FACULTY HANDBOOK

Revised and ratified October 2018
EDWARDS COLLEGE DEPARTMENTS AND PROGRAMS

Department of Anthropology and Geography
- B.A., Anthropology and Geography
- Minors: Anthropology, Geographic Information Systems
- Geospatial Technologies Certificate
- Applied Archaeology Certificate

Department of Communication, Media, and Culture
- B.A., Communication
- Minors: Journalism, Communication
- M.A., Communication

Department of English
- B.A., English
- B.A., Digital Culture and Design
- Minors: English, Creative Writing, Linguistics, New Media and Digital Culture, Southern Studies
- Master of Arts in Writing

Department of History
- B.A., History
- Minors: History, African Diaspora Studies, Military Science
- Certificate Programs: American Studies, Cultural Heritage Studies
- Master of Arts in Liberal Studies

Department of Languages and Intercultural Studies
- B.A., Languages and Intercultural Studies
- Minors: Languages and Intercultural Studies, French, German, Spanish

Department of Music
- B.A., Music
- Minors: Music
- M.A., Music Technology

Department of Philosophy and Religious Studies
- B.A., Philosophy
- Minors: Philosophy, Religious Studies, Medical Humanities, Islamic Studies
- Certificate in Applied Ethics

Department of Politics
- B.A., Political Science
- B.A., Intelligence and National Security Studies
- Minors: Political Science, Intelligence and National Security Studies, Pre-law, Global Studies

Department of Theatre
- B.F.A., Theatre Arts
- B.A., Theatre
- Minors: Theatre Arts

Department of Visual Arts
- B.A., Art History
- B.A., Art Studio
- B.A., Graphic Design
- Minors: Art History, Art Studio, Graphic Design, Photography

Dean’s Office
- Advising Center
- Cultural Arts Calendar
- Digital Production Studio
- Jackson Family Center for Ethics and Values
- The Athenaeum Press
- Edgar Dyer Institute for Leadership and Public Policy
- Arts and Humanities Global Experience Program
- Charles Joyner Institute for Gullah and African Diaspora Studies
- Digital Commons for Humanities and Arts
- Waccamaw Center for Cultural and Historical Studies
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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. **Promote** research, scholarship, and creative activity consistent with the Scholar-Teacher Model.

8. **Enhance** diversity, growth, and cultural understanding by promoting international experiences, global citizenship, and global institutional cooperation.

9. **Improve** the quality and effectiveness of the college as an organization by developing nimble processes and institutional adaptability.

10. **Transform** 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). 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 standing committees of the Faculty Senate so long as they are elected to do so (University Faculty Manual 4.6.1). Roles and responsibilities associated with administrative positions are listed below.

2.1 Dean

In compliance with University Academic policy **ACAD-SENA 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 Senior Vice President for Academic and Student 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 Academic policy **ACAD-SENA 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 Academic Policy **ACAD-SENA 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 Appointment 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 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 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.

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 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 Chair is for a three-year term, renewable. Rarely does a chair serve less 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 Chair appointment letter. Chairs may teach one summer school course.

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

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

Department Chairs may be elected to serve on any faculty committee with the exception of the University Promotion and Tenure Committee and the Faculty Grievance committee.

The Dean may change or end a Chair 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, research and service responsibilities), evaluation of 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.
2. The Dean’s evaluation of the chair’s faculty and administrative accomplishments is recorded via the TEAL Online Faculty Evaluation System and returned to the chair by July 15.
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. 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.

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 Work Load 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.

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

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

Most professors teach seven courses per year (21 credit hours). These faculty are generally in the humanities disciplines and are considered “research active.”
Professors 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 professorial 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.

3.2.1 Recruitment and Retention Credit Weighting Program

Professorial faculty who participate in credit weighting teach an effective load of 21 credit hours. This adjustment is independent of administrative course reassignments. This policy does not constitute an across-the-board load reduction, but a weighting system designed to encourage practices known to have positive effects on recruitment and retention.

Courses identified as retention-critical will be “counted” in-load as having one more hour than the number of credits assigned to the course in the University’s Course Catalog.

Sections weighted at an extra hour must be enrolled at 66% of established capacity. Sections below 2/3 enrollment capacity will be credited at their posted credit hours.

Professorial faculty credit hour productivity will be calculated on a two-year cycle. A seven-course annual load would instead be set as a 42 credit load over a two-year period.

