Departmental Elaborations

Department of Anthropology and Geography
Edwards College of Humanities and Fine Arts
Coastal Carolina University

Departmental elaborations for promotion, tenure, and post-tenure review for the faculty of the Department of Anthropology and Geography are based upon a definition of professional life that encompasses teaching and learning; research, scholarship, and creative activity; and service to the University and the community.

The Teacher-Scholar Model

With student learning the central focus of all activity, the faculty in the Department of Anthropology and Geography endorse the College of Humanities and Fine Arts teacher-scholar model. This model “… places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships” (2016-2017 Faculty Manual, pg. 1).

Elaborations

The departmental elaborations for each performance area constitutes the standards by which the faculty of the Department of Anthropology and Geography will be evaluated for the purposes of annual salary adjustment (if appropriate), tenure, promotion, and post-tenure review. 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 within the University by peer committees and academic administrators, and externally by peers within the discipline.

I. General University and College Standards

A. Promotion to Associate Professor

According to the 2016-2017 Faculty Manual:

To be eligible for the rank of Associate Professor, a faculty member must have a record of effective performance over a probationary period usually involving teaching, intellectual contributions, other recognized professional contributions in the discipline, and University service. 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 or meet the established alternative qualifications (pg. 47)
For the purpose of promotion to Associate Professor, a faculty member should demonstrate satisfactory performance as defined below in teaching, scholarship, and service. The Department adheres to the 2007-2008 COHFA Elaborations, which state that “Promotion to the rank of Associate Professor is coupled with recommendation for tenure, and tenure in the Edwards College will not be granted without promotion.”

B. Promotion to Professor

According to the 2016-2017 Faculty Manual:

To be eligible for the rank of Professor, a faculty member must compile a sustained record of outstanding performance at the rank of Associate Professor that reflects 1) effective teaching; 2) intellectual contributions/professional contributions to the discipline; and 3) ongoing University service. Promotion to the rank of Professor requires outstanding performance in two of these areas, one of which must be intellectual contributions/professional contributions to the discipline and, at a minimum, satisfactory performance in the third area. Definitions of “outstanding” and “satisfactory” are contained in departmental and College performance expectations elaborations documents. (pg. 47)

The COHFA Expectations for Sustained and Outstanding Performance further clarify the guidelines for promotion to Professor as:

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. … 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.

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.

Scholarship/Creative Activities:

In scholarship/creative activities… 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… 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 candidate’s teaching load should be considered as a significant factor in the evaluation of the candidate’s scholarly and creative activity.

... [F]ield-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.

Service:

In service, sustained activity is demonstrated by annual participation in department, college and university committees, organs of faculty governance, and/or in disciplinary or academic societies and organizations. Coastal Carolina University also recognizes participation in discipline-related extra-curricular 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.

Overall:

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.

II. Department of Anthropology and Geography Departmental Elaborations

The statement of elaborations for each category of teaching, scholarship, and service, as enumerated below, constitutes the standards by which the faculty of the Department of Anthropology and Geography shall be evaluated for annual year-end review, annual salary adjustment (when applicable), tenure, promotion, and post-tenure review. Faculty will be evaluated on both the quality and quantity of their work. It is the responsibility of the faculty member being reviewed to provide persuasive evidence that departmental elaborations have been met. The current departmental elaborations assume the continuation at present levels, as of the date of this document, of Professional Enhancement/Development support, the University’s Scholarly Reassignment program, support for FAMLA/family and medical leave time, the current teaching load, and continued assistance from the Office of Research Services. These guidelines may be reviewed and revised as appropriate.

A. Teaching

Effective teaching cannot be adequately captured by numerical evaluations alone. Rather, assessing effective teaching requires examining all of a faculty member’s teaching activities, which are multifaceted. Faculty will demonstrate a record of sustained effort to teach at the highest level and utilize available training and resources to improve teaching.

