Faculty Performance Expectations

Department of History

Edwards College of Humanities and Fine Arts

Performance expectations for the faculty of the Department of History are based upon a definition of professional life that encompasses teaching and learning; research, scholarship, and creative activity; and, service to the university and to the community.

The Teacher-Scholar Model

With student learning the central focus of all activity, the Faculty in the Department of History endorses the College of Humanities and Fine Arts teacher-scholar model. This model values the dynamic intersection of teaching and scholarship. For faculty, this model encourages productivity in research, scholarship, and creative activity that results in professional accomplishment and the dissemination o f knowledge within and across disciplines. It also is valued as a pedagogical catalyst that sparks student learning, ongoing intellectual inquiry, and the updating of classroom materials. Among students, this model promotes student research and paper preparation for class or conference delivery or for publication.

Expectations

A statement of expectations for each “performance area” constitutes the standards by which the Faculty of the Department of History will be evaluated for the purposes of annual salary adjustment, tenure, promotion, and post-tenure review. Annual productivity in each performance area is required for a satisfactory 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; regionally and nationally by peers within the discipline.

Teaching

Statement of Expectations

The successful teacher-scholar in the Department of History will maintain content currency in all courses; employ pedagogical variety to stimulate student learning; maintain high performance standards for students; maintain high standards in the preparation of teaching materials and in the mentoring of students; observe institutional regulations regarding class meetings and examinations; and, exhibit civility, fairness, and professionalism in all interactions with students and colleagues.

Performance Activities

* Classroom teaching
* Student advising
* Supervising student research and independent study and internships
* Course and curriculum development, including such options as the development and leading of field-work, travel-study or other experiential-learning modules
* Participation in pedagogical conferences, seminars, and workshops
* Collaborative, team, and interdisciplinary teaching

Performance Documentation

* Formal reports and informal letters of peer, chair, and dean classroom observations and evaluation
* Student evaluations
* Teaching awards and commendations
* Sample syllabi, assignments, and examinations
* Evident knowledge of teaching resources and use of technology
* Evidence of student learning (pre and post tests; student presentations; student publications, etc.)

Scholarly and Creative Activities

Statement of Expectations

The teacher-scholar in the Department of History will develop, continuously refine and diligently pursue a scholarly or creative agenda; submit work-in-progress for external review; incorporate scholarly or creative learning into appropriate classroom settings; and, bring scholarly or creative projects to successful conclusion as demonstrated by publication, presentation, or performance.

Performance Activities

* Author scholarly books
* Author articles for peer reviewed journals, book chapters, essays and similar original scholarship
* Author university-level textbooks and history books for the non-academic market
* Edit collections of essays, scholarly papers or other scholarly works for an academic audience
* Prepare and circulate professional reports (grey literature) as necessary to satisfy state, institutional or other entity requirements for approved research activities
* Prepare and submit grant proposals to appropriate entities to seek support for research activities
* Serve as a formal consultant in the discipline, contribute to exhibits/exhibit catalogues, or serve on editorial advisory boards
* Present scholarly papers at respected academic conferences
* Establish and administer archival, artifact, ethnographic or other collections that serve the research needs of scholars, students, and the local community
* Author scripts or produce documentaries for academic or general public broadcast
* Review, referee, translate, or edit articles, chapters, books, anthologies, and other published material or material under consideration by publishers
* Create and maintain a discipline-related web site, or development of instructional software
* Collaborate with students in their research and preparation of papers for presentation or publication
* Engage in other professionally sanctioned, scholarly related activities

Performance Documentation

* Published books, off-prints, manuscripts, recordings, and/or videos
* Reviews and citations of scholarly projects
* Prizes and/or awards for scholarly products
* Copies of grant awards or grant proposals’ evaluation materials
* Published conference programs that indicate paper presentation and/or acceptance letters for papers to be presented at professional conferences
* Contracts for publications with current letters of intent to publish

Service

Statement of Expectations

The successful teacher-scholar in the Department of History will fulfill the basic responsibilities of university citizenship and collegiality; will accept a fair share of university-based service work; and, as an agent of the university will seek opportunities to use special talents and knowledge for the benefit of the institution or the wider community.