Professorial faculty may choose to include summer teaching in-load, or they may choose to fulfill load expectations during the traditional academic year and teach in the summer according to the current compensation model.

Faculty are expected to meet their load obligations every two years; if weighted credits beyond the 42 (or equivalent) are accumulated, they will be applied to the University’s credit banking system.

3.2.1.2 Credit Weighting Recruitment and Retention Activities

Participating faculty will offer academic coaching aligned with retention-critical courses. All professors whose schedules are calculated using weighted credits are expected to participate in academic coaching sessions at least once per semester. This expectation is five hours of on-campus academic coaching per semester. Participation in academic coaching must begin one semester prior to credit weighting; for example, faculty who would like their Fall semester load calculated using credit weighting must participate in academic coaching beginning the prior Spring semester.

Faculty scheduled with weighted credit loads also commit to making contact with prospective students and new students via recruitment and orientation activities directed by the chair and coordinated through the Office of Admissions and/or Dean’s Office.
3.2.1.3 Additional Considerations for Credit Weighting

The disciplinary ratios expected as a matter of normal course load remain unchanged. The ratio of lecture classes, studio courses, and applied lessons will remain per our current practice.

Lab contact hours are still calculated as credit hours, but labs are not eligible for weighted credits.

Chairs retain the responsibility to assemble a schedule that best serves student needs. The chair must approve faculty for participation, and will continue to assign schedules for the good of the department. Credit weighting does not grant faculty any new rights regarding teaching schedule composition.

The program has no effect on compensation for summer instruction, save for scenarios where a professor is using summer to fulfill a nine-month load expectation.

The policy applies to professorial faculty only. Faculty participation is voluntary.

3.2.2 Classroom Procedures for Faculty

3.2.2.1 Syllabi
Write and distribute syllabi for each class taught every semester. Syllabi must include course objectives, student learning outcomes, grading procedures, instructor’s office hours, and attendance policies. (Refer to the University Course Catalog statement on “Class Attendance”). Syllabi 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. Faculty are encouraged to notify their students of the cancellation via email or the course management system. 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 Accessibility
Faculty are required to provide program accessibility to self-identified qualified students with disabilities by making reasonable accommodations for their disability. Students who have appropriate paperwork from the Office of Accessibility and Disability
Services are responsible for identifying themselves to faculty members at the beginning of each semester. Faculty members should consult with appropriate personnel in Office of Accessibility and Disability Services to verify student accommodation requests and clarify any questions about student accommodation paperwork. 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 in which the course/section is taught.

3.2.2.4 Assessment of Student Learning
Faculty are expected to participate, as needed, in the ongoing assessment activities of the Department.

3.2.2.5 Workplace Harassment
Provide a work and educational environment free from harassment. Policies are located on the policy website for sexual harassment (UNIV-TIX-467) and violence/assault (UNIV-TIX-465).

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 Faculty Manual, 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 for consultation outside of their regularly scheduled class periods throughout the semester and during final exam periods.

Faculty will hold a minimum of four regularly scheduled office hours each week. This four hour minimum is independent of course load, administrative appointment, or faculty discipline.

Lecturers, Instructors, and Senior Instructors will hold a minimum of five regularly scheduled office hours each week.

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.

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 in online environments, up to one hour per course per week may be scheduled as synchronous virtual office hours, not to exceed one-half of the faculty member's total office hours.
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. Each faculty member is expected to honor the schedule that he or she posts. 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.

Faculty may not elect to move the physical location of office hours without the written consent of the department chair, and such changes should be reflected in both printed and electronically posted formats. Such changes will be entertained only if there is a clear benefit to the students.

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 Final Examination Policy
The Registrar’s Office designates a University Final Examination Schedule for the end of each academic term. The Faculty Manual outlines expectations, policies, and procedures for faculty implementation of final examinations.

3.2.4.1 Final exam schedule
Faculty members may not deviate from the printed schedule for in-class final exams without prior approval from the authorized College Dean, who must report any such changes to the Provost.