For Promotion to Senior Teaching Lecturer
Teaching faculty seeking promotion to the non-tenure-track rank of Senior Teaching Lecturer must have completed 18 graduate hours in the relevant discipline, hold a master’s degree or meet established alternative qualifications, and hold a full-time appointment under the title of Teaching Lecturer or higher at the University for a minimum of six years. In order to gain promotion, faculty must demonstrate a record of sustained effort to teach at the highest level (“outstanding record of teaching” per the 2016-2017 Faculty Manual [p. 48]). The Department of Anthropology and Geography generally defines outstanding teaching as:

- Student evaluation scores of 3.2 or above on a 4-point scale.
  - In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
    - Engaging in student learning activities.
    - Improving/enhancing teaching skills through documented pedagogical training and professional development.
    - The creation of new and innovative curricula.
- Predominately outstanding evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available).
- The use of current pedagogical and disciplinary scholarship in teaching.

For Post-Promotion Review for Senior Teaching Lecturer
Teaching faculty seeking a satisfactory level of performance at the rank of Senior Teaching Lecturer for post-promotion review for the previous six years should demonstrate a record of
sustained effort to teach at the highest level. The Department of Anthropology and Geography generally defines effective teaching as:

Student evaluation scores of 3.2 or above on a 4-point scale.

- In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
  - Engaging in student learning activities.
  - Improving/enhancing teaching skills through documented pedagogical training and professional development.
  - The creation of new and innovative curricula.

- Predominately outstanding evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available).

- The use of current pedagogical and disciplinary scholarship in teaching.

**For Promotion to Associate Professor**

Faculty seeking a satisfactory level of performance for tenure and promotion to the rank of Associate Professor should demonstrate a record of sustained effort to teach at the highest level. The 2016-2017 Faculty Manual states that a “faculty member applying for tenure . . . will be evaluated primarily based on teaching effectiveness” (pg. 54). The Department of Anthropology and Geography generally defines effective teaching as:

- Student evaluation scores of 2.4 or above on a 4-point scale.
  - In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
    - Engaging in student learning activities.
    - Improving/enhancing teaching skills through documented pedagogical training and professional development.
    - The creation of new and innovative curricula.

- The consistent use of current pedagogical and disciplinary scholarship in teaching; and

- Predominately positive evaluations for teaching made by the department chair and/or tenured professors in the department, based on personal observations over the course of the probationary period (when available).

**For Post-Tenure Review for Associate Professor**

Faculty seeking a satisfactory level of performance at the rank of Associate Professor for post-tenure review for the previous six years should demonstrate a record of sustained effort to teach at the highest level. The Department of Anthropology and Geography generally defines effective teaching as:

- Student evaluation scores of 2.4 or above on a 4-point scale.
  - In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
    - Engaging in student learning activities.
    - Improving/enhancing teaching skills through documented pedagogical training and professional development.
    - The creation of new and innovative curricula.

- The consistent use of current pedagogical and disciplinary scholarship in teaching; and

- Predominately positive evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available).
For Promotion to Professor
Faculty seeking promotion to the rank of Professor should demonstrate an outstanding record of teaching that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations, 2011), sustained over either the previous eight years [in the case that the candidate has undergone a prior post tenure review] or the majority of years in rank. The Department of Anthropology and Geography generally defines outstanding teaching as:

- Average student evaluation scores at or above 3.2 on a 4-point scale.
  - In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
    - Engaging in student learning activities.
    - Improving/enhancing teaching skills through documented pedagogical training and professional development.
    - The creation of new and innovative curricula.
- Participation in more than two student learning activities each year for a majority of years at rank.
- Predominantly outstanding evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available), and
- The consistent use of current pedagogical and disciplinary scholarship in teaching.

For Post-Tenure Review for Professor
Faculty seeking a favorable rating should demonstrate a record of efforts to teach at the highest level. The Department of Anthropology and Geography generally defines effective teaching as:

- Average student evaluation scores at or above 2.4 on a 4-point scale.
  - In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
    - Engaging in student learning activities.
    - Improving/enhancing teaching skills through documented pedagogical training and professional development.
    - The creation of new and innovative curricula.
- Participation in more than one student learning activity each year for a majority of years at rank.
- The consistent use of current pedagogical and disciplinary scholarship in teaching; and
- Predominately positive evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available).

Faculty seeking an exceptional rating for post-tenure review at the rank of Professor should demonstrate an outstanding record of teaching that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations, 2011), that is sustained over either the previous six years or the majority of years in rank. The Department of Anthropology and Geography generally defines outstanding teaching as:

- Average student evaluation scores at or above 3.2 on a 4-point scale.
  - In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
    - Engaging in student learning activities.
- Improving/enhancing teaching skills through documented pedagogical training and professional development.
- The creation of new and innovative curricula.
- Participation in more than two student learning activities each year for a majority of years at rank.
- Predominantly outstanding evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available), and
- The consistent use of current pedagogical and disciplinary scholarship in teaching.

