

Faculty Performance Elaborations

Department of History

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1. INTRODUCTION

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, 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 History Department recognizes the primacy of the 2021-2022 Faculty Manual regarding all matters pertaining to performance, promotion, tenure, and post-tenure review. The Edwards College Faculty Handbook, updated August 2021, takes secondary priority. Our departmental elaborations are intended to guide faculty planning in areas not specifically enumerated by the Faculty Manual or the College Faculty Handbook. While faculty may choose to apply departmental performance elaborations from either their year of hire/most recent promotion *or* the most current version of departmental elaborations, only the most up-to-date version of the Faculty Manual and College Faculty Handbook should be consulted for tenure/promotion. Therefore, it is the faculty member's responsibility to stay informed of any Faculty Manual and College Faculty Handbook changes that may have a direct bearing on their performance elaborations and requirements.

1.1 Diversity and Inclusion

The Department of History is committed to developing and cultivating an environment of diversity, equity, and inclusion in support of Coastal Carolina University's Strategic Plan, and in agreement with Coastal Carolina University's current Access, Inclusion and Diversity Strategic Plan.

1.2 Promotion and Tenure and The Teacher-Scholar Model

The Department of History recognizes the importance of the teacher-scholar model in determining and measuring criteria for promotion. The Faculty Manual states (sec. 1.2):

“The faculty at Coastal Carolina University embrace a **Teacher-Scholar Model** to promote the academic mission of the University and to contribute to the common good. Central to the Teacher-Scholar Model at Coastal Carolina

University is the integration of the traditional areas of academic life—teaching, scholarship/creative activity, and service. For this reason, we recognize a broad range of scholarly and creative activities that go beyond traditional research within a particular academic discipline. We recognize efforts to promote student learning, to participate in community engagement, and to promote the academic mission of the University when they employ academic expertise, background knowledge, research, critical evaluation, application, problem-solving, and creativity.”

“The primary emphasis of the faculty is **high-quality teaching and engaged learning**. The faculty possess a high degree of expertise and disciplinary knowledge, which allows them to model discipline-specific behaviors and practices in their learning environments and to expose students to current issues in their disciplines. Teacher-scholars implement a variety of strategies to promote student learning such as creating opportunities for students to engage in active and experiential learning, undertake collaborative research and creative works, participate in internships and study abroad, and take part in community-based projects. They approach teaching and student learning in an informed, deliberate, and reflective way such that the activities related to course design, assessment of student learning, mentoring student research and projects, program design, and program evaluation integrate both the scholarship of teaching and service to the academic mission of the University and the community.”

“Faculty are actively engaged in **scholarly and creative activities** that contribute not only to their disciplines, but also to their students, the University, and the community. We recognize the broad and diverse forms that scholarly and creative activities may take among an academically diverse faculty.”

“In order to effectively carry out the academic mission of the University, faculty actively participate in those **service activities** that promote a well-functioning university. The faculty embrace shared governance and engage in informed, effective, and meaningful service across the University and the community. Their contributions in this area reflect their experience as professional academics, researchers, teachers, and scholars.”

2 UNIVERSITY and COLLEGE STANDARDS for PROMOTION

2.1 Faculty Ranks, Appointments, and General University Promotion Guidelines

The Department of History concurs with the definition of ranks and eligibility as stated in the Faculty Manual (sec. 6.3):

Professor: “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.”

Associate Professor: “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.”

Assistant Professor: “To be eligible for the rank of Assistant Professor, a faculty member must possess strong potential for 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.”

2.2 Tenure Criteria

The Department of History adheres to the University guidelines for tenure and promotion to Associate Professor as stated in the Faculty Manual (sec. 6.5.2):

“A faculty member applying for tenure as a non-librarian will be evaluated primarily based on teaching effectiveness. In addition to teaching effectiveness, faculty members applying for tenure will be evaluated based on intellectual contributions and professional activities/University service. The specific criteria for tenure and promotion are determined by College and Department guidelines and performance expectation elaborations.”

2.2.1 Definitions for Tenure and Promotion

The Department of History adheres to the College definitions of the following terms for tenure/promotion in the areas of teaching, scholarship/creative activities, and service:

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.”