3.2.4.2 Deviation from formal exam schedule
While faculty are not permitted to move an entire exam from the date and time established and published on the University Final Examination Schedule, faculty members do have discretionary authority in certain cases:

a. Faculty may use their discretion to make accommodations for individual students who have justified reasons for not being able to attend an in-class final at its scheduled time.
b. Each faculty member may determine whether a student’s stated reason is sufficient to alter the exam time for that student. Faculty are encouraged to include a statement in their syllabi indicating what might constitute a justified reason for deviating from the established exam time.

c. If a faculty member teaches more than one section of the same course, s/he may transfer a student from one examination section to another. Faculty are required to check classroom capacity to ensure that there are enough seats for all students assigned to a particular examination section. If multiple students wish to transfer to a single examination section and there are not enough seats, the faculty member has the discretion to determine which student(s) will be allowed to transfer sections.

d. Faculty teaching online courses who give final exams or the equivalent may choose a due date for these assessments, provided that the due date fall within the designated University Final Exam week. All final exams or the equivalent online assignments must remain open for a period of at least 48 hours. Faculty teaching online courses should publish this date and inform students via the syllabus and/or the course management system and hold to the date as it has been distributed and revised in writing over the semester.

e. Faculty who assign online final exams or the equivalent assignment submitted online may select a completion date no earlier than the first day of final examinations and no later than the last day of final examinations as stated in the University Final Examination Schedule.

3.2.4.3 Last day of classes
No quiz, test, or examinations may be given the last day of classes unless reflected on the syllabus and with prior approval of the Dean. This provision applies to all examinations except laboratory examinations, which may be given during the last full week of class.

3.2.4.4 Study Day
The Academic Calendar designates a Study Day, which should be respected as a day for students to prepare for exams and complete their coursework. Thus, no required student activities should be scheduled on this day.

3.2.5 Academic Advising
Academic advisors are responsible for maintaining current knowledge of best practices in advising. In particular, faculty should know the processes for helping a student apply for repeat forgiveness, readmission, transient credit, general petitions, special enrollment and change of major/minor. When meeting with a student in academic jeopardy, academic advisors should inform the student of the proper channels of meeting with the department chair and the associate dean in the college.

3.2.6 Student Complaints and Grievances
The University policy for student complaints is given in STUD-DSO 330.

The faculty and administration of the Edwards College are sensitive to student complaints and grievances. By definition, student complaints involve teaching, classroom performance, advising and other instructor-related problems exclusive of issues involving cheating, plagiarism or
related to harassment. Complaints are vocalized and not initiated in writing. Student grievances are typically more serious than complaints and should be initiated in writing following the policies outlined in the Student Handbook (this includes incidents of plagiarism and harassment).

Student grievances (in writing) may also result from complaints that the student feels have not been addressed by the faculty member, Department Chair, or Dean. The faculty and the administration of the College will address student complaints and grievances in the following manner:

a. Complaints concerning teaching, grading, advising or classroom techniques (not involving cheating, plagiarism or harassment) should be initiated with the faculty member.

b. Complaints that are not resolved by discussions involving the faculty member and the student (as viewed by either party) should be verbally brought to the attention of the Chair. If the Chair, in meeting separately with the faculty member and the student, cannot solve the problem, the Chair should inform the student of the right to submit a written grievance. If the problem is not resolved from the faculty member’s point of view, the faculty member should refer to the Faculty Manual of the University for procedures related to faculty grievances (see 5.3).

c. Grievances presented to the Chair are first investigated as completely as possible by the Chair including separate interviews with the faculty member, student, and any other individuals who have firsthand knowledge of the grievance. The Chair then calls a meeting with the faculty member and the student together in an attempt to resolve the problem. If the problem cannot be resolved, the student should be advised to present the grievance to the Dean.

d. Grievances presented to the Dean are first investigated as completely as possible by the Dean or his/her designee, including separate interviews with the faculty member and Department Chair and with the student and any other individuals who have firsthand knowledge of the grievance. If the grievance involves specific serious problems such as cheating, plagiarism, or harassment, the Dean/designee will instruct the student and/or faculty member as to procedures included in other university documents. If the grievance has resulted from a complaint that was not settled at the department level, the Dean/designee will attempt to solve the problem by calling a meeting with the faculty member and Departmental Chair and with the student. If not settled by this meeting, the Dean/designee will advise the student that they have the right to continue the grievance in writing with the Provost.

