effectiveness. Peer evaluations allow a focus on course content as perceived by peers and can describe the unique expertise, types of instruction, courses, or other activities which the individual contributes to the unit's curriculum or teaching program. Self-evaluation by the individual faculty member is required as essential to this process. Faculty members must address their self-reflective approach to teaching, indicating how they both sought and responded to a variety of feedback on their teaching, and how their self-reflection may have resulted in various outcomes that improved student learning. Such self-reflective teaching can be seen in gathering information, like in midterm and informal feedbacks and other ways, interpreting data gathered from multiple sources, and making revisions to classroom practices and planning for future classrooms.

An academic unit in the College should use the same method(s) for all evaluations so that uniform standards are applied. The Chair should not have the sole responsibility for conducting the evaluation, and evaluators need not all be senior faculty. Active participation by the individual being evaluated is encouraged. Appropriate methods might include collegial review of one or more of the following: teaching materials, student evaluations, classroom performance, and student performance. The last may be particularly appropriate in visual and performing arts.

4.2.2 Scholarly/Creative Activity

In the Edwards College, scholarly/creative activity is usually (though not always) identified with the publication of research in peer-refereed books or scholarly journals and by its formal oral presentation at meetings of international, national, or regional scholarly associations. Oral presentations will not compensate for a lack of publication.

In such disciplines as the arts, or in research of an applied nature, it is understood that a faculty member's scholarly/creative activity may not lead to a peer-refereed published article or book but rather to an original, peer-reviewed performance, work of art, or accomplishment.

The receipt of internally or externally funded research grants is also a mark of scholarly/creative activity in certain areas.

The College recognizes that in certain disciplines scholarly/creative activity can include various forms of public engagement or involvement related to the faculty member's field of expertise, including developing community-oriented projects, workshops, and presentations, and the securing of grants for contracts or consultancies with community organizations, institutions, or agencies.

In evaluating scholarly/creative activity, the College will place a premium on quality rather than quantity. Candidates for tenure and/or promotion are expected to develop a clearly documented record of a body of scholarly/creative activity. Quality of scholarly/creative activity shall be given strong consideration, and those closest to the fields are in the best position to evaluate it.

Criteria that can usually be applied to published research include the quality and reputation of the journal or publishing venue, defined primarily by whether a rigorous procedure for refereeing submitted research is conducted; and a critical review of how the published work has been received by peers within and outside the University. This review should include written evaluations by experts on the candidate's scholarly/creative activities, judging their overall contribution to the field of study. Research formally accepted for publication but not yet in print may be included in an individual's record, if proper verification of acceptance can be attested to and an attempt is made to evaluate it

as if published. Such publications cannot be counted as new work in subsequent applications for promotion or post-tenure review.

In the arts and in the area of knowledge-based public engagement, evaluative criteria comparable to that for published research shall be employed. In many cases, reviews of such activity by peers within and experts outside the University offer a sound means for judging quality, importance, or relevance. Departments shall establish written evaluative criteria for such creative or community-oriented activity. The criteria shall reflect a rigor comparable to the standards applied to published research.

4.2.3 Institutional, Scholarly/Creative, and Professional Service to the Community

Faculty are expected to serve on various committees at the departmental, college, and university level throughout their academic careers. In addition, faculty members are encouraged to provide professional service to the community related or relevant to their scholarly/creative/pedagogical agenda. Community service that is not related to a faculty member's scholarly/creative/pedagogical agenda will not in most cases be considered for tenure and promotion, though it may be included in the annual report for merit evaluations. If institutional, scholarly/creative, or community service is to be considered as a significant factor for promotion, the case should be clearly presented and documented by the candidate and the candidate's department.

4.3 Faculty Voting Procedures for Third-Year Review, Tenure, and Promotion

4.3.1 Departmental Faculty Deliberations for Third-Year Review, Tenure, and Promotion

Eligible departmental faculty at the appropriate rank (see Section 4.3.2) comprising a department peer review committee must meet without the Chair to discuss the candidacy and write a summary recommendation. Only those faculty who participate in the discussion in person or by electronic means (e.g., speaker phone or virtual call, but not email) will be eligible to vote on the candidacy. A minimum of two eligible faculty members must be present at the discussion to make a recommendation. If two do not exist or cannot be present, then a committee cannot be formed, and a recommendation cannot be made.

The Department Peer Review committee will submit a written recommendation to the Chair. The recommendation should be based on the committee's evaluation of the candidate per departmental disciplinary elaborations. The accuracy of the recommendation will be attested to by the signatures of those evaluating the file. The Chair will insert the departmental faculty letter into the candidate's file/portfolio. The letter, which will be provided to the candidate at the close of the review process, should not include vote tallies, including references to "unanimous" votes.

The Department Peer Review committee will generate a separate document detailing the result of its deliberation. This document will include the number of tenured faculty eligible to vote; the number of faculty absent or not participating; the number of committee members voting to support the recommendation; the number of committee members who are not in support of the recommendation; and the number of abstentions. The accuracy of the summary will be attested to by the signatures of the tenured faculty. This vote tally should be submitted to the department chair, who will transmit the document to the Dean. The document will not be included in the candidate's file/portfolio but will be archived in the Dean's Office.

The Chair's recommendation will be a separate one and will include a description and critical evaluation of the candidate's teaching, scholarship/creative activity, and service. This statement will address not only the significance and quality of the candidate's teaching and scholarship/creative activity, but also the importance of the role which the candidate is expected to play in the Department and College in the future. The Chair will explain specific items in the record that might be unfamiliar to persons outside the field; for example, they might include a description of the (i) significance and availability of outlets for publication/exhibition/performance; (ii) significance of specific journals, presses, edited books, etc.; (iii) significance and availability of specific galleries, exhibition venues, theaters, concert halls, etc.; (iv) significance of invited and contributed oral presentations; (v) significance of the order of authors listed on multi-authored publications; and (vi) significance of service to professional organizations.

4.3.2 Departmental Voting Procedures

4.3.2.1 Third-Year Review
Eligible tenured departmental faculty at the rank of Associate Professor and Professor may vote on third-year review recommendations.