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 expectations in the area of scholarly and creative activity. 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.”

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.”

3 DEPARTMENT of HISTORY PERFORMANCE ELABORATIONS

Peer Review: As members of a self-governing profession, we endorse the concept of peer evaluation, locally by peer committees and academic administrators, and regionally, nationally, and/or internationally by peers, as appropriate. Qualified peer evaluators include professionally trained and professionally active historians working inside or outside the academy. The history department also recognizes that some forms of scholarship require a broader and more diverse group of evaluators or reviewers, possibly from outside traditional academic departments, such as trained professionals working in museums, historic sites, interdisciplinary research centers, or sites of mediation between scholars and the public. Candidates should provide clear documentation of the ways in which their work qualifies as externally and independently reviewed scholarship in the eyes of the history department.

Performance Expectations: 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 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; it is the responsibility of the faculty member being reviewed to provide persuasive evidence that they have met the performance expectations in each performance category.**

The Point System: The department bases the following point system of performance elaborations upon the understanding that teaching, publishing scholarship, and performing service are fundamental requirements of our engagement as teacher-scholars.

Of special note:

- 1) None of the three performance areas (teaching, scholarship, and service) may be below the “satisfactory”/“favorable” rating for a favorable evaluation, promotion, tenure, or post-tenure review.
- 2) Candidates applying for promotion to full professor must achieve an exceptional rating (“outstanding” and “sustained”) in at least two areas of evaluation (teaching, scholarship, and service), one of which must be scholarship, and at least a satisfactory performance in the third area. See the Faculty Manual, p. 51 (August 2022) and the COHFA Handbook, p. 24 (April 2022).
- 3) Assistant/Associate Professors seeking an “exceptional” rating for post-tenure/post-promotion review must demonstrate: 1) “outstanding and sustained service,” 2) “evidence of strong, effective, dedicated teaching,” and 3) evidence of “contributions to the discipline through intellectual contributions/professional contributions.” (Faculty Manual, August 2022, p. 69)
- 4) Professors seeking an “exceptional” rating for post-tenure/post-promotion review must demonstrate: 1) “outstanding, sustained contributions to the discipline through intellectual contributions, professional contributions,” 2) “evidence of strong, effective, dedicated teaching,” and “proof of substantial service.” (Faculty Manual, August 2022, pp. 69-70)

The point system should be read as an articulation of the quality and quantity of scholarship, teaching, and service that the department values and deems necessary but not automatically sufficient for a successful evaluation.

Third Year Review: All newly appointed tenure-track faculty will undergo a third-year review as indicated in the College Handbook and Faculty Manual.

Exceptional Circumstances: The department acknowledges the possibility of reduced performance expectations in the areas of scholarly and creative activity, and service, when financial crisis/exigency has been declared as outlined in the Faculty Manual

Future Revisions: The department embraces the regular revision of this document as an essential dimension of shared faculty governance.

3.1 Teaching

Statement of Expectations: All teaching faculty are required to adhere to Instructional Procedures as described in the Faculty Manual (5.1.1) and be familiar with best practices concerning teaching as stated in the “Guide for Teaching Faculty.” The successful teacher-scholar at all ranks within the department will meet the following minimum expectations as stated in the Faculty Manual:

For Promotion to Associate Professor, Post-Tenure/Post-Promotion Review for Associate Professor, Professor, Post-Tenure/Post-Promotion Review for Professor

Expectations: Demonstrated implementation of unofficial student reflections, formal student evaluations, surveys, or exit interviews to assess and improve teaching effectiveness.

