Faculty Performance Elaborations
Department of History
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Performance elaborations for the faculty of the Department of History are based upon a definition of professional life that encompasses teaching and learning; research, scholarship, and creative activity; and service to the University and to the community. Department members should exhibit civility, fairness, and professionalism in all interactions with students and colleagues.

The Teacher-Scholar Model
With learning the central focus of all activity, the faculty in the Department of History endorses the University and Edwards College of Humanities and Fine Arts teacher-scholar model. The 2015-2016 Faculty Manual states:

Coastal Carolina embraces the teacher-scholar model, it 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. (p. 2)

This model values the dynamic intersection of teaching and scholarship. It is valued as a pedagogical catalyst that sparks student learning, ongoing intellectual inquiry, and pedagogical currency. Among students, this model promotes student research and paper preparation for class or conference delivery or for publication. For faculty, this model encourages productivity in research, scholarship, and creative activity that results in professional accomplishment and the dissemination of knowledge within and across disciplines.

Digital Research, Teaching, and Service
The History Department recognizes the increasing importance of digital research, scholarship, and service within the discipline. A qualified peer-reviewed journal article or long-form manuscript published only in digital form is considered the equivalent of a similar print publication. In addition, directing and/or authoring a large-scale digital collaborative project or online research or pedagogical tool that incorporates critical scholarship may also count as the equivalent of a peer-reviewed article.

I. UNIVERSITY and COLLEGE STANDARDS for PROMOTION

A. Promotion to Associate Professor

According to the 2015-2016 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. (p. 43)

B. Promotion to Professor

According to the 2015-2016 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. (p. 43)

Taken from the November 26, 2011 “COHFA EXPECTATIONS FOR SUSTAINED AND OUTSTANDING PERFORMANCE” provide the following explanations:

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.”

“Outstanding […] 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. HISTORY DEPARTMENT PERFORMANCE ELABORATIONS

A statement of expectations for each “performance area” constitutes the standards by which the faculty of the Department of History will be evaluated for the purposes of annual year-end review, annual salary adjustment, tenure, promotion, and post-tenure review. Faculty shall be evaluated not only on the quantity of their work, but also on quality. These elaborations are guidelines, and it is the responsibility of the faculty member being reviewed to provide persuasive evidence that s/he has met the performance expectations. Productivity in each performance area is required for a satisfactory review. The department bases the following performance elaborations upon the understanding that teaching, publishing scholarship, and performing service are fundamental requirements of our employment as tenured/tenure-track faculty. The current elaborations assume the continuation at present levels, as of the date of this Performance Expectation Document, of Professional Enhancement/Development support, the University’s Scholarly Reassignment program, support for FAMLA/family and medical leave time, the current teaching load, sufficient Professional Development funding at the College level, and continued assistance from the Office of Research Services.

As members of a self-governing profession, the faculty of the department endorse the concept of peer evaluation, locally by peer committees and academic administrators, and regionally, nationally, and/or internationally by peers, as appropriate, within the discipline. The department also embraces the regular revision of this document as an essential dimension of shared faculty governance.

A. Teaching

Statement of Expectations
The successful teacher-scholar at all ranks within the department will meet the following minimum expectations:

- Predominately positive evaluations for teaching made by the department chair, faculty in the department, or another appropriate evaluator based on personal observations (when available).

For Promotion to Senior Teaching Lecturer
Teaching faculty seeking promotion to the non tenure-track rank of Senior Teaching Lecturer must:

- A record of sustained effort to teach at the highest level (“outstanding record of teaching,” per the 2015-2016 Faculty Manual [p. 44]);
- Predominately positive evaluations for teaching made by the department chair, faculty in the department, or another appropriate evaluator based on personal observations (when available);
- Hold a full-time appointment under the title of Teaching Lecturer or higher at the University for a minimum of six years.

For Senior Teaching Lecturer/ Senior Instructor Post-Promotion Review
Teaching faculty at the rank of Senior Teaching Lecturer or Senior Instructor undergoing Post-promption Review must demonstrate:

- A record of sustained effort to teach at the highest level (“outstanding record of teaching,” per the 2015-2016 Faculty Manual [p. 44]);
- Predominately positive evaluations for teaching made by the department chair, faculty in the department, or another appropriate evaluator based on personal observations (when available);
- Holding a full-time appointment under the title of Senior Teaching Lecturer or Senior Instructor at the University for a minimum of six years.

**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 Faculty Manual states that a “faculty member applying for tenure . . . will be evaluated primarily based on teaching effectiveness”; 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, and
- Predominately positive evaluations for teaching made by the department chair, faculty in the department, or another appropriate evaluator based on personal observations (when available).

**For Promotion to Professor**
Faculty seeking an exceptional rating for 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, and includes:

- Consistently positive evaluations for teaching made by the department chair, faculty in the department, or another appropriate evaluator based on personal observations (when available).