4.3.2.2 Tenure and Promotion to Associate Professor
Eligible tenured departmental faculty may vote on tenure. Faculty at the rank of Associate Professor and Professor may vote on promotion to Associate Professor.

4.3.2.3 Promotion to Senior Lecturer
Eligible Senior Lecturers, Senior Instructors, and tenured departmental faculty may vote on promotion to Senior Lecturer.

4.3.2.4 Promotion to Professor
Eligible tenured departmental faculty at the rank of Professor may vote on promotion to Professor.

4.3.2.5 Faculty with Multiple Voting Venues
Department chairs and department faculty members who serve on the College Promotion and Tenure Committee or the University Promotion and Tenure Committee cannot vote

on the candidate's file at the department peer review level. As a general practice, faculty should only have one vote on a candidate's file at any given level.

4.3.3 College Voting Procedures

Members of the Edwards College Promotion and Tenure Committee must be either tenured or Senior Lecturers/Instructors. Tenured members of the faculty make recommendations on all cases brought to them, and Senior Lecturers/Instructors make recommendations on cases for promotion to Senior Lecturer.

Members of the Edwards College Promotion and Tenure Committee may not vote at the departmental level since they already have a vote at the college level.

4.3.4 Conflicts of Interest

No faculty member may vote on the appointment, tenure, promotion, post-tenure review, or third-year review candidacy of any relative by blood or marriage within the fourth degree (fourth cousin or second cousin twice removed), or any unmarried member of the faculty member's household (State of South Carolina definition of conflict of interest/nepotism).

4.4   Third-Year Review

The Third-Year Review assesses the progress of a tenure-track faculty member at the rank of assistant professor toward meeting the performance criteria for tenure and promotion to associate professor per the University Faculty Manual.

All full-time faculty at the rank of Assistant Professor must undergo a third-year review. The deadline for submission of files from the third-year review candidates will be no later than the second Friday in February in the candidates' third year of service for consideration for the respective academic year.

The Third-Year Review has multiple purposes, including to provide constructive feedback to tenure-track faculty members well in advance of the tenure year; to encourage the candidate to begin preparation of the dossier early in the tenure process; to expand the group of mentors to whom the candidate may turn in the latter half of their probationary period; to increase participation in the tenure and promotion process; and to provide the Chair and Dean with additional information on the progress of probationary faculty.

4.4.1 Credit Toward Tenure

According to the Faculty Manual (Section 6.5.1), credit toward tenure may be awarded to an Assistant Professor at the point of hire and must be reflected in their appointment letter. Credit should not exceed two years.

In circumstances when an Assistant Professor is given credit toward tenure at the point of hire, third-year review will take place either in the third year of the tenure cycle or in the second year of service. One full year of service must be completed before the third-year review.

For example, a faculty member with one year of credit toward tenure would complete their third-year review during their second year of service, but in the third year of the tenure cycle:

- Year A Served at Other Institution
- Year B First Year at CCU
- Year C Second Year at CCU; Third-Year review occurs in Spring.

A faculty member with two years of credit toward tenure would complete their third-year review during their second year of service, but in the fourth year of the tenure cycle:

- Year A Served at Other Institution
- Year B Served at Other Institution
- Year C First Year at CCU
- Year D Second Year at CCU; Third-Year review occurs in Spring.

4.4.2 Third-Year Review Files

The faculty member submits to their Department Chair/Supervisor a third-year review file/portfolio no later than the second Friday in February. The file/portfolio is to include, but is not limited to:

a. A completed cover sheet for promotion file found in Online Forms
b. Departmental Performance Elaborations Document (PED)
c. College Performance Expectations
d. A 3-5 page cover letter addressed to the Dean describing the faculty member's progress and goals
e. A current curriculum vitae
f. All annual reports, including the Chair's/Supervisor's annual evaluations
g. Copies of all teaching evaluations (student, peer, colleague, supervisor, administrative)
h. Documentation of teaching effectiveness as outlined in PED and College Performance Expectations
i. Reprints of published works and/or documentation of creative activities and performances
j. Evidence of University/professional (if applicable) service as outlined in PED and College Performance Expectations

4.4.3 Timeline and Process for Third-Year Review

See the Provost's published calendar of dates relevant to the Third-Year Review.

The Department Chair convenes the Department Peer Review committee to review the file. The committee will review the file/portfolio and write a letter addressing the performance criteria for promotion and tenure according to the Department's Performance Elaborations Document. The Peer Review committee should specify whether the candidate is making satisfactory or unsatisfactory progress towards tenure and promotion to associate professor and should express the full range of evaluations by committee members. The numerical vote is not given in this or in a separate letter; there is no dissenting letter in the case of a split vote. That letter will then be included in the file.

The Department Chair will produce a separate comprehensive letter of the candidate's progress. The Chair should specify whether the candidate is making satisfactory or unsatisfactory progress towards tenure and promotion to associate professor. The Chair's letter will then be included in the file.

The file/portfolio will then be forwarded to the Edwards College Promotion and Tenure Committee. The College P&T Committee will evaluate the file/portfolio and write a letter summarizing the full range of evaluation expressed by committee members for inclusion in the candidate's file/portfolio. The committee's letter should include a rating of satisfactory or unsatisfactory and provide a list of recommendations for desired improvements. The numerical vote is not given in this or in a separate letter; there is no dissenting letter in the case of a split vote.

The file/portfolio will be transmitted to the Dean, who will arrange a meeting with the candidate and their department chair, during which the Dean will provide the candidate with a summation of their progress towards tenure and promotion to associate professor and recommendations for further development. The department chair will then write a summary of the meeting, explaining the items discussed and the recommendations made. This summary is signed by the candidate, the Chair, and the Dean.

4.5   Tenure and/or Promotion to Associate Professor

Candidates for tenure and/or promotion to Associate Professor must hold the appropriate terminal degree. Promotion to the rank of Associate Professor is coupled with recommendation for tenure, and tenure in the Edwards College will not be granted without promotion. According to the University Faculty Manual, "a faculty member applying for tenure as a non-librarian will be evaluated primarily based on teaching effectiveness. In addition to teaching effectiveness, faculty members applying for tenure will be evaluated based on intellectual contributions and professional activities/University service" (Section 6.5.2.1).

