

Faculty Performance Expectations
Edwards College of Humanities and Fine Arts

Department of Philosophy and Religious Studies

I. Preface

Performance expectations for the faculty of the Department of Philosophy and Religious Studies at Coastal Carolina University are based upon a definition of professional life that encompasses teaching and learning; research, scholarship, and intellectual service to the profession; and service to the institution and the community.

The Teacher-Scholar Model

The faculty members of the Department value the University's teacher-scholar model as a model of professional development. The teacher-scholar model encourages reflective teaching practices that lead to continuous improvement in pedagogical methods, the use of scholarship to inform teaching, and ongoing intellectual inquiry. Faculty members are expected to produce research and scholarship that results in professional accomplishment and the dissemination of knowledge, which may include the scholarship of teaching and learning; guide student research, presentation, and publication; and mentor students in an effort to augment student learning.

Expectations

This document articulates a statement of expectations for each performance area. Faculty members will be evaluated by these standards at the rank specified, for the purposes of third-year review, tenure, promotion, and post-tenure review.

As members of a self-governing profession, the faculty of the Department endorse the concept of peer evaluation, locally by peer committees and academic administrators, and regionally and nationally by peers within the respective discipline.

II. Teaching Expectations

The Department of Philosophy and Religious Studies encourages all faculty members to follow a student-oriented approach to teaching that recognizes that a variety of different teaching and assessment activities are necessary to maximize student learning. The department expects faculty members to maintain a high standard of professionalism in all interactions with students, observe institutional regulations, and participate in the process of reviewing, proposing, and implementing teaching-related policy. Moreover, the department encourages faculty members to engage in collaborative activities with colleagues that lead to pedagogical self-reflection (e.g., classroom observations, collaborative teaching, guest lecturing, etc.). Faculty members are expected to maintain currency in their discipline and to develop the ability for critical and independent thinking in their students.

Satisfactory performance

The following are indicators of satisfactory performance:

- Qualitative student evaluations that provide evidence of no persisting substantial difficulties in the classroom.
- Quantitative student evaluations that are consistently above 3.0
- Positive Chair and peer classroom observation(s)
- Effective teaching of lower-level and upper-level classes, ideally within the faculty member's area of expertise.

Outstanding Performance

The following are indicators of outstanding teaching performance.

- Qualitative student evaluations that demonstrate a high level of student learning and student satisfaction.
- Outstanding teaching evaluations made by the Department Chair and/or other Department members.
- Providing reflective teaching feedback to other members of the Department by classroom observations and mentoring.
- Organizing and facilitating department seminars on effective teaching, attending University-sponsored teaching workshops, and presenting at a teaching-related conference.
- Creation of new courses for the department and/or teaching independent study/Honors courses that provide unique learning opportunities for students.
- Preparation of innovative teaching materials that incorporate relevant feedback.
- Effective student advising and student mentoring.

III. Research and Professional Activity Expectations

The successful teacher-scholar in the Department of Philosophy and Religious Studies will develop, continuously refine, and pursue a promising scholarly agenda that includes the following primary and secondary scholarly activities; submit work in progress for peer review; and incorporate research into appropriate classroom settings.

Primary Scholarly Research Examples:

- Scholarly books or textbooks by a respected publisher
- Blind peer-reviewed articles in respected academic journals
- Scholarly anthologies with a respected publisher (as Editor or Co-Editor)
- Chapters in scholarly edited volumes and journals
- Peer-reviewed encyclopedia entries or reference works of significant length
- Academic papers presented at discipline-relevant academic conferences
- Competitive external research grant

Secondary Scholarly Research and Professional Activity Examples:

- Organize an academic conference
- Serve as a respondent at academic conference panel
- Present discipline-relevant public lectures or presentations
- Provide expert consultation in area related to research
- Author book reviews in academic journals
- Author entries for editor-reviewed encyclopedias or references
- Author discipline-relevant op-eds or periodicals
- Wrote and submitted research grants
- Receive competitive internal research grants
- Revise a textbook for later edition
- Receive research awards (e.g., book prizes)
- Citation of research by peers in books, journals, or conference papers
- Develop and/or maintained a knowledge network (i.e. blog) for scholarly activity
- Referee journal submissions, book proposals, and grant applications
- Perform collaborative research with students
- Chair a session at a conference
- Serve as officer for a national organization
- Serve as committee member for a national organization

IV. Service Expectations

The successful teacher-scholar in the Department of Philosophy and Religious Studies should perform service to the department, college, university, and/or greater community (as a University representative in one's area of expertise). Service to one's discipline is considered professional activity (see section III above).