**Examples of teaching and student learning activities can include, but are not limited to:**

- Supervising independent studies
- Supervising internships
- Mentoring student research
- Collaborative research activities with students
- Curriculum and course development
- Participating in teaching workshops
- Applying for teaching-related grants
- Consistently updating class materials as a result of new pedagogy and/or scholarship

**Performance Documentation:**

- Letters of peer, chair, and dean classroom observations and evaluation
- Student evaluations
- Teaching awards and commendations
- Sample syllabi, assignments, and examinations
- Evidence of participation in teaching workshops
- Student presentations, publications, and awards
- Copies of submitted grant proposals for teaching and student learning

**B. Scholarship**

The Department of Anthropology and Geography adheres to the teacher-scholar model in that faculty are expected to maintain a pattern of scholarly productivity that includes submitting work for external review, incorporating scholarly work into classroom settings, as appropriate, and bringing projects to successful conclusion as demonstrated by publication and/or presentation in scholarly venues.

**For Promotion to Associate Professor**

Faculty seeking a satisfactory level of performance for tenure and promotion to the rank of Associate Professor should demonstrate:

- The publication of (or pending publication of) a peer-reviewed book or at least two peer-reviewed scholarly contributions, which can include journal articles, peer-reviewed book chapters, or peer-reviewed electronic media.*
- The presentation of at least two scholarly papers at professional conferences.
For Post-Tenure Review for Associate Professor
Faculty seeking a satisfactory level of performance at the rank of Associate Professor for post-tenure review for the previous six years should demonstrate:

- The publication of (or pending publication of) a peer-reviewed book or at least two peer-reviewed scholarly contributions, which can include journal articles, peer-reviewed book chapters, or peer-reviewed electronic media.*
- The presentation of at least two scholarly papers at professional conferences.

For Promotion to Professor
Faculty seeking an exceptional rating for promotion to the rank of Professor should demonstrate an outstanding record of scholarship that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations, 2011), sustained over either the previous eight years [in the case that the candidate has undergone a prior post tenure review] or the majority of years in rank, and which includes:

- The publication of (or pending publication of) a peer-reviewed book or at least four peer-reviewed scholarly contributions, which can include journal articles, peer-reviewed book chapters, or peer-reviewed electronic media.*
- The presentation of at least two scholarly papers at professional conferences.

For Post-Tenure Review for Professor
Faculty seeking a favorable rating should demonstrate:

- The publication of (or pending publication of) a peer-reviewed book or at least two peer-reviewed scholarly contributions, which can include journal articles, peer-reviewed book chapters, or peer-reviewed electronic media.*
- The presentation of at least two scholarly papers at professional conferences.

Faculty seeking an exceptional rating for post-tenure review at the rank of Professor should demonstrate an outstanding record of scholarship that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations, 2011), that is sustained over either the previous six years or the majority of years in rank, and which includes:

- The publication of (or pending publication of) a peer-reviewed book or at least four peer-reviewed scholarly contributions, which can include journal articles, peer-reviewed book chapters, or peer-reviewed electronic media.*
- The presentation of at least two scholarly papers at professional conferences.

Supplemental materials and activities that may support, but not replace, the items listed for satisfactory and outstanding performance above may include:

- Prepare and submit external research grant proposals
- Organize and/or participate in a panel, workshop, or session at an academic conference
- Prepare and present papers at scholarly conferences
- Publish editor-reviewed books, journal articles, book chapters, or electronic media
• Prepare and circulate professional reports (grey literature) as necessary to satisfy state, federal, granting agency, institutional, or other requirements for approved research activities
• Serve as an unpaid consultant in the discipline, contribute to exhibits/exhibit catalogues, or serve on editorial advisory boards
• Establish and administer archival, artifact, ethnographic or other collections that serve the research needs of scholars, students, and the local community

Performance Documentation:

• Published books, articles, book chapters, and electronic media.*
• Letters of acceptance for publication (following successful peer-review) of books, articles, book chapters, and electronic media.
• Published and unpublished solicited reviews of books, articles, book chapters, and electronic media.
• Copies of grant awards or grant proposals’ evaluation materials
• Conference programs that indicate panel/session organization or participation, or paper presentation at academic conferences
• Copies of grey literature reports
• Documentation of consulting, advisory, collections management, or board membership
• Prizes and/or awards for scholarly products

*Note: the use of electronic media, such as web pages, databases, maps, or other electronic projects may not constitute more than 50% of the scholarly contributions used to support tenure or promotion. Peer-reviewed journals, books, or book chapters published in an online format are evaluated in the same way as traditional print.