3.2.7 Office of Academic Integrity

The Office of Academic Integrity handles all issues pertaining to academic dishonesty including plagiarism, cheating, forging, altering, and misusing information, and furnishing false information. Faculty and students who become aware of academic dishonesty violations should contact the Academic Integrity Officer to report the violation; indeed, the Faculty Manual requires it, even if the faculty member only wishes to administer a warning to the student. The Academic Integrity officer has a dedicated e-mail account, aiofficer@coastal.edu. The resolution process of academic violations and more information about how this office can help faculty and students can be found at: http://www.coastal.edu/aic/.

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.

3.2.8 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.

3.2.9 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 practicable, 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 policy dictated by the Office of Human Resources and described in the University-wide Faculty Manual (Section 7.1.2).

• The administrative specialist will enter sick leave for a full work day (7.5 hours) or partial work day (3.75 hours).
  o Example: A faculty member teaches a morning class and cancels the class due to illness, but reports to work by 1:30pm that day. The administrative specialist will enter 3.75 hours of sick leave. If the faculty member does not report to work at all, the administrative specialist will enter 7.5 hours of sick leave.

Faculty are encouraged include a description of alternative instruction along with the notice to the admin 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 Office of Human Resources and Equal Opportunity.

3.3 Faculty Rights and Privileges

3.3.1 Annual Faculty Performance Reports and Evaluations
Full-time 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, and post-tenure review.

3.3.1.1 Evaluation by Rank

a. 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.

b. 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.

c. Full-time, non-tenure track faculty (Senior Instructors, Senior Lecturers, Lecturers) are evaluated annually by their respective department chairs utilizing the department’s elaborations. Chairs report their evaluations utilizing the TEAL Online Faculty Evaluation System.

d. Part-time faculty (Teaching Associates, Visiting faculty) are evaluated annually by their respective department chairs utilizing the Teaching Associate Annual Evaluation Form.

3.3.1.2 Preparing the Faculty Performance Report and Evaluation

a. At the beginning of each semester, including Maymester and Summer Sessions, send electronic copies of your course syllabi to your department Chair and to the Dean’s Office. Syllabi should indicate (1) assignments, (2) the goals and objectives of the course, (3) attendance policy, (4) grading scale or formula, and (5) all required or recommended texts for the course.

b. Throughout the year, send copies of your publications, recital programs, etc., to your Chair and keep the Chair well informed (in writing) of all of your professional activities beyond teaching.

c. Invite your Chair to visit one or more of your classes. This is optional for tenured faculty, but strongly recommended in the promotion and tenure, promotion or post-tenure review, and reappointment processes.

d. **Student evaluations of teaching are required for all courses.** Upload a copy of the numerical evaluations for your fall and spring courses for the current academic year and summer courses from the previous academic year with your Faculty Performance Evaluation.

e. Complete the Faculty Performance Evaluation and submit it, along with an updated curriculum vitae, to your Department Chair on or before the **third Friday in May.** The evaluation form can be accessed by visiting [www.coastal.edu/teal online](http://www.coastal.edu/tealonline) and selecting **Performance Evaluations.**

f. The process is now completely paperless and online. When you submit your report, the system sends an email to your Department Chair. **By the fourth Monday in June,** your Chair will review your
Faculty Performance report and make performance recommendations before electronically signing the evaluation. You will receive an email notification that the Chair has submitted the evaluation and it is ready for your review. Your Chair may meet with you individually to discuss your performance. You must electronically sign the evaluation and submit your signature by the second Friday in September. Your electronic signature does not signify concurrence with the Chair’s evaluation; it indicates that you have read the evaluation. Departmental faculty performance expectations are available on the College website.

g. If you feel that the Chair’s evaluation is unfair, you may file a letter with the Dean requesting a written review of the Faculty Performance Evaluation. The Dean will then add his/her own written comments and interpretation of your performance, citing supporting evidence if the evaluation differs from that of the Chair. Appeals must be submitted to the Dean’s Office within 15 working days of receipt of the evaluation.

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 Teaching Lecturer

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

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 (see section 6).

4.1 Faculty Appointments

Faculty titles may include the following:

- Teaching Associate
- Instructor *
- Senior Instructor *
• Teaching Lecturer
• Senior Teaching Lecturer
• Visiting Assistant, Associate or Professor
• Adjunct Assistant, Associate or Professor
• Research Assistant, Associate or Professor
• Assistant, Associate or Professor

*Faculty are no longer hired with or awarded these titles.

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. 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.