Examples of departmental service:

- Serving as department chair
- Developing new courses and programs (e.g., minors, certificates)
- Departmental search committee (and chairing)
- Participating in departmental or program assessment
- Directing a minor or certificate
- Advising department-related student clubs and organizations
- Participating in curriculum development and revision
- Participating in department meetings and department level-events
- Advising students (majors and minors)

Examples of College service:

- Serving on standing college-level committees (and chairing) (e.g., peer review, curriculum, student learning, QEP, graduate studies, strategic planning)
- Serving on other college-level committees and task forces (and chairing)
- Participating in college-level events

Examples of University service:

- Serving on faculty standing committees (and chairing)
- Serving on other University-level committees (and chairing)
- Search committee for university-level appointment (e.g., a provost search committee)
- Serving on Faculty Senate and/or Senate Executive Committee
- Administering a center or program (e.g., directing the Jackson Center)
- Advising a university-level student club
- Judging CCU-organized student competitions

Examples of community service:

- Advising/consulting in area of expertise
- A community engagement activity (e.g., speech or panel discussion)
- Op-eds published in newspapers or other appropriate outlets
- Media appearances

V. Third-Year Review

For a faculty member in the probationary period to receive a Satisfactory rating for the third-year review, the candidate must submit a file that demonstrates satisfactory performance in the three areas of teaching, scholarship and professional activity, and service. Satisfactory performance in these three areas is defined as follows:

Teaching

The candidate should demonstrate a record of effective teaching of both upper- and lower-division courses, with a satisfactory performance indicated by:

- Qualitative student evaluations that provide evidence of no persisting substantial difficulties that undermine student learning
- Consistently positive quantitative student evaluations
- Positive Chair and peer classroom observation(s)
- Teaching materials (syllabi, assignments, activities, etc.) that show progressive development as a result of reflective, student-centered teaching practice
- Participation in departmental and university-sponsored sessions on effective teaching (e.g. department roundtable discussions, CeTEAL sessions, etc.)

Scholarship and professional activity

The candidate should have a promising research agenda, as indicated by:

- Scholarship
 - At least one published (or accepted/scheduled for publication) article in discipline-relevant, peer-reviewed academic journal or edited scholarly volume;
 - OR**
 - Presentation of at least two scholarly papers in the candidate's area of specialization at appropriate academic conferences, or an equivalent level of productivity over the first part of the probationary period.
- Other professional activity in addition to the above

Service

The candidate should have meaningful service contributions as indicated by:

- Departmental service
- College and/or University service as preparation for higher-profile College and University service later in the probationary period

VI. Promotion to Associate Professor

For a faculty member to be successfully promoted to Associate Professor, the candidate must submit a file that demonstrates satisfactory performance in the three areas of teaching, scholarship and professional activity, and service. Satisfactory performance in these three areas is defined as follows:

Teaching

The candidate should demonstrate a record of effective teaching of both upper- and lower-division courses, with a satisfactory performance indicated by:

- Qualitative student evaluations that provide evidence of no persisting substantial difficulties that undermine student learning.
- Quantitative student evaluations that are consistently positive
- Positive Chair and peer classroom observation(s)
- Teaching materials (syllabi, assignments, activities, etc.) that show progressive development as a result of reflective, student-centered teaching practice
- Leading departmental sessions on effective teaching and/or participating in university-wide sessions on effective teaching.

Scholarship and Professional Activity

The candidate should have a promising research agenda, as indicated by:

- At least three published (or accepted/scheduled for publication) articles in discipline-relevant, peer-reviewed academic journals or edited scholarly volumes, or an equivalent level of productivity over the probationary period. Candidates and evaluators should consider the quality of the publication venue in addition to the quantity of published work; **AND**
- At least two scholarly presentations at academic conferences **AND**
- Other professional activity

Service

The candidate should have meaningful service contributions for a majority of years at rank as indicated by:

- Departmental service
- Multiple College and/or University service obligations

Service can be *unsatisfactory* either by not seeking out service opportunities appropriate at rank and the department's needs, or by performing poorly in the service roles held.

If a faculty member is involved in "significant" institutional service (e.g., directorship of a program, leading a major institutional task force, etc.) over the interval between assistant professor to associate professor, scholarly expectations may be reduced in proportion to the significance of the service.

VII. Promotion to Full Professor

According to the University Faculty Manual:

To be eligible for the rank of Professor, a faculty member 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 the rank of Professor requires outstanding performance in two of these areas, one of which must be intellectual contributions/professional contributions to the discipline and, at a minimum, satisfactory performance in the third area. Definitions of “outstanding” and “satisfactory” are contained in departmental and College performance expectations elaborations documents.

