

COASTAL CAROLINA UNIVERSITY
DEPARTMENT OF POLITICS

Faculty Performance Expectations (AY18-19 - present)

I. General Standards

A. Promotion to Associate Professor

According to the 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.

For the purpose of promotion to Associate Professor, a faculty member should demonstrate at least “satisfactory performance” as defined below in teaching, research, and service, and demonstrate strong potential as a teacher-scholar and as an emerging leader in the university and the discipline

B. Promotion to Professor

According to the 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.

II. Departmental Performance Expectations

For the purpose of **promotion to Associate Professor**, a faculty member should demonstrate at least “satisfactory performance” as defined below in teaching, research, and service, and demonstrate strong potential as a teacher-scholar.

For the purpose of **promotion to Professor**, a faculty member must demonstrate outstanding performance in intellectual contributions and one other area to include teaching and service. At a minimum, satisfactory performance must be achieved in the third area.

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As the primary responsibility of the Lecturer in the Department of Politics is teaching, **promotion to Senior Lecturer** will emphasize the elements of outstanding performance in teaching. Additionally, candidates for Senior Lecturer should demonstrate a satisfactory level of service to the university, discipline, or community, per the below-listed criteria.

For these purposes, each section below will outline satisfactory and outstanding performance criteria in the areas of teaching, research, and service.

A. Teaching

To be considered “outstanding” for the purpose of Promotion to Professor, the Faculty Manual requires that a faculty member develop an “outstanding” and “sustained” record of “effective 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 in the context of providing a liberal arts education.

Regarding student evaluation scores, the Department of Politics and Geography defines “effective teaching” as 2.4 or above on a 4-point scale. In determining whether a faculty member has exhibited an “outstanding” record of “effective teaching,” the Department considers the faculty member’s commitment to excellence in engaging in student learning activities.

Satisfactory Performance

- Average student evaluation scores between 2.4 and 3.1 and participation in one teaching activity for a majority of years at rank.

Outstanding Performance

- Average student evaluation scores at or above 3.2 and participation in two student learning activities for a majority of years at rank

Examples of teaching activities include, but are not limited to:

- Advising a student club or activity (e.g., Mock Trial, Model United Nations, South Carolina Student Legislature, Pre-Law Club, Pi Sigma Alpha)
- Student Advising
- Directing a major or minor
- Supervising an independent study
- Supervising an internship
- Collaborative research activity with a student
- Engagement in officially designated “experiential learning”
- Community engagement with students
- Study abroad
- Curriculum development
- Creating a course, minor, or major
- Participating in a teaching workshop
- Securing a teaching-related grant
- Taking students to an academic or professional conference to present a paper or a poster

B. Scholarship

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For the purpose of promotion, a faculty member must demonstrate a sustained record of scholarship. Thus, in addition to the below-listed performance indicators, which must be met during the time frame under review, a faculty member must demonstrate annual scholarly engagement for the duration of their probationary period. Although scholarly contributions can occur at any time during the probationary period, a faculty member should demonstrate clear and documented progress toward meeting these expectations on an annual basis. Examples of documentary evidence of progress include, but are not limited to: drafts of books, book chapters, journal articles, or book reviews; correspondence with publishers, editors or conference organizers confirming receipt of submitted work or a proposal; field notes, datasets, or other research data compiled; and invitations to give external guest lectures.

Satisfactory Performance

- Two scholarly contributions made during the probationary period, at least one of which must be a peer-reviewed or editor-reviewed article.

Outstanding Performance

- One peer reviewed book published with a recognized press in the field/subfield that locates the scholar as significant within their area; or
- Three external research grants, or articles/reports/analyses/chapters at least two of which must be peer-reviewed and one may be editor-reviewed; or
- A peer-reviewed edited book, text book, or pedagogical tool in which significant original scholarship is demonstrated and the press is recognized within the subfield/field
- Three scholarly contributions at least one of which must be a peer-reviewed or editor-reviewed article, and one edited book or a textbook that, rather than analyze original research, summarizes information and creates unique learning tools.
- Three significant community and/or public engagement initiatives that include professionally or stakeholder vetted policy analyses/reports with original research; the development of an institute/center/program that has produced original research results and outcomes that directly impact stakeholders/the community; a polling center and its analysis reports and results. In this case, the candidate must demonstrate a serious impact within the field, the community, and the discipline, as well as a process of objective review of the deliverables such that the criteria reflect a rigor comparable to the standards applied to published research. (elaborations per the below Edwards College Guidelines)

From the Edwards College Elaboration:

In the arts and in the area of knowledge-based public engagement, evaluative criteria comparable to that of 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.

Examples of scholarly contributions (in addition to books and peer/editor-reviewed articles/external research grants) include, but are not limited to:

- Scholarly publications that are not peer/editor-reviewed (e.g., policy reports)
- Scholarly book reviews

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- Internal research grants
- Conference paper presentations
- Invited external guest lectures

Examples of editor-reviewed publications include, but are not limited to: book chapters, invited symposium contributions, and law review contributions. Scholarly contributions such as articles or books should be accepted for publication when submitting an application for promotion, although they need not be in print by that time.