4.1.3 Appointment to Graduate Faculty
Per the University Faculty Manual (see 6.9), faculty “involved in teaching graduate courses or mentoring graduate students must be designated as members of the Graduate Faculty at CCU and should have an earned doctorate/terminal degree in the teaching discipline or a related discipline.” Individuals applying for membership to the Graduate Faculty must demonstrate:

• Sustained contributions to the discipline through research, scholarship, or creative activity, or
• Sustained professional activity, or
• Unique expertise, and
• Potential and planned contributions to graduate studies.

Applicants should discuss graduate instructional needs with their respective chairs prior to application. No applications will be approved without department chair endorsement. Faculty applying for graduate faculty status should submit to the Dean an application for appointment, along with a current C.V. and a cover letter describing (1) which items on the C.V. are relevant to the graduate degree program(s)/courses offered in the college, and (2) plans for future contributions to graduate studies.

The Edwards College Graduate Studies Committee will review the applications and make recommendations to the Dean. The term of appointment to the Graduate Faculty is for three years, after which faculty must reapply. Upon appointment and reappointment to the Graduate Faculty, each faculty member will be awarded a stipend. The Dean will forward his/her recommendations for appointment to graduate faculty status to the University’s Vice President for Graduate Studies.
The Office of Graduate Studies will maintain and distribute as needed the current listing of Graduate Faculty at CCU. College representatives to Graduate Council must be members of the Graduate Faculty. The number of graduate faculty to be appointed in each college is a function of the graduate program enrollment in said college; the Dean is expected to appoint a sufficient number of graduate faculty based on current and projected enrollments. The Dean has the discretion to grant graduate faculty status to individuals charged with the development of new graduate programs. At this time, the graduate faculty designation will be made in order to provide sufficient faculty to support our graduate programs.

4.2 General Criteria for Tenure and Promotion and Post-Tenure 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 to date and a projection of a career into the future.

The Edwards College of Humanities and Fine Arts has developed College Performance Expectations. 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 as appropriate. These expectations and elaborations are listed on the College web site and on individual departmental web sites.

The Edwards College of Humanities and Fine Arts 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.

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. Departments should periodically review and revise or redesign their student evaluation procedures.

In addition to student evaluations, faculty members should employ other approaches to evaluate teaching effectiveness. These may include peer evaluation, 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 that the individual contributes to the unit’s curriculum or teaching program as a whole. Self-evaluation by the individual faculty member is encouraged as a helpful component to this process.

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 undergoing evaluation 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. Grants in support of scholarly/creative activity should yield completed work that is published or publicly performed or exhibited. As a result, the receipt of grants alone cannot substitute for publication, performance, or exhibition.

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. Although such activity is an extension of scholarly expertise, work that is published or publicly performed or exhibited is of primary importance for tenure and promotion decisions.

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; whether or not 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, as long as 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 field of expertise. Community service that is not related to a faculty member’s scholarly or professional expertise 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 Skype, 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 are not present, 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. The letter, which will be provided to the candidate at the close of the review process, should not include vote tallies.

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, 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. Examples include: significance and availability of outlets for publication/exhibition/performance; significance of specific journals, presses, edited books, etc.; significance and availability of specific galleries, exhibition venues, theaters, concert halls, etc.; significance of invited and contributed oral presentations; significance of the order of authors listed on multi-authored publications.

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

4.3.2.4 Post-Tenure Review
Eligible tenured departmental faculty may vote on the candidacy, with voting limited to rank or below. For example, professors only vote on professor or associate professor files and associate professors only vote on associate professor files.

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-wide 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.

4.3.3 College Voting Procedures
Members of the Edwards College Tenure and Promotion Peer Review Committee must be tenured, and they may make recommendations on all cases brought to them.

Members of the Edwards College Peer Review Committee may not vote at the departmental level since they already have a vote at the peer review committee level.
4.3.4 Conflict 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 toward meeting the performance criteria for tenure and promotion to associate professor.