- To earn a recommendation for promotion at each level = minimum of 25 points
- To earn a recommendation for “favorable”/ “satisfactory” = minimum of 15 points
- To earn a recommendation for “exceptional”/“sustained and outstanding” for post-tenure/post-promotion review = minimum of 20 points

Category 1 = 10 points

- National, international, or HTC Distinguished Teacher Scholar Award, or commendation for teaching

Category 2 = 5 points

- Provost, College, Department, or CORE teaching award per award
- Organize and/or lead a study-abroad or foreign immersion experience (either through CCU or other academic organizations)* May count in either Teaching or Service but not both.
- Assembling and publishing pedagogical materials, like coursebooks, readers, or anthologies of materials previously published elsewhere

Category 3 – 2.5 points

- Active participation in a pedagogical conference, seminar, or workshop
- Collaborate with students in their research and preparation of papers for presentation or publication at CCU or elsewhere
- Supervision of student research, student fellows, independent studies, internships, and theses per section
- Direct a teaching activity or project that leads to meaningful engagement with the public and accompanied by critical self-evaluation by the faculty.
- Teaching as part of a pilot program, travel program, or pedagogical initiative
- Implementing innovative pedagogy, high-impact, or experiential learning and/or non-traditional learning modalities
- Teaching more than 2 preps. per semester
- Receiving a Teaching Enhancement Grant
- Creating and teaching a new course or significantly revising an existing course
- Teaching a graduate course, section, or senior thesis

Category 4 – 1 point

- Per every course (not section) with student evaluations within one-half point of department averages.
- Per every collaborative, team, or interdisciplinary course taught
- Evidence of student learning (pre- and post-tests, student presentations, student publications, student acknowledgement of faculty mentoring activities, etc.)
- Developing online course modules for each course in which you are not the instructor of record
- Advise 1-7 students (history majors, minors, or programs housed in the department, or College fellows) per year
- Mentoring a student in their professional development, as evidenced by things such as admission to graduate school or participation in an academic conference.
- Teaching an honors section
- Per peer/chair/dean/course observation and evaluation (online or in person).

3.2 Scholarly and Creative Activities

Statement of Expectations

The teacher-scholar in the Department of History should produce original scholarship that entails the production of new knowledge, the dissemination of information in new ways, and/or the interrogation or reconceptualization of existing knowledge. 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 Edwards College Faculty Handbook and by the American Historical Association. The Edwards College Faculty Handbook (4.2.2) states:

“Criteria that can usually be applied to published research include the quality and reputation of the journal or publishing venue; whether 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, if proper verification of acceptance can be confirmed. 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.”

For Promotion to Associate Professor, Post-Tenure/Post-Promotion Review for Associate Professor, Professor, Post-Tenure/ Post-Promotion for Professor

Expectations:

- To earn a recommendation for promotion to associate professor and tenure= minimum of 45 points, at least 15 of which must come from either Categories 1, 2, or 3
- To earn a recommendation for promotion to full professor = minimum of 45 points, at least 30 of which must come from either Categories 1, 2, or 3.
- To earn a recommendation for “favorable”/ “satisfactory” = minimum of 30 points, at least 15 of which must come from Categories 1, 2, 3, and 4.
- To earn an “exceptional”/“sustained and outstanding” recommendation for post-tenure/post-promotion review = minimum of 45 points, at least 30 of which must come from Categories 1, 2, 3, and 4.

Category 1 = 45 Points

- Author or co-author a peer-reviewed book or textbook.

Category 2 = 30 Points

- Author or co-author an editor-reviewed book.
- Edit, co-edit, or translate a peer-reviewed or editor-reviewed book

Category 3 = 15 Points

- Author, co-author, or translate a peer-reviewed article, book chapter, course reader or similar original scholarship
- Write a peer-reviewed or solicited historic preservation and cultural resource management report, such as historic resource studies, historic structure reports, or nominations to the National Register of Historic Places
- Direct and create museum exhibits with critical evaluation from professionals in the field
- Establish a research center, team, program, site, facility, or lab
- Produce or create a significant contribution to the making of documentary film, television, or radio programs
- Direct community, public, oral history projects, digital history projects, or other forms of peer-reviewed content.
- Establish and administer archival, artifact, ethnographic, or other collections that serve the research needs of scholars, students, and the local community

Category 4 = 10 Points

- National, international, Provost and/or HTC level award or commendation for scholarship (cannot be used in multiple categories simultaneously)
- Author, co-author, or translate an editor-reviewed article, essay, book chapter, web site, blog, and other similar original scholarship
- Author, co-author, or translate a university-level editor-reviewed course reader
- Write an invited review essay for peer-reviewed publication
- Completed an academic program related to the faculty member’s research agenda.
- Prepare and circulate a professional report as necessary to satisfy state, institutional, or other entities’ requirements for approved 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