The expectations 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) 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.

C. Service

The Department of Politics & Geography interprets the phrase “University service” to include any service where a faculty member represents the University. Service may be to the University, discipline, or community.

Satisfactory Performance

- One substantial service activity while at rank, and one additional service activity for a majority of years at rank; or
- Three service activities for a majority of years at rank.

Outstanding Performance

- One substantial service activity while at rank, and three service activities for a majority of years at rank; or
- Five service activities for a majority of years at rank.

Examples of substantial service activities include, but are not limited to:

- Advising a student club or activity (e.g., Mock Trial, Model United Nations, South Carolina Student Legislature, Pre-Law Club, Pi Sigma Alpha)
- Directing a major or minor
- Committee service to the University or discipline (e.g., Academic Affairs, Core Curriculum, COHFA Curriculum Committee, Faculty Welfare, or a chair or leadership position on a committee)
- Editorial board for a journal or book publisher
- Organizing a conference, symposium or workshop
- Serving as section chair for a conference

Examples of other service activities include, but are not limited to:

- Committee service to the University or discipline
- Organizing university activities

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- A review for a scholarly journal or book publisher
- Serving as a panel discussant at a conference
- Serving as a panel chair at a conference
- A community engagement activity (e.g., speech or panel discussion)
- Op-eds published in newspapers or other appropriate outlets
- Media appearances
- Academic or professional consultancies relating to the discipline

III. Post Tenure Review

A. ASSOCIATE PROFESSOR

For post-tenure review of an Associate Professor, according to the Department of Politics, an exceptional rating includes:

- Outstanding Teaching as defined in the Department of Politics guidelines.
- Outstanding Service as defined in the Department of Politics guidelines.
- A minimum of Satisfactory Scholarship as defined in the Department of Politics guidelines.

For post-tenure review of an Associate Professor, according to the Department of Politics, a favorable rating includes a satisfactory rating, per departmental guidelines, in all three categories:

- Teaching as defined in the Department of Politics guidelines.
- Service as defined in the Department of Politics guidelines.
- Scholarship as defined in the Department of Politics guidelines.

Below satisfactory performance in any area (teaching, scholarship, and service), per departmental guidelines, will indicate a rating of conditional.

Any candidate who does not achieve stated goals to the departmental satisfactory level within the time frame permitted, will indicate a rating of unfavorable.

B. PROFESSOR

According to the Department of Politics, exceptional rating for post-tenure review at the rank of Professor includes a rating of Outstanding, per departmental guidelines, in two of the three categories listed below:

- Teaching, as defined in the Department of Politics guidelines for rank of Professor.
- Service, as defined in the Department of Politics guidelines for rank of Professor.
- Scholarship, as defined in the Department of Politics guidelines for Post Tenure review, outlined below.

This process rests on the recognition that (a) exceptional rating is not determined by the candidate; and that (b) external reviewers must validate the candidate's professional contributions.

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A rating of ***Outstanding for Post Tenure*** review should reflect evidence of intellectual rigor and scholarly contributions at high levels, but not necessarily in the same manner, or with the same approach, as the rank of Professor. A rating of outstanding at the level of post-tenure review should reflect high-quality intellectual contributions in the areas of peer review and edited publications, professional presentations, conference contributions, papers presented at academic meetings and fora and, books authored or edited, as well as professional contributions and contributions made in the area of public policy. Additionally, professional contributions should be weighted, if weighing is applicable. Such contributions include —but are not limited to— activities such as chairing a section in a professional organization; taking a leadership or executive role in a professional organization; editing a journal; directing an institute or center; and/or expanding the discipline and/or the department’s academic scope and activities in meaningful ways. Throughout the review process, the candidate should demonstrate in a sustained manner serious engagement in his or her academic field (broadly defined to include our domestic and global areas) and clear evidence of intellectual leadership. Candidates may choose to concentrate more on publications or more on professional leadership. Either or both may be evaluated for outstanding at this rank.

For post-tenure review of a Professor, according to the Department of Politics, favorable rating includes a satisfactory rating, per departmental guidelines, in all three categories:

- Teaching as defined in the Department of Politics guidelines.
- Service as defined in the Department of Politics guidelines.
- Scholarship as defined in the Department of Politics guidelines.

Below satisfactory performance in any area (teaching, scholarship, and service), per departmental guidelines, will indicate a rating of conditional.

Any candidate who does not achieve stated goals to the departmental satisfactory level within the time frame permitted, will indicate a rating of unfavorable.

C. SENIOR TEACHING LECTURER/SENIOR INSTRUCTOR

For post-tenure review of a Senior Instructor or Senior Teaching Lecturer:

- An exceptional rating reflects outstanding teaching per departmental criteria.
- A favorable rating reflects satisfactory teaching per departmental criteria.
- A conditional rating reflects below-satisfactory teaching per departmental criteria.
- An unfavorable rating reflects no progress on stated goals within the agreed upon time frame.