Candidates for tenure and/or promotion to Associate Professor will be evaluated on their performance in teaching, scholarly/creative activity, and service. Per the University Faculty Manual (Section 6.3.1.1), candidates for tenure and/or promotion to the rank of Associate Professor must have a record of effective performance over a probationary period usually

involving teaching, intellectual contributions, other recognized contributions in the discipline, and University service.; furthermore, candidates should demonstrate strong potential for further development as a teacher and scholar.

4.6   Promotion to Professor

As with general tenure and promotion criteria, candidates for promotion to Professor will be evaluated on their performance in teaching, scholarly/creative activity, and service. Per the University Faculty Manual (Section 6.3.1.1), candidates for promotion to Professor must compile a sustained record of outstanding performance at the rank of Associate Professor that reflects 1) effective teaching; 2) intellectual contributions/professional contributions to the discipline; and 3) ongoing University service. Promotion to Professor requires that candidates achieve outstanding performance in at least two of the areas of evaluation, one of which must be scholarly/creative activity, and at least satisfactory performance in the third area.

Edwards College definitions of "sustained" and "outstanding" in each area of evaluation are outlined below in Section 4.6.1. Departments may include further information in their performance elaborations document. A rating of *satisfactory performance* in a given area indicates that the sustained activity in that area (per the expectations for *sustained* outlined below) but the activity has not risen to the level of *outstanding performance* (per the expectations of *outstanding* outlined below). A rating of *outstanding performance* in a given area indicates that the activity satisfies the expectations of *both* sustained and outstanding, as the two terms are defined below.

4.6.1 Expectations for Sustained and Outstanding Performance in Teaching

In teaching, *sustained* activity is determined by submitted evidence that the faculty member is a reflective teacher who regularly reviews classroom practices in the light of student learning outcomes. This may be documented in a variety of ways including, but not limited to, accounts of peer visitations; explanations of new teaching methods, learning assessments, and learning outcomes, including those that address questions of diversity, equity, inclusion and/or social justice; summaries of student evaluations; descriptions of independent study courses/internships; and evidence of advising. Of major importance in this area is that the faculty member's activities typically show a clear impact on student learning, which may involve participation in the assessment processes of the department and/or the mentoring of students in the successful completion of grant proposals, graduate and professional school applications, auditions or presentations, and/or publications.

Outstanding teaching can be demonstrated by student evaluations, reports of peer visitations, evidence of best practices in advising, development of new courses and curricula, mentoring student-centered activities and research, mentoring faculty, and/or a faculty member's activity as a peer reviewer of teaching for the department and college. It

is expected that an *outstanding* teaching record would include annual reports that contain citations of performance in teaching that is superior to typical levels of achievement as established by departmental or disciplinary norms. *Outstanding* teaching may also be demonstrated by engaged teaching at the graduate level.

4.6.2 Expectations for Sustained and Outstanding Performance in Scholarship/Creative Activities

In scholarship/creative activities (defined in the Faculty Manual as "intellectual/professional contributions to the discipline"), *sustained* activity can be established by a pattern of periodic competitive adjudication of work by journals and presses and regular participation in conferences, symposia, exhibitions or performances that are recognized competitive venues in the candidate's discipline or in a relevant area of interdisciplinary engagement. Sustained scholarly/creative activities could also be demonstrated by the successful completion of grant proposals, participation in auditions, and pursuit of research with students leading to regular publication or presentation, or the organization of and participation in professional-level, discipline-specific or interdisciplinary activities. A *sustained* record of achievement and/or progress should be evident in annual reports submitted to support the promotion application.

Outstanding scholarly/creative activity would entail the candidate's successful entry into arenas that valorize disciplinary accomplishment through peer review, juries, extended invitations, refereed selections, and/or expert adjudications. While there are expectations that all faculty attempt to participate in the professional activities of their disciplines, *outstanding* performance as a scholar or artist includes dissemination, publication, performance and/or exhibition that locates the candidate authoritatively within their disciplinary context or within an interdisciplinary context relevant to the scholar or artist's area of work. The documentary evidence of such outstanding performance would generally be publications, programs, recordings, books, articles, reviews, special recognitions, awards and/or professional testimonials elicited from leaders in the candidate's area of specialization. The candidate's teaching load should be considered as a significant factor in the evaluation of the candidate's scholarly and creative activity.

Because of the variability in kinds of recognized productivity in the humanities and arts, it is not possible to establish a universal standard for the mark of "outstanding." However, in the recommendation letters from the department's peer review committee and the candidate's chair, field-specific measures must be cited to establish that the level of productivity of a particular faculty member exceeds ordinary expectations in the area of scholarly and creative activity. These measures may include comparisons of productivity with faculty in similar fields at peer and aspirant institutions, data on the quality and impact of the journals or exhibition/performance venues, citation analysis of the faculty member's articles, and/or review letters from outside evaluators. Whatever discipline-specific standards are employed, it is expected that an *outstanding* record would include

annual reports and/or reviews that include evidence of superior performance in scholarly/creative activity and/or professional contributions to the discipline.

4.6.3 Expectations for Sustained and Outstanding Performance in Service

In service, *sustained* activity is demonstrated by annual participation in department, college societies and organizations. Coastal Carolina University also recognizes participation in discipline-related extracurricular community and/or institutional activities as having the potential to help fulfill a faculty service commitment.

Outstanding service can be demonstrated through leadership. Chairing committees, holding offices, building new programs, furthering goals in the Edwards College DEI Strategic Plan, and/or successfully collaborating with peers to launch or organize new initiatives are but a few examples of actions that can help the candidate differentiate *outstanding* service from "caretaker" roles and lower-impact participation. It must be demonstrated in the letters of evaluation of the department peer-review committee and the candidate's chair that the service activities of the faculty member made a substantial positive difference in the outcome, function, or operation of the department, college, university, discipline, and/or community. *Outstanding* service may also be demonstrated by engaged service at the graduate level.