4.4.1 Third Year Review Files

In the spring of a faculty member’s third year, s/he prepares a Third Year Review Promotion and Tenure file. The file is to include, but is not limited to:

a. A cover letter addressed to the Dean describing the faculty member’s progress and future plans.
b. A current *curriculum vitae*. 
c. College Performance Expectations
d. Department disciplinary elaborations
e. Annual Reports, including chair’s evaluation
f. Teaching statement and evidence of outcomes
g. Research statement and evidence of outcomes
h. Service statement and evidence of outcomes
i. Departmental peer review committee recommendation (inserted by chair after file is submitted and reviewed)
j. Chair’s recommendation (inserted by chair after file is submitted and reviewed)

4.4.2 Timeline and Process for Third Year Review

The departmental peer review committee will review the file and write a letter addressing the performance criteria for promotion and tenure according to a department’s disciplinary elaborations. The department chair will produce a separate written comprehensive analysis of the candidate’s progress. Both letters should specify whether the candidate is making satisfactory or unsatisfactory progress towards tenure and promotion to associate professor.

The file will then be forwarded to the Edwards College Promotion and Tenure Committee. The College Committee will evaluate the file and write a letter summarizing that evaluation for inclusion in the candidate’s file. The file will be transmitted to the Dean, who will arrange a meeting with the candidate and his/her department chair, during which the Dean will provide the candidate with a summation of his/her progress towards tenure and promotion to associate professor and recommendations for further development. The department chair will write a summary of the meeting, including recommendations for further development, to be delivered to the candidate.

All letters should address the evidence presented for meeting College and department performance criteria for tenure and promotion to associate professor and for demonstrating ongoing growth as a teacher and a scholar.
4.5 Tenure and/or Promotion to Associate Professor

Candidates for tenure and/or promotion to Associate Professor must hold the appropriate terminal degree.

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 in teaching, scholarly/creative activity, and service; furthermore, candidates should demonstrate strong potential for further development as a teacher and scholar.

4.6 Promotion to Professor

The standards for accomplishments in teaching, scholarly/creative activity, and service are substantially higher for full Professor than those standards expected of candidates for Associate Professor. There should be confidence in continued performance at a high level.

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), 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. Furthermore, candidates for promotion to Professor must demonstrate a sustained record of outstanding performance. Edwards College definitions of “sustained” and “outstanding” in each area of evaluation are outlined below. Departments may include further definition of these terms in their disciplinary elaborations documents.

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 and learning assessments, summaries of student evaluations, descriptions of independent study courses/internships, and records of effective 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, 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.
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. 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 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 his/her disciplinary context. 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 research expectations. 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, 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.

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 University 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 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 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 when 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 his/her 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 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.

Per the Coastal Carolina University 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.”

When external review is required, Edwards College faculty applying or promotion/exceptional post-tenure review should:

1. Secure via email positive agreement to serve from potential reviewers. At least five such agreements should be included when submitting the list of potential reviewers to the chair.
2. Submit in electronic form a dossier the faculty member wishes to be reviewed.

The electronic dossier, submitted via a USB drive, shared drive link, or as email attachments, should include:

1. The candidate’s letter for application as it appears in the promotion file;
2. The candidate’s curriculum vita as it appears in the promotion file;
3. The departmental performance elaboration document as submitted in the file;
4. The college performance expectations document as submitted in the file; and
5. Material related to the candidate’s professional activity/scholarship/creative work, typically including:
   • Article offprints
   • Book chapters (entire books may be sent if they exist in electronic form)
   • Sound recordings
   • Video recordings
   • Links to digital media
   • Photographs and scans of art objects
   • Reviews/adjudication reports
   • Funded grant applications

The University Faculty Manual states that, “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.”
As such, faculty are discouraged from including in the dossier teaching materials, accounts of service work, or other documents that do not speak to the referee’s area of review.

Per the 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.”

The cover letter will follow this template:

Dear X,

Thank you for agreeing to serve as an outside reviewer for Professor Y as s/he seeks [promotion/an exceptional post-tenure rating].

Coastal Carolina University is a primarily undergraduate public regional university. Our professorial faculty normally teach the equivalent of seven classes per year. Professor Y’s teaching load during this review period has been Z. Our faculty are also expected to make 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,

As review letters are submitted, they are added to the candidate’s promotion file per university practice. Also per university practice, referee letters are removed from the file prior to the file being returned to the promotion/post-tenure review candidate.

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

4.9.1 Expectations of Teaching Lecturers

Lecturers are normally hired into the Edwards College to teach, not to provide meaningful amounts of service and not to be engaged in scholarship, performance, or professional activities unless the unique nature of the position makes this appropriate.

In the humanities, for example, this means a 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).