Performance Activities

* Attend and participate in departmental meetings and retreats
* Serve on department, college, and university committees
* Serve actively on external task forces, commissions, or boards related directly to the university’s mission or that of the College of Humanities and Fine Arts or the Department of History
* Advise clubs and organizations
* Deliver general academic presentations to Coastal Carolina University students, the faculty, and the local community
* Provide service to the public schools or other external agencies and organisations as a representative of Coastal Carolina University, the College of Humanities and Fine Arts, or the Department of History
* Participate actively in university-related recruitment or fundraising activities
* Create and maintain a departmental, program or center website

Performance Documentation

* Commendations, awards, and/or letters of recognition of service
* Explanations of nature and results of service

**Promotion to Associate Professor and Tenure**

The Faculty Manual presently reads: *To be eligible for the rank of Associate Professor, a faculty member must have a record of effective performance over a probationary period of time usually involving both teaching and research or creativity or performance in the arts, or recognized professional contributions. The faculty member must possess strong potential for further development as a teacher and as a scholar. It is expected that the faculty member will hold the appropriate terminal degree* (pp. 56-57).

A satisfactory level of performance by faculty seeking tenure and promotion to the rank of Associate Professor must include:

Teaching:

* Consistently positive student evaluations over the course of the faculty member’s probationary period;
* Consistently positive evaluations for teaching made by the Department Chair and/or Full Professors in the department, based on personal observations over the course of the probationary period;
* A record of sustained effort to teach at the highest level, as reflected in the development of syllabi, use of technological resources, attendance at SOTL workshops, submission of course-specific book orders to Kimbel Library, and similar activities

Scholarship:

The Department realizes that articles and other publications vary significantly regarding length, complexity, cost of required research, and the quality of the journal or publisher. A satisfactory level of performance by faculty seeking tenure and promotion to the rank of Associate Professor must include:

* The publication of two to four articles in peer reviewed journals, or book chapters, or an equivalent level of productivity over the probationary period;
* The presentation of at least two scholarly papers at professional conferences; and,
* Evidence of additional scholarly activity that contributes to the discipline

Service:

* Regular participation in departmental, college, and university meetings and events;
* Active service on department committees insofar as the faculty member is eligible and in proportion to the service of other department members; and,
* Service on at least one College or University committee annually.

**Promotion to Professor**

[will need revising following final

approval of the most recently-proposed changes]

The Faculty Manual presently reads: *To be* *eligible for the rank of Professor, a faculty member must have a record of outstanding performance involving teaching and research, or creativity or performance in the arts, or recognized professional contributions. It is expected that the faculty member hold the earned doctor’s degree or appropriate terminal degree and have at least nine years of effective and relevant experience* (p. 56).

A satisfactory level of performance by faculty seeking promotion to the rank of Professor must include:

Teaching:

* Consistently positive evaluations for teaching given by students and the Dean, Department Chair, and/or Full Professors in the department; and,
* Sustained and demonstrated effort to teach at the highest level.

Scholarship:

* The Department realizes that articles and other publications vary significantly regarding length, complexity, cost of required research, and the quality of the journal or publisher. A satisfactory level of performance by faculty seeking promotion to the rank of Professor must demonstrate a record of sustained productive scholarship that contributes significantly to the discipline since one’s promotion to Associate Professor. This will include the publication of a monograph or an equivalent record of scholarship in peer reviewed professional publications, and the presentation of at least two scholarly papers at professional conferences, and related activities among those listed in the department’s Performance Expectations document.

Service:

* Regular participation in department, college, and university meetings and events;
* Annual service on college or university committees;
* Demonstrated leadership within the college, university, or discipline; and,
* Additional university-related service involving student, civic, or community organizations as an agent of Coastal Carolina University.

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