4.6.4 Further Elaboration of Standards for Promotion to Professor

In the application for promotion, the candidate's letters of review must cite the specific examples used in establishing levels of "outstanding" and make a clear and positive differentiation between the candidate's level of accomplishment and routine departmental expectations as expressed in existing promotion and tenure standards and elaborations.

The Edwards College Promotion and Tenure Committee developed a series of questions to aid faculty in both preparation and evaluation of promotion files in the context of sustained and outstanding criteria. Those questions can be found on the Edwards College website Faculty Resources page.

4.7   Post-Tenure Review

4.7.1 Criteria for Post-Tenure Review

Per the [Faculty Manual] (section 6.8), all tenured faculty will undergo post-tenure review during the sixth year subsequent to the awarding of tenure, promotion, or post-tenure review, provided that they are not applying for promotion at the time they are eligible for post-tenure review and/or the faculty member has taught 36 credit hours during the period since the previous successful application for tenure, promotion, or post-tenure review.

The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for tenure, promotion, or post-tenure review.

4.7.2 Departmental and College-wide Processes and Procedures for Post-Tenure Review

Post-tenure review files must include a cover letter, the College and Department performance criteria, a current curriculum vitae, and the six annual reports, including Chair's/Supervisor's evaluations, filed since the most recent successful application for tenure, promotion, or post-tenure review. Additional materials included in the file should provide adequate evidence that the candidate meets the standards for one of the post-tenure review ratings defined in the Faculty Manual (exceptional, favorable, conditional, unfavorable; ratings defined in Faculty Manual, section 6.8).

The Department Chair will review the candidate's file and prepare a letter of evaluation, which will include a rating, and add it to the file. In the case of post-tenure or post-promotion review as opposed to a case of promotion to Professor, a Department Peer Review committee is not convened, per Faculty Manual.

The College Promotion and Tenure Committee will evaluate the file and prepare a letter that reflects the criteria applied and the rating assigned to the candidate. The file when then be transmitted to the Dean, with the committee's vote tally submitted under separate letter.

The Dean will review the file and prepare a letter of evaluation that includes their rating of the candidate. The Dean will meet with each candidate to review the file and discuss the evaluation. A copy of each of the evaluation letters will be supplied to the candidate. Should the candidate wish to address the assessments and recommendations noted in any of the evaluation letters, the candidate may write a letter responding to these specific issues and provide it to the Dean for inclusion in the file. The letter must be submitted to the Dean within seven (7) calendar days beginning the day following the meeting with the Dean.

Once the review process is complete at the college level, the file proceeds to the Provost's Office according to procedures detailed in section 6.8.1.2. of the Faculty Manual.

4.8 External Review Documentation for Promotion to Professor and Exceptional Post-Tenure Review

In the case of Professors applying for an "exceptional" rating in post-tenure review, in the case of Associate Professors applying for promotion to Professor, and in other cases specified, University policy requires materials be sent out for external peer review.

As stated in the Faculty Manual: "The nature of the materials forwarded to the external reviewers and the deadlines for submission will be determined by College/Library policies and procedures."

Per the Faculty Manual (sections 6.6 and 6.8.1.4), when external review is required, Edwards College faculty applying for promotion to Full Professor or exceptional post-tenure review should submit a list of at least three but not more than five possible referees in the candidate's discipline from outside the University (along with contact information for each referee on the list) to the Dean. The Dean will meet with the Department Chair/Supervisor from the candidate's area to discuss appropriate referees for the file. At that meeting additional referees will be considered in addition to those supplied by the candidate in keeping with College policies and procedures. Three referees will be chosen with at least two coming from the list supplied by the candidate. If an insufficient number of the outside referees from the candidate's list are available, then the candidate will be asked to submit additional names until two referees proposed by the candidate agree to review the file.

The Faculty Manual states that the Dean will handle all communication with external referees and will outline in a cover letter the performance expectations; therefore, "Within this context the referees will only evaluate the intellectual contributions, professional contributions to the discipline aspects of the file. The reports will be general assessments in the same sense that professional scholars referee grant applications and manuscripts" (sections 6.6 and 6.8.1.4)

Per the Faculty Manual, "The Dean . . . will handle all communication with external referees and will be responsible for the timely submission of their reports. . . . The cover letter sent to the referees will indicate the performance criteria under which the candidate will be evaluated as well as the normative teaching and service responsibilities of faculty" (sections 6.6 and 6.8.1.4).

The Dean's cover letter will follow this template:

> *Dear X,*
>
> *Thank you for agreeing to serve as an outside reviewer for Professor Y as they seek [promotion/an exceptional post-tenure rating].*
>
> *Coastal Carolina University is a primarily undergraduate public regional university. Our professorial faculty normally teach the equivalent of six classes per year. Professor Y's teaching load during this review period has been Z. Our faculty are also expected to make substantial contributions via service. As such, you are asked to confine your review to a consideration of the candidate's intellectual and professional contributions to the discipline for the years xxxx-xxxx.*
>
> *Please review the materials in this file and provide a general assessment of the quality of work and its contribution to your discipline. I urge you to review this material in the same sense that you might referee a grant application, scholarly manuscript, or artistic portfolio.*
>
> *Please return your letter in electronic form by [Date].*
>
> *Regards,*

In the case of Promotion to Professor, per the Faculty Manual (Section 6.6), the Dean will add the external letters of reference *after* receiving the file from the Department Chair/Supervisor and *before* sending the file to the College Promotion and Tenure Committee. The external letters of reference are not accessible to the candidate and are removed from the candidate's file prior to file being returned to the candidate.

In the case of a Full Professor who elects to pursue an exceptional post-tenure review rating, the external referee letters are added to the file *after* the College Promotion and Tenure Committee has met and recommended that the candidate pursue an exceptional rating. Per the Manual, "any referee review letters will be added to the file by the Dean/University Librarian no later than the third Friday in March. The Provost and the University Promotion and Tenure Committee will consider the applicant's file and the opinions of the referees (if any) to determine whether or not to validate the exceptional rating" (section 6.8.1.4).