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

- A record of efforts to teach at the highest level; and
- Predominately positive evaluations for teaching made by the department chair, faculty in the department, or another appropriate evaluator based on personal observations (when available).
Faculty seeking an exceptional rating for 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), that is **sustained** over either the previous six years or the majority of years in rank, and which includes:

- A record of **sustained** effort to teach at the highest level;
- Predominantly positive evaluations for teaching made by the department chair, faculty in the department, or another appropriate evaluator based on personal observations (when available), and

**Examples of Performance Activities**

- Classroom teaching that is appropriate and reasonable for the course level
- Student advising and mentoring
- Supervision of student research, independent studies, internships, and theses
- Course development and revision to remain current in the discipline
- Teaching that provides rigor, range, and depth of coverage of the subject matter and in the evaluation of student work
- Course and curriculum development, including such options as the development and leading of field-work, travel-study, or other experiential-learning modules
- Maintenance of high standards and content currency in the preparation, presentation, and evaluation of teaching materials
- Employment of pedagogical variety and experimentation to stimulate student learning and encourage student success
- Observation of institutional regulations regarding class meetings and examinations
- Participation in pedagogical conferences, seminars, and workshops
- Collaborative, team, and interdisciplinary teaching
- Collaborate with students in their research and preparation of papers for presentation or publication
- Formal reports and informal letters of peer and chair classroom observations and evaluation
- Student feedback
- Teaching awards and commendations
- Syllabi, assignments, and examinations
- Evident knowledge of teaching resources, digital media, and available technology
- Evidence of student learning (pre- and post-tests, student presentations, student publications, student acknowledgement of faculty mentoring activities, etc.)
- Authoring pedagogical materials, like coursebooks, readers, or anthologies of materials previously published elsewhere
- Self-evaluations
- Evidence of incorporating up-to-date scholarship
B. Scholarly and Creative Activities

Statement of Expectations
The teacher-scholar in the Department of History should develop, refine, and pursue a scholarly or creative agenda. The department acknowledges that articles and other publications vary significantly regarding length, complexity, cost of required research, and the quality of the journal, publisher, and venue. The process of peer review and the reputation of the publication venue is critical to professional standards and is the best method of determining quality. The department embraces quality and peer review standards as defined in the 2007-2008 Edwards College Elaborations and by the American Historical Association. The Edwards College Elaborations state:

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 may include written evaluations by experts on the candidate’s scholarly/creative activities, judging their overall contribution to the field of study.

For Promotion to Associate Professor
A satisfactory level of performance by faculty seeking tenure and promotion to the rank of Associate Professor should demonstrate:

- A minimum of three peer-reviewed articles or the equivalent; and
- The presentation of at least four scholarly papers at professional conferences or an equivalent level of scholarly activity that contributes significantly to the discipline

For Post Tenure Review for Associate Professor
Faculty seeking a favorable rating for post-tenure review for the previous six years at the rank of Associate Professor should demonstrate a satisfactory level of performance (per Faculty Manual [2015-16], pp. 56-7) demonstrated by:

- A minimum of two peer-reviewed article or its equivalent
- The presentation of at least three scholarly papers at professional conferences or an equivalent level of scholarly activity that contributes significantly to the discipline

Faculty seeking an exceptional rating for post-tenure review for the previous six years at the rank of Associate Professor should demonstrate an outstanding level of performance (per Faculty Manual [2015-16], pp. 56-7) demonstrated by:

- A minimum of three peer-reviewed articles or the equivalent; and
- The presentation of at least four scholarly papers at professional conferences or an equivalent level of scholarly activity that contributes significantly to the discipline

For Promotion to Professor
Faculty seeking a favorable review for promotion to the rank of Professor should demonstrate an “outstanding level of performance” that is vetted through “a pattern of periodic competitive adjudication” (COHFA Expectations, 2011) and 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 at rank of Associate Professor that includes:

- A minimum of a single-authored monograph or four peer-reviewed articles or book chapters or their equivalent that locate the candidate authoritatively in their respective field; and
- The presentation of at least four scholarly papers at professional conferences or an equivalent level of scholarly activity that contributes significantly to the discipline

**For Post Tenure Review for Professor**

Faculty seeking a **favorable** post-tenure review for the previous six years at the rank of Professor should demonstrate:

- A minimum of two peer-reviewed article or equivalent
- The presentation of at least three scholarly papers at professional conferences or an equivalent level of scholarly activity that contributes significantly to the discipline

Faculty seeking an **exceptional** rating for post-tenure review for the previous six years at the rank of Professor should demonstrate an “outstanding level of performance” that is vetted through “a pattern of periodic competitive adjudication” and is sustained over either the previous eight years or the majority of years at rank of Associate Professor (COHFA Expectations, 2011) that includes:

- A minimum of three peer-reviewed articles or their equivalent that locate the candidate authoritatively in their respective field; and
- The presentation of at least four scholarly papers at professional conferences or an equivalent level of scholarly activity that contributes significantly to the discipline