Departmental elaborations are as follows:

Teaching

The candidate should demonstrate a record of effective teaching of both upper- and lower-division courses, with a satisfactory performance indicated by:

- Qualitative student evaluations that provide evidence of no persisting substantial difficulties that undermine student learning.
- Quantitative student evaluations that are consistently positive
- Positive Chair and peer classroom observation(s)
- Teaching materials (syllabi, assignments, activities, etc.) that show progressive development as a result of reflective, student-centered teaching practice
- Leading departmental sessions on effective teaching and/or participating in university-wide sessions on effective teaching.

Sustained, outstanding performance in teaching is demonstrated by meeting the above criteria for satisfactory performance, as well as a preponderance of the following:

- Qualitative student evaluations that demonstrate a high level of student learning and student satisfaction.
- Quantitative student evaluations that are consistently above 3.0.
- Outstanding teaching evaluations made by the Department Chair and/or other Department members.
- Providing reflective teaching feedback to other members of the Department by classroom observations and mentoring.
- Organizing and facilitating department seminars on effective teaching, attending SOTL workshops, presenting at a teaching-related conference, and publishing on teaching.
- Creation of new courses for the department and/or teaching independent study/Honors courses that provide unique learning opportunities for students.
- Preparation of innovative teaching materials that incorporate relevant feedback.
- Effective student advising and student mentoring.

Scholarship and professional activity

Sustained outstanding scholarly and professional activity is indicated by satisfying the following within the framework of a clearly defined, relevant and developing scholarly agenda, valuing both the quality and the quantity of publications:

- One scholarly authored book *and* at least one published (or accepted/scheduled for publication) article in a discipline-relevant, peer-reviewed academic journal or edited scholarly volume;
- OR**
- One edited volume or textbook *and* at least two published articles (as defined above);
- OR**
- At least four published articles;
- OR**
- An equivalent level of scholarly productivity

AND

- Presentation of at least three scholarly papers at academic conferences
- Additional scholarly and professional activity
- At the discretion of the candidate and the department, the candidate may substitute CCU and Community presentations for the conference paper requirement.

Service

In order to receive a satisfactory rating in this category, the candidate should have meaningful service contributions at rank as indicated by:

- Departmental service
- Multiple College and/or University service obligations

Service can be *unsatisfactory* either by not seeking out service opportunities appropriate for the faculty member's rank and the department's needs, or by performing poorly in the service roles held.

Sustained, outstanding service is indicated by a chair's evaluation showing participation in meaningful service contributions for the preponderance of years at rank, defined as follows:

- Multiple higher-profile service obligations while at rank, ideally above the departmental level, at the college and university level, or with service to the community, taking on leadership roles with respect to such service where available.

Outstanding service may vary with availability of opportunities and includes effective performance in the service roles held.

If a faculty member is involved in "significant" institutional service (e.g., Chair of Faculty Senate or the department, directorship of a program, or leading a major institutional task force) over the interval between assistant professor to associate professor, scholarly expectations may be reduced in proportion to the significance of the service.

VIII. Post-Tenure Review

The purpose of post-tenure review is to ensure continued satisfactory performance of tenured faculty and to reward exceptional performance. The department recognizes that careers evolve over time; we thus encourage faculty members to abide by the expectations of the faculty manual, remain conscientious and honorable as teachers, and be active members of the university community.

Satisfactory Performance

An overall satisfactory performance evaluation requires a satisfactory rating in all three areas of teaching, scholarship and professional activity, and service.

Teaching

In order to receive a satisfactory rating in this category, the faculty member should demonstrate a record of effective teaching of both upper- and lower-division courses, as indicated by:

- Qualitative student evaluations that provide evidence of no persisting substantial difficulties that undermine student learning
- Quantitative student evaluations that are consistently positive
- Positive Chair and peer classroom observation(s)
- Teaching materials (syllabi, assignments, activities, etc.) that show continued development of courses as a result of reflective, student-centered teaching practice

Scholarship and Professional Activity

Faculty members are encouraged to remain active scholars in ways that fulfill their career goals. To receive a satisfactory rating in this category, the faculty member should demonstrate active scholarship by:

- Publication of scholarly work
 - Presentation of scholarship at conferences, within the University, and/or in the community
- AND/OR
- Other professional activity

Service

In order to receive a satisfactory rating in this category, the faculty member should have meaningful service contributions for a majority of years at rank as indicated by:

- Departmental service
- Multiple College and/or University service obligations

Service can be *unsatisfactory* either by not seeking out service opportunities appropriate for the faculty member's rank and the department's needs, or by performing poorly in the service roles held.

If a faculty member is involved in "significant" institutional service (e.g., Chair of Faculty Senate, directorship of a program, or leading a major institutional task force) over the review period, scholarly expectations may be reduced in proportion to the significance of the service.