4.9   Lecturers, Promotion to Senior Lecturer, and Post-Promotion Review

4.9.1 Expectations of Lecturers

Effective teaching is the primary expectation of Lecturers in the Edwards College. Service and scholarly/creative activity are not expected unless explicitly required by the unique nature of the position.

In the humanities, for example, this means a standard teaching load of five courses per semester (or the equivalent). In the arts, this may be modified depending on the special characteristics of the discipline (e.g., studio courses).

In terms of service, regular attendance at scheduled department meetings is expected. When a Lecturer undertakes limited service for their own professional development, such activity should not be allowed to interfere with the primary obligation to teach well.

While service and professional activities are not expected or required for annual performance evaluations, they may be reported there, acknowledged by the evaluator, and considered when a Lecturer applies for promotion as evidence of that faculty member's ability, once promoted, to contribute to the department, college, University, or discipline in those areas.

4.9.2 Expectations of Senior Lecturers/Instructors

The primary expectation of Senior Lecturers/Instructors remains teaching. However, upon promotion, a Senior Lecturer/Instructor may be asked to provide greater levels of service if specified in the departmental performance elaborations document (PED), and this may make a reduced teaching load and differential merit evaluation criteria appropriate. Senior Lecturers/Instructors are not required to engage in service and scholarly/creative activity unless the unique nature of the position makes this appropriate.

4.9.3 Evaluation of Lecturers and Senior Lecturers/Instructors

Lecturers, Senior Lecturers, and Senior Instructors will submit their faculty performance evaluation in the form of an annual report. Evaluation of that report by the chair or designee must be provided to faculty members on a timely basis.

Individual departments must define specific expectations in their departmental performance elaborations document for annual ratings. Each department should clearly identify requirements for separate levels of evaluation: excellent, proficient, satisfactory, and needs improvement (see annual ratings in the Faculty Compensation Plan endorsed by the Faculty Senate).

4.9.3.1 Evaluation of Teaching

Lecturers, Senior Lecturers, and Senior Instructors will submit their faculty performance evaluation in the form of an annual report. Evaluation of that report by the chair or designee must be provided to faculty members on a timely basis.

Individual departments must define specific expectations in their departmental performance elaborations document for annual ratings. Each department should clearly identify requirements for separate levels of evaluation: excellent, proficient, satisfactory, and needs improvement (see annual ratings in the Faculty Compensation Plan endorsed by the Faculty Senate).

4.9.3.2 Evaluation of Other Activities

Typically, Lecturers should be annually evaluated only on their teaching, except in the rare case when a Lecturer is reassigned to an alternate activity. However, in the annual report, a Lecturer who plans to seek promotion to Senior Lecturer may present evidence of the ability and intention to contribute to the department, college, University, or discipline in the areas of service or scholarly/creative activity. Such optional activities may include:

- Committee work at the departmental, college, or University level
- Service to off-campus organizations closely related to the applicant's discipline, i.e., advisory boards, executive committees, search committees, etc.
- Working with local, regional, and/or national organizations closely related to the applicant's discipline, i.e., exhibitions, performances, and/or workshops
- Presentations or publications in the discipline or related to teaching
- Creative activity or performance

In the rare case when a Lecturer is reassigned to an alternate activity, that alternate activity must also be evaluated.

Senior Lecturers/Instructors may be evaluated on service or scholarly/creative activity, if required by the department PED.

4.9.4 Promotion to Senior Lecturer

According to the current <u>Faculty Manual</u>, a Lecturer is eligible to become a candidate for Senior Lecturer after five years of service at the title of Lecturer or higher. The dean will notify Lecturers of their eligibility, and the department chair and dean will provide all eligible candidates with copies of the college and departmental criteria and guidelines for promotion when the Lecturer is notified of their eligibility. Chairs should meet with Lecturers after they have successfully served no more than three years to discuss criteria, guidelines, and progress toward promotion.

4.9.4.1 Promotion Process

The Lecturer must specify in writing that they intend to seek promotion in response to a letter of expectations from the Dean and Department Chair as specified in the current <u>Faculty Manual</u>. As stated in section 4.9.2, upon promotion, a Senior Lecturer may be asked to provide greater levels of service if specified in the departmental performance elaborations document. Some significant service appointments may come with a teaching load reduction per negotiation with the dean.

The candidate should compile a promotion file for review containing the following items (at a minimum): a cover letter explaining the candidate's accomplishments and supporting reasons for promotion, a current CV, copies of the past five years of annual reports and annual chair/supervisor evaluations, copies of all student evaluations from the past three years, copies of any peer review evaluations, and any related materials that help document teaching excellence and other relevant activities. Section 4.9.6 details activities and documentation that might be included in the file.

No later than the second Friday in February, the candidate should present the completed file to the Department Chair for review.

The candidate should consult the additional process steps in the current <u>Faculty Manual</u>.

4.9.4.2 Requirements for the Promotion File

The materials of the file should align with University practice. Required documents include the following:

- The "Promotion to Senior Instructor or Senior Teaching Lecturer" Cover Sheet
- Departmental Performance Elaborations Document
- 3-5-page introductory statement/letter of application discussing the candidate's record of teaching, and, if applicable, service and scholarly/creative activity
- Current curriculum vitae
- All Annual Reports
- All Annual Evaluations from Chairs/Supervisors
- General letters of support

- Documentation of teaching effectiveness: required course evaluations, including written comments from students

Additional supporting documentation may include the following:

- Additional documentation of teaching effectiveness (See Section 4.9.6 for detailed activities and documentation.)
- Documentation of service (optional)*
- Reprints of published works (optional)*
- Documentation of creative activity and performance (optional)*

*Note: Since service is not required at the Lecturer level, a record of previous service is not required. But Lecturers seeking promotion to Senior Lecturer should submit evidence of their ability and intention, once promoted, to contribute to the department, college, University, or discipline in the areas of service and/or scholarly/creative activity.