The elaborations for scholarly contributions for a faculty member involved in “significant” institutional service (e.g., Chair of Faculty Senate, directorship of a program, or leading a major institutional task force) over the interval between promotion to Associate Professor or Professor should be reduced by one-fourth in recognition of the individual’s commitment to the University. Scholarship requirements for a faculty member serving as a department chair, associate dean, associate provost, or comparable administrative post should be reduced by one-half. Alternatively, faculty who have course releases specifically designated for research should be able to demonstrate a proportionately higher rate of productivity.

C. Service
The successful teacher-scholar in the Department of Anthropology and Geography will fulfill the basic responsibilities of university citizenship; will accept a fair share of university-based service work; and, as an agent of the University will seek opportunities to use their knowledge for the benefit of the institution or the wider community. Faculty are expected to regularly attend and participate in Departmental, College, and University events; and to perform service to the Department, College, University, community, and discipline.

For Promotion to Associate Professor
Faculty seeking a satisfactory level of performance for tenure and promotion to the rank of Associate Professor should demonstrate:

- Regular and consistent participation in Departmental, College, and University meetings and events.
- A minimum of three service commitments each year for the majority of years in rank after the first year at the University.

**For Post-Tenure Review for Associate Professor**
Faculty seeking a satisfactory level of performance at the rank of Associate Professor for post-tenure review for the previous six years should demonstrate:

- Regular and consistent participation in Departmental, College, and University meetings and events.
- A minimum of three service commitments each year for the majority of years in rank.

**For Promotion to Professor**
Faculty seeking an exceptional rating for promotion to the rank of Professor should demonstrate an **outstanding** record of service that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations, 2011), **sustained** over either the previous eight years (in the case that the candidate has undergone a prior post tenure review) or the majority of years in rank, and which includes:

- Regular and consistent participation in Departmental, College, and University meetings and events.
- A minimum of three service commitments each year for the majority of years in rank.
- Evidence of making substantial or meaningful service contributions.
- Holding positions of leadership in Department, College, University, or disciplinary service.

**For Post-Tenure Review for Professor**
Faculty seeking a favorable rating should demonstrate:

- Regular and consistent participation in Departmental, College, and University meetings and events.
- A minimum of three service commitments each year for the majority of years in rank.

Faculty seeking an exceptional rating for post-tenure review at the rank of Professor should demonstrate an **outstanding** record of service that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations, 2011), that is **sustained** over either the previous six years or the majority of years in rank, and which includes:

- Regular and consistent participation in Departmental, College, and University meetings and events.
- A minimum of three service commitments each year for the majority of years in rank.
- Evidence of making substantial or meaningful service contributions.
- Holding positions of leadership in Department, College, University, or disciplinary service.

Examples of service contributions can include, but are not limited to:
• Serving on Department, College, and University committees
• Serving on committees, boards, or in leadership roles for scholarly organizations.
• Serving actively on external task forces, commissions, or boards related directly to the University’s mission or to that of the College of Humanities and Fine Arts or the Department of Anthropology and Geography
• Advising clubs and organizations
• Delivering general academic presentations to Coastal Carolina University students, the faculty, and the local community
• Reviewing, refereeing, translating, or editing scholarly journals, articles, chapters, books, anthologies, and other published material or material under consideration by publishers
• Reviewing grant proposals for granting agencies
• Writing book reviews for scholarly journals
• Participating actively in university-related recruitment or fundraising activities
• Creating and maintaining a departmental, program, or center website for the University or other scholarly agency
• Creating a certificate program, minor, or major

Performance Documentation

• Commendations, awards, and/or letters of recognition of service
• Copies of book reviews
• Copies of reviewed, refereed, translated, or edited scholarship
• Copies of lecture and event announcements
• Explanations of the nature, benefits, and results of service