Typically, Lecturers should be evaluated only on their teaching. In the rare case when a Lecturer is reassigned to an alternate activity, that alternate activity may also be evaluated.
After promotion to Senior Lecturer, a faculty member may be asked to provide greater levels of service, and this may make a reduced teaching load and differential merit evaluation criteria appropriate.

Individual departments should define more specific expectations in their departmental Performance Expectations document.

4.9.2 Promotion to Senior Teaching Lecturer

According to the University Faculty Manual (Section 6.6), a lecturer may be identified as a candidate for Senior Teaching Lecturer by recommendation of the Department Chair and Dean after a minimum of five years of service at the title of Teaching Lecturer or higher.

Those who are recommended for candidacy will submit their files in the sixth year of service. At the time of recommendation for candidacy, the Teaching Lecturer must specify in writing that she/he intends to seek promotion within two calendar weeks beginning on the date of recommendation. Candidates who intend to seek promotion will be provided with copies of the College and Departmental criteria and guidelines for promotion. A letter of expectations including any changes in teaching load and service requirements will be drafted by the Dean and Department Chair and provided to the candidate. The voting rights of the candidate will be determined by Departmental and College policies. Candidates will not have voting rights at the University level.

4.9.3 Post-Promotion Review for Senior Teaching Lecturers and Senior Instructors

Per the Faculty Manual (Section 6.9), all Senior Teaching 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 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 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 his/her 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.
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.

4.10 Teaching Associates

4.10.1 Expectations of Teaching Associates

Teaching Associates are normally hired into the Edwards College to teach; they are not expected to provide service and not expected to be engaged in scholarship, performance, or professional activities unless the unique nature of the position makes this appropriate.

4.10.2 Evaluation of Teaching Associates

As explained in the University Faculty Manual, Teaching Associates are evaluated based on their assigned duties at least once per year in accordance with College/Library policies and procedures (Section 5.2.7). Teaching Associates submit an annual self-evaluation (Annual Evaluation Form and dossier as described in the form) to the Department Chair or designee.

Teaching Associates should be evaluated only on their teaching. In the rare case when a Teaching Associate is reassigned to an alternate activity, that alternate activity may also be evaluated.

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, s/he should make his or her 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 Reimbursement Form 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 website.

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 senators, service pool, and College Committee members 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. Each College-wide committee will consist of one representative from each department and an ex officio representative from the Dean’s Office, unless otherwise specified. Each committee will elect a chairperson from within the committee’s membership.

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.

Contingent Faculty Support and Development Committee

The Contingent Faculty Support and Development 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, three faculty members holding the rank of Lecturer/Instructor/Senior Lecturer/Senior Instructor, and three tenured/tenure-track faculty members.

Curriculum Committee

The Curriculum Committee is responsible for reviewing and approving curriculum proposals submitted from the various departments and initiatives in the Edwards College. The committee will coordinate and communicate with the University-wide Academic Affairs Committee to answer questions about proposals that were initiated from within the College.

Faculty Awards Committee

The Faculty Awards Committee will solicit nominations, review applications, and select recipients of the College’s annual awards. This Committee is comprised of College award winners from the previous academic year.
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 as a curriculum committee for graduate programs and courses, providing faculty review at the college level. These proposals then proceed through the Academic Affairs process before being submitted to the University Administration and the State Commission on Higher Education for review and approval.

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.

Policy and Bylaws Committee
The Policy and Bylaws Committee is responsible for reviewing and recommending changes to the Edwards College Faculty Handbook. The Committee will be assembled on an as-needed basis in the event that a vote of the College faculty fails to ratify the Handbook (see Section 1).

Professional Development Committee
Comprised of department chairs or their designees, the Professional Development Committee reviews chairs’ recommendations for professional development funding.

QEP Committee
The QEP Committee is responsible for overseeing, reviewing, and voting to accept or reject (in part or in full) QEP funding proposals solicited from the College faculty. This Committee is comprised of the directors/coordinators of the College’s QEP-funded centers and institutes, with additional membership drawn from departments that are not directly involved in the administration of QEP-funded centers and institutes.

Student Learning Committee
The Student Learning Committee coordinates the assessment and continuous improvement of student learning within the Edwards College. The purpose of the Student Learning Committee is to review and assist Departments with assessment plans and reports for each program.

Technology Committee
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.

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.