The voting rights of the candidate will be determined by departmental and college policies. Lecturers will not have voting rights at the University level except where noted in the Faculty Manual.

In accordance with the Faculty Manual, if promotion is not granted to a Lecturer, that candidate must perform two years of work as a Lecturer before being allowed to apply for promotion again.

The duration of the appointment to Senior Lecturer shall be six years and is indefinitely renewable upon successful post-promotion review.

4.9.5 Post-Promotion Review for Senior Lecturers and Senior Instructors

Per the Faculty Manual, all Senior Lecturers and Senior Instructors will undergo post-promotion review during the sixth year subsequent to promotion or post-promotion review.

The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for promotion or post-promotion review.

Candidates for post-promotion review should submit a file that includes a cover letter, College and Department performance criteria, a current curriculum vitae, and the six annual reports and annual chair/supervisor evaluations filed since the most recent successful application for promotion or post-promotion review. Additional materials included in the file should provide adequate evidence that the candidate meets the standards for one of the post-promotion review ratings defined in the Faculty Manual (exceptional, favorable, conditional, unfavorable; ratings defined in Faculty Manual

section 6.9). The requirements for a promotion file (section 4.9.4.2) may be used as a guide.

Based on University-approved definitions, in the Edwards College, the following guidelines and indicators should be used in evaluating Senior Lecturers/Instructors for post-promotion review:

- An "exceptional" rating indicates outstanding and sustained excellence in teaching and service if service is required in the departmental performance elaborations document.
- A "favorable" rating is based on evidence of strong, effective, and dedicated teaching and service if service is required in the departmental performance elaborations document.
- A "conditional" rating indicates below-average teaching and service if service is required in the departmental performance elaborations document.
- An "unfavorable" rating indicates failure to make reasonable progress in achieving stated professional goals after a conditional rating.

The department chair will review the candidate's file and prepare a letter of evaluation, which will be included in the file before it is submitted to the College Promotion and Tenure Committee. The college committee will evaluate the file and prepare a letter that reflects the criteria applied and the rating assigned to the candidate. The file will then be transmitted to the dean with the committee's vote tally submitted under separate cover. The dean will review the file and prepare a letter of evaluation that includes their rating of the candidate. The dean will meet with each candidate to review the file and discuss the evaluation. A copy of each of the evaluation letters will be supplied to the candidate.

The candidate should consult the additional process steps in the current Faculty Manual.

4.9.6 Teaching Performance Indicators: Activities and Documentation

The following activities may be documented to indicate level of teaching performance:

Required activities:

- Classroom or online teaching
- Evaluations by others, e.g., department chairs, CeTEAL teaching coaches, etc.
- Self-reflective evaluation of one's teaching and revision of teaching practice

Optional activities:

- Course and curriculum design and development
- Mentoring of student research or creative project
- Directing senior or honors thesis/recital/exhibit/showcase
- Supervising independent study

- Effective use of emerging technology in pedagogical practice
- Participating in and / or organizing pedagogical conferences, seminars, or workshops
- Collaborative, team, and interdisciplinary teaching
- Development of courses that contribute to the Quality Enhancement Plan or other University and college strategic plans
- Teaching-related partnerships with the larger community

The following documentation may indicate level of teaching performance:

Required documentation:

- Student evaluations
- Annual performance evaluation
- Teaching observation and evaluation by chair, associate chair, dean, CeTeal, or peer (if required by the department)

Optional documentation:

- Sample syllabi, assignments, examinations, and other course materials
- Teaching observation and evaluation by chair, associate chair, dean, CeTeal, or peer
- Evidence of student learning (e.g., student presentation or publication beyond the classroom; career and public service accomplishments of graduates)
- Evidence of pedagogical adaptation, improvement, or innovation
- Teaching awards/recognitions, commendations, and grants
- Teaching portfolio

5   ACADEMIC AND OPERATIONAL POLICIES

5.1   Curriculum Development

Curriculum development in the Edwards College follows the Academic Affairs process and involves the review of proposed curriculum changes at departmental, college, and university levels. Processes are prescribed by University policy in compliance with the S.C. Commission on Higher Education. Each department in the Edwards College is represented on the Edwards College Curriculum Committee. Faculty planning proposals for new courses, modifications to existing courses, or other curriculum development activities are encouraged to work with their departmental representative and chair in the crafting and evaluation of such proposals. Forms, policies, and procedures are outlined on the Academic Affairs webpage, http://www.coastal.edu/academics/academicaffairscommittee/.

Proposals for new courses and programs and proposals for changes to courses and programs should be reviewed and approved by a vote of departmental faculty. The Department Chair's electronic approval of such proposals serves as a signature confirmation that such review and approval process has taken place.

Faculty who propose courses or programs that may duplicate existing courses or programs within the Edwards College or across the University are expected to notify the department(s) housing similar courses and programs as a matter of collegiality and reciprocity. Faculty who propose programs that utilize a significant number of courses from a department outside of the faculty member's home department are encouraged to adopt the same practice.

5.2   Professional Development Funding

To request funds for professional development activities, including conference or research travel, faculty members should complete the Professional Development Funding Request form and submit it to the Department Chair or Administrative Specialist. The chair will rank the request based on the department's criteria and forward the form to the College Business Manager.

The Business Manager will forward copies of each request plus spreadsheets of total requested allocations to the College Professional Development Committee. The Committee is comprised of all college department chairs or their designees.

After the Committee meets, the Business Manager will assign appropriate account numbers and obtain approval of the Dean. Once approved, the forms will be returned to the department Administrative Specialist, who will communicate the approval and amounts to the Faculty member.

5.2.1 Professional Development Travel

If the Professional Development request involves travel, the department Administrative Specialist will complete the Travel Authorization form, obtain the Chair's signature, and forward all forms (Travel Authorization and original Professional Development Funding request) to the Business Manager. The Travel Authorization form (only) will then be forwarded to Accounts Payable for final recording. Copies will be returned to the department Administrative Specialist, who should retain one for the department records and forward one to the traveler.

