

**Faculty Performance Expectations  
Edwards College of Humanities and Fine Arts**

**Department of Theater**

**Preface**

The Scope of Professional Life

Performance expectations for the faculty of the College of Humanities and Fine Arts at Coastal Carolina University are based upon a definition of professional life that encompasses teaching and learning; research, scholarship, and creative activity; service to the institution and the community; and professional development.

The Teacher-Scholar Model

With student learning as the central focus of all activity, the Faculty of the College endorses the teacher-scholar model. In the College of Humanities and Fine Arts, this model values and rewards the dynamic intersection of teaching and scholarship. In modes appropriate to the various disciplines of the college, students conduct research, write papers for class or conference delivery, and perform or exhibit for juries and audiences in the fine arts. Faculty mentorship of students extends beyond the classroom.

Faculty productivity in research, scholarship and creative activity is valued in two ways: as professional accomplishment that advances knowledge, understanding, and achievement within the discipline; and as pedagogical catalyst that sparks student learning and expands student horizons in the classroom and beyond.

Expectations

A statement of expectations for each performance area constitutes the standards by which the Faculty of the College will be evaluated for the purposes of annual salary adjustment, tenure, promotion, and post-tenure review. Annual productivity in each performance area is required for a satisfactory review.

The Faculty of the College endorses excellence as the performance goal in each area and accepts that excellence of achievement in the arts and humanities involves evaluation of quality as well as quantity, in the context of institutional mission. As members of a self-governing profession, the Faculty of the College endorses the concept of peer evaluation, locally by peer committees and academic administrators; regionally and nationally by peers within the respective discipline.

### Performance Indicators

Performance indicators are of two kinds: 1) those that denote modes of activity relevant to a performance area and 2) those that provide documentary support of the quantity and quality of activity in a performance area. Neither the number of activities nor the number of supporting documents necessarily indicates a high (or low) quality of performance.

## **I. Teaching**

### Statement of Expectations

The successful teacher-scholar in the College of Humanities and Fine Arts will maintain content currency in all courses; employ pedagogical variety to improve student learning; maintain high performance standards for students; maintain a high standard of professionalism in the preparation of teaching materials and in the mentoring of students; observe institutional regulations regarding class meetings and final examinations; exhibit civility, approachability, and fairness in all interactions with students.

### Activities Performance Indicators

- Classroom teaching, guest instruction, and collaboration
- Student advising
- Mentoring of student research/creative projects
- Supervising independent study
- Ongoing course and curriculum development
- Developing and teaching extended and distance learning courses
- Substantive work done during sabbatical relevant to teaching

### Documentary Performance Indicators

- Student evaluations
- Teaching awards and commendations
- Peer/chair/dean classroom observation and evaluation
- Sample syllabi; writing, speaking or performance assignments, examinations

- Indices of student learning (e.g. pre- and post-tests; student presentation or publication beyond the classroom)
- Evidence of student development (e.g. graduate school or professional placement)

## **II. Scholarly and Creative Activities**

### Statement of Expectations

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

### Activities Performance Indicators

- Authoring scholarly books and articles
- Authoring discipline-based books and articles designed for general readers
- Authoring creative works
- Public artistic performance, presentation, or exhibit, both internal and external
- Journal and book reviewing and editing
- Conference presentations
- Other significant conference participation (e.g. respondent, session chair, or organizer)
- Substantive work done during sabbatical relevant to creative activity

### Documentary Performance Indicator

- Books, offprints, manuscripts, portfolios
- Reviews, citations, attendance figures, programs, videos
- Letters of acceptance, invitation, funding or award

### **III. University and Public Service**

#### Statement of Expectations

The successful teacher-scholar in the College of Humanities and Fine Arts will fulfill the basic responsibilities of university citizenship and collegiality; will respond to institutional needs as they arise; will accept a fair share of service work; will seek opportunities to use special talents and knowledge for the benefit of the institution and the wider community.

#### Activities Performance Indicators

- Attendance at and participation in departmental meetings and retreats
- University, college, and departmental committee and governance service
- Service to the university community other than committee participation
- Service to external task forces or commissions
- Service to public schools
- Consulting in field of expertise
- Advising clubs and organizations
- Public presentations and performances outside field of expertise
- Recruitment activities

#### Documentary Performance Indicators

- Commendations for service
- Invitations for additional service
- Explanations of nature and results of service

## **IV. Professional Development**

### Statement of Expectations

The successful teacher-scholar in the College of Humanities and Fine Arts will participate regularly in the professional activities of his or her discipline and seek other opportunities for ongoing professional growth and renewal.

### Activities Performance Indicators

- Membership/leadership in professional organizations
- Disciplinary and pedagogical conference/workshop/seminar/course attendance

### Documentary Performance Indicators

- Special professional honors
- Evidence of specific accomplishments in service
- Certification of completion of a course