**Examples of Performance Activities**

- Author scholarly books
- Author articles, essays, book chapters, and other similar original scholarship for peer-reviewed venues
- Author university-level, peer-reviewed and/or editor-reviewed history books for the non-academic market that demonstrate significant original scholarship
- Author university-level, peer-reviewed and/or editor-reviewed textbooks; these must demonstrate the ability to reach a broad audience, one beyond the reach of bound readers designed for local classroom purposes
- Edit collections of essays, scholarly papers, or other scholarly works for an academic audience
- The use of Professional Development funds for archival research that advance the faculty member’s research agenda
- Prepare and circulate professional reports as necessary to satisfy state, institutional, or other entities’ requirements for approved research activities
- Prepare and submit grant proposals to appropriate entities to seek support for research activities
- Serve in a formal or expert capacity as a consultant within the discipline, contribute to exhibits/exhibit catalogues, or serve on editorial advisory boards
- Present scholarly papers at reputable academic conferences
Establish and administer archival, artifact, ethnographic, or other collections that serve
the research needs of scholars, students, and the local community
• Author scripts or produce documentaries for academic or general public broadcast
• Review, referee, translate, or edit articles, chapters, books, anthologies, and other
published material or material under consideration by publishers
• Create and maintain a discipline-related website or develop instructional software
• Engage in other professionally sanctioned, scholarly related activities
• Incorporate scholarly or creative learning into appropriate classroom settings
• Bring scholarly or creative projects to successful conclusion as demonstrated by
publication, presentation, or performance
• Provide academic translations
• Establish a research center, team, program, site, facility, or lab

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

C. Service

Statement of Expectations
The successful teacher-scholar in the Department of History will fulfill the basic responsibilities
of university citizenship and professionalism as listed in these performance elaborations.

For Promotion to Associate Professor
Faculty seeking a satisfactory evaluation for tenure and promotion to the rank of Associate
Professor should demonstrate:
• Regular participation in departmental, college, and university meetings, and related
events; and
• Service on departmental committees or in support of departmental programs, initiatives,
and related activities insofar as the faculty member is eligible

For Post Tenure Review for Associate Professor
Faculty seeking a favorable evaluation for post-tenure review at the rank of Associate Professor
over the previous six years should demonstrate:
• Regular participation in departmental, college, and university meetings, and related
events; and
• Service on departmental committees or in support of departmental programs, initiatives,
and related activities insofar as the faculty member is eligible; and
• Reasonable expectations of continued development.
Faculty seeking an exceptional evaluation for post-tenure review at the rank of Associate Professor over the previous six years should demonstrate both sustained and outstanding levels of performance, as demonstrated by:

- Regular participation in departmental, college, and university meetings, and related events;
- Evidence of significant and continuous service on departmental committees or in support of departmental programs, initiatives, and related activities insofar as the faculty member is eligible [Faculty Manual: p. 56: “For Assistant/Associate Professor, a rating of exceptional indicates outstanding and sustained service. Evidence of strong, effective, dedicated teaching is also required, as is proof of contributions to the discipline through intellectual contributions/professional contributions.”];
- Demonstrated leadership within the department, college, university, or discipline; and
- Reasonable expectations of continued development.

For Promotion to Professor
Faculty seeking a favorable evaluation for promotion to the rank of Professor must demonstrate sustained and outstanding levels of service over either the previous eight years [in the case that the candidate has undergone a prior post tenure review] or the majority of years at the rank of Associate Professor, as demonstrated by:

- Consistent participation in department, college, and university meetings, and related events;
- Consistent service on departmental, college, or university committees;
- Evidence of making substantial or meaningful service contributions;
- Demonstrated leadership within the department, college, university, or discipline; and
- Reasonable expectations of continued development.

For Post Tenure Review for Professor
Faculty seeking a favorable post-tenure review at the rank of Professor for either the previous six years should demonstrate:

- Regular participation in departmental, college, and university meetings, and related events; and
- Consistent service on departmental committees or in support of departmental programs, initiatives, and related activities insofar as the faculty member is eligible; and
- Reasonable expectations of continued development.

Faculty seeking an exceptional evaluation for post-tenure review at the rank of Professor must demonstrate sustained and outstanding levels of service during either the previous six years or the majority of years at the rank of Professor through:

- Consistent participation in department, college, and university meetings, and related events;
- Consistent service on departmental, college, or university committees;
- Evidence of making substantial or meaningful service contributions;
- Demonstrated leadership within the department, college, university, or discipline; and
- Reasonable expectations of continued development.
Examples of Performance Activities

- Attend and participate in departmental meetings and retreats
- Serve on or chair department, college, and/or university committees
- Serve actively on external task forces, commissions, boards, or similar positions related directly to the University’s mission or that of the Edwards College of Humanities and Fine Arts or the Department of History
- Advise CCU student clubs, minors, and organizations
- Deliver general academic presentations to University students, the faculty, and the local community
- Organize and/or lead a study-abroad or foreign immersion experience (either though CCU or other academic organizations)
- Provide service to the public schools or other external agencies/organizations as a representative of the University, the Edwards College of Humanities and Fine Arts, or the Department of History
- Participate in university-related recruitment or fundraising activities
- Generate, collect, analyze, and evaluate assessment data or survey information
- Create and maintain a departmental, program, or center website
- Build or expand new programs and minors
- Undertake additional university-related service that involves student, civic, or community organizations
- Collaborate with students in their research and preparation of papers for presentation or publication
- Develop curriculum for Department, College, or University

Examples of Performance Documentation

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

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