Once the traveler receives notice that the travel has been approved, they should make their own arrangements. Travelers are expected to keep their budgets as low as possible under allowable limits so that the largest possible number of faculty can benefit from department funds.

Within two weeks of return to campus, the traveler should complete the Expense Settlement Form (available at the Online Forms page) and turn it into the department Administrative Specialist along with original receipts. Some expenses can be reimbursed to the traveler prior to travel; these include airfare and conference registration (but not association membership).

5.2.2 Non-travel professional development

If the Professional Development Request does not involve travel, the Administrative Specialist will provide a copy of the request forms with approval amounts and account numbers to the Faculty member. The Faculty member should consult with the Administrative Specialist or College Business Manager as to what paperwork should be submitted for reimbursement or as to what original receipts will be required for submission.

5.3   Faculty Search and Hiring Procedures

The Edwards College of Humanities and Fine Arts complies in all respects with the requirements and best practices of hiring as stipulated by our Office of Human Resources. Guidelines can be found on the Edwards College website Faculty Resources page and on the Office of Human Resources and Equal Opportunity website.

5.4   General Faculty Meetings of the College

5.4.1 Scheduled Meetings

The Dean will call two college-wide faculty meetings annually (in the fall and spring). At these meetings, the faculty may recommend specific actions, take on action items presented by the Dean or by a college standing committee, or consider new business. Chairs of college committees will give annual reports to the Dean and, ideally, to the whole

faculty by the end of the academic year. Meetings require a quorum to conduct business. A quorum will be a simple majority of the faculty membership. Motions before the faculty will require a simple majority vote for passage.

5.4.2 Special Faculty Meetings

i. The President, Provost, or Dean may call a special meeting of the college faculty at any time during the academic year. The agenda for the meeting will be provided at least five (5) business days before the meeting.

ii. A special meeting of the college faculty may also be called by a majority vote of the department chairs or by a petition (written or electronic) signed by ten percent (10%) of the faculty and submitted to the Dean.

5.4.3 Orders of Business

The faculty will be asked to submit agenda items for the Order of Business to the Dean prior to each college faculty meeting. Members of the associated faculty may submit items through a member of the faculty or through a college standing committee. Items for the Order of Business must be submitted no later than two weeks prior to a college faculty meeting. The meeting agenda will be distributed to all faculty and associated faculty at least seven (7) calendar days prior to the college faculty meeting if possible.

5.4.4 Motions

To appear on the Order of Business, motions should be submitted in accordance with 4.5.3 Orders of Business, above. The following information should be included:

1. MOTION: A brief title/summary/name of the motion
2. ORIGINATOR: Name of the individual, committee, office, or department submitting the motion.
3. EXISTING POLICY: Existing policies, practices, or procedures relevant to the motion.
4. PROPOSED CHANGE/ADDITION/DELETION: Proposed changes, additions, or deletions to the existing policies, practices, or procedures.
5. JUSTIFICATION: Justification for the proposed changes.

Any member of the faculty with voting rights can introduce motions during the meeting by being recognized by the Dean.

Motions should be reviewed by the relevant college standing committee when appropriate.

6   COLLEGE COMMITTEES AND FACULTY SENATE REPRESENTATION

6.1   Faculty Senate

The Faculty Senate apportions seats to the College based on the College's number of full-time equivalent faculty members. The Edwards College of Humanities and Fine Arts further apportions its seats between departmental representatives (1 seat apportioned to each department) and at-large representatives, with one at-large seat reserved for contingent faculty. The work of Faculty Senate, including the Faculty Manual, meeting dates, rosters, minutes, etc., is recorded on the Faculty Senate website, while the roster of and terms of service for Edwards College standing and *ad hoc* committees membership are maintained on the Edwards College Faculty Resources page. This list is updated regularly.

6.2   Edwards College Committees

The Dean has the discretion to create standing and ad hoc committees within the College. Some College-wide committees consist of one representative from each department. Other College-wide committees are filled via appointment. Still others contain representatives from specific areas within the College. Please see each committee's description and charge below (under 6.2.3) for a statement about how members are elected or appointed. Each committee will elect a chairperson from within the committee's membership. All committees other than the Promotion and Tenure Committee will have a non-voting, ex officio representative from the Dean's Office. On most committees (but not all, as noted below) members serve for three-year terms, which should be staggered upon implementation.

Departments may develop their own procedures for selecting representatives to College committees, whether via appointment or election. However, departmental representatives to the College Promotion and Tenure Committee must be elected by department faculty. If there are not enough eligible departmental faculty to fill that department's representation obligations, the department may elect a representative from another department within the College.

6.2.1 Membership and Member Expectations

Committee members who cannot attend a meeting are responsible for arranging for a substitute from eligible faculty in the department, unit, or faculty body that they represent, and to inform the committee chair of the name of the substitute prior to the meeting. Substitutes will have all rights and privileges of the committee member they are representing. Committee members who fail to attend fifty percent (50%) or more committee meetings in an academic year without sufficient cause and securing a substitute as determined by committee chair will forfeit their membership on the committee. Committee chairs are responsible for reporting multiple absences to department chairs or heads of other units/faculty bodies.

6.2.2 Committee Chair Duties

It is the responsibility of each committee chair to confirm membership, call meetings, communicate with committee members, gather and share relevant documents for consideration, run meetings in accordance with best practices, tally votes, communicate committee recommendations with the Dean's Office, and submit an annual report to the College. Ideally, committees should meet once monthly if there is new business to be considered. Certain committees with a heavy workload according to scheduled academic activities (e.g., on the Promotion and Tenure Committee) might need to meet according to the committee's work schedule. The first meeting of each academic year for which the previous year saw an outgoing committee chair complete their term of service should be called within the first month of classes by the *ex officio* committee representative from the Dean's Office. The *ex officio* member will run the first meeting in which a new committee chair is identified. Electing a new committee chair should in these cases be the first order of business for the new academic year. Reviewing the charge of the committee at the start of each academic year and the types of work anticipated is recommended.

6.2.3 College Committees and Charges

6.2.3.1 Assessment Committee
The Assessment Committee coordinates the assessment and continuous improvement of student learning within the Edwards College. The purpose of the Assessment Committee is to review and assist Departments with assessment plans and reports for each program. Each department should be represented by one member who is one of the department's program-level assessment report writers. Representatives will be appointed by the Department chair. There is no set term length.

6.2.3.2 Curriculum Committee
The Curriculum Committee is responsible for reviewing and approving curriculum proposals submitted from the various departments, programs, and initiatives—both undergraduate and graduate—in the Edwards College. The committee will coordinate and communicate with the University-wide Academic Affairs Committee and University Graduate Council to answer questions about proposals that were initiated from within the College. Members include a representative from each department. The term length is three years.

6.2.3.3 Diversity, Equity, and Inclusion Committee
The Diversity, Equity and Inclusion (DEI) Committee will finalize and determine implementation of college-wide DEI vision and strategies. It advises the Deans, Department Chairs, and the College on best academic and cultural practice and policies regarding DEI initiatives, and advocates for funding. It reviews college-level assessments around DEI, and it helps communicate with other offices on campus, such as the Division of University Belonging and Student Affairs, the Office of Intercultural and Inclusion

Student Services, and the Office of Accessibility and Disability Services. Members include a staff representative; an associated faculty representative; a representative each from humanities departments, social sciences departments, and visual and performing arts departments; an at-large faculty representative; a graduate student representative; and an undergraduate student representative. These representatives will be elected by a College-wide vote of faculty, and because inclusion is part of the committee charge, faculty at all ranks and titles—including VITAL faculty—will be eligible to vote. The term length is three years.

6.2.3.4 Faculty & Staff Awards Committee
The Faculty & Staff Awards Committee will solicit nominations, review applications, and select recipients of the College's annual awards. It may also be involved in awarding college-specific student scholarships. This Committee is comprised of College award winners from the previous academic year. Committee members may not submit nominations.

6.2.3.5 Generation First Committee
The Generation First Committee works to advance the interests of first-generation college students. The committee develops programs, workshops, events, and scholarships that help first-generation students transition into college, progress toward graduation, and position themselves for continued success beyond graduation. Each department will be represented by one member who is appointed by the department chair. There will also be a representative from the contingent faculty ranks. There is no set term length.

6.2.3.6 Global Engagement Committee
The Global Engagement Committee will deliberate, develop, plan, and advise within the College on diverse global initiatives and education abroad programs. Its responsibilities include enhancing students' educational opportunities abroad by helping to raise scholarship funds, increasing support for international students and faculty members, and developing faculty members' global research. The chair of the committee will represent the College as the liaison to the Office of Global Education. Members include a representative from each department. The term length is three years.

6.2.3.7 Graduate Committee
The Graduate Committee is responsible for promulgating and proposing to the Dean college-level policies and procedures related to the establishment and maintenance of graduate programming. The committee serves to advance new graduate programs, and consults on graduate courses, policies, and curriculum proposals. The committee also considers graduate faculty applications. Members of this committee include graduate program coordinators and the College's representatives to University Graduate Council. There is not set term length.

6.2.3.8 Planning Committee

The Planning Committee is tasked with reviewing and updating the College's Strategic Vision and Plan. This includes tracking and evaluating progress towards achieving the goals stated in the Plan. The Strategic Vision and Planning document will be updated every five years. Members include a representative from each department. Additionally, there will be one at-large representative of the VITAL faculty who will be chosen by election. The term length is three years.

6.2.3.9 Policy and Bylaws Committee

The Policy and Bylaws Committee is responsible for reviewing and recommending changes to the Edwards College Faculty Handbook. In addition to regular meeting times, the Committee will be assembled on an as-needed basis if a vote of the College faculty fails to ratify the Handbook (see Section 1). Members include a representative each from humanities departments, social sciences departments, and visual and performing arts departments plus three at-large faculty representatives. The term length is three years.

6.2.3.10   Professional Development Committee

Comprised of department chairs or their designees, the Professional Development Committee reviews chairs' recommendations for professional development funding. There is no set term length.

6.2.3.11   Promotion and Tenure Committee

The purpose of the committee is to review and evaluate all faculty member application files for third-year review, tenure, promotion, and post-tenure review, in accordance with the Faculty Manual (see 6.3). The work of the committee in all aspects is essentially confidential. Members of the committee must be elected by their departments. If a member of the committee is applying for promotion, post-tenure review, or post-promotion review or has a conflict of interest as defined in Sub-Section 4.3.4 of this Handbook with an applicant applying for third-year review, tenure and promotion, post-tenure review, promotion, or post-promotion review, then the Department must vote on a full-year substitute for that committee member. If a full-year replacement cannot be secured, then the Department may elect a substitute for the part of the process that the committee member will be applying for or has a conflict with after notifying the Dean and Committee Chair. If there are no eligible departmental members for a full-year or a part-time replacement, then the Department may elect a substitute from another department in the College.

6.2.3.12   Technology Committee

Comprised of department chairs or their designees, the College Technology Committee compiles an annual list of faculty technology requests for the expenditure of student technology fees. These funds are to be used exclusively for technology purchases that directly improves the student learning experience and are not available for faculty computing needs outside the classroom. The list is prioritized by the Committee and

submitted for approval to the Dean of the College and the Executive Director of Information Technology Services. There is no set term length.

6.2.3.13 VITAL (Visiting, Instructor, Teaching Associate, Lecturer) Committee

The VITAL Committee advises the deans and chairs of the Edwards College on best practices and policies regarding non-tenure-track faculty in the college. The Committee shall consist of three faculty members holding the rank of Teaching Associate, four faculty members holding the rank of Lecturer/Instructor/Senior Lecturer/Senior Instructor, and two tenured/tenure-track faculty members. These representatives will be elected by a College-wide vote of faculty, and because of the scope of the committee charge, faculty at all ranks and titles—including contingent faculty—will be eligible to vote. Because of the complexity of members' teaching schedules, this committee has a standing meeting time of noon on the third Friday of each month. Members serve for three-year terms.