- Secure external grant funding
- Present scholarly papers at reputable academic conferences, online or in-person
- Author scripts or produce documentaries for academic or general public broadcast
- Publish a review essay for a peer-reviewed journal
- Create and maintain a discipline-related website or develop instructional software
- Provide expert testimony, scholarly presentation, or educational programming by invitation from groups outside of CCU

Category 5 = 5 Points

- Conducting archival, museum, repository, collection, oral interviews, or site research that advance the faculty member's research agenda
- Complete an academic course related to the faculty member's research agenda, outside of a degree or certificate program
- Referee or review chapters, books, anthologies, and other manuscript material or material under consideration by publishers (referee and review is not published)
- Publish a book review for a peer-reviewed journal
- Serve as commentator for a panel at a reputable academic conference or as an invited speaker on a scholarly topic outside of CCU, online or in-person
- Provide translation services for professional/academic purposes
- Receive a College, Department, or equivalent award for scholarship

Category 6 = 2.5 points

- Attend a conference for purposes of professional development online or in-person
- Compile pedagogical materials, like coursebooks, readers, or anthologies of materials previously published elsewhere
- Secure grants to appropriate entities to seek support for research activities

3.2.1 Considerations Regarding Research Productivity

The Department recognizes demanding administrative positions such as chairing the department, serving as Chair of Faculty Senate, or Associate Dean. Therefore, those who serve in these and similar positions for any three academic years since the last promotion must earn at least 15 points from Categories 1, 2, and/or 3 in order to receive a recommendation for promotion.

For each year where there is a financial crisis or exigency as recognized by Faculty Senate, the minimum number of points that must come from Categories 1, 2, and 3 will be reduced by 15 points per year spent in financial crisis or exigency unless the faculty member elects to delay promotion or review by an additional year, in which case the required points will not be reduced.

For each year that it is impossible to conduct research because the university cannot allow or fund travel related to research – outside of periods of financial crisis or exigency resulting in furlough – the minimum number of points that must come from Categories 1, 2, and 3 will

be reduced by 15 points per year.

3.3 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.

Expectations:

- To earn a recommendation for promotion to associate professor and tenure = minimum of 40 points
- To earn a recommendation for promotion to full professor = minimum of 50 points, out of which 20 points must be from Categories 1 and 2.
- To earn a recommendation for “favorable”/“satisfactory” = minimum of 30 points
- To earn a recommendation for “exceptional”/“sustained and outstanding” for post-tenure/post-promotion review = minimum of 40 points

Category 1: 10 points

- Serve as associate dean or in an equivalent or higher administrative position for one year*
- Chair a department or equivalent position for one year*
- Chair one of the following committees (or equivalent) for one year:
 - College Promotion & Tenure Committee
 - College Planning Committee
 - College Curriculum Committee
 - Faculty Senate Curriculum Committee
 - Faculty Senate Executive Committee
 - Faculty Senate Faculty Development Committee
 - Faculty Senate Faculty Welfare Committee
 - Faculty Senate Student Conduct Committee
 - Faculty Senate Graduate Council Committee
 - University Quality Enhancement Plan Implementation Committee
- Chair external task forces, commissions, boards, or similar positions for one year
- Chair a regional, national, or international committee related to the profession
- Chair a major institutional task force related to the University’s mission or that of the Edwards College of Humanities and Fine Arts or the Department of History for one year for one year.
- Organize and/or lead a study-abroad or foreign immersion experience (either through CCU or other academic organizations) - May count in either Teaching or Service but not both.
- Demonstrate leadership in significant academic development or revision
- Receive a National, international, Provost and/or HTC level award or commendation for service (cannot be counted in more than one category).

* These positions may only be counted three times in any given review period

Category 2: 5 points

- Serve as National History Day Coordinator for one year*
 - Serve as associate department chair for one year*
 - Hold a director or equivalent position within the university for one year*
 - Chair a department or college committee not listed in category 1 above
 - Serve on external task forces, commissions, boards, or similar positions for one year
 - Serve on an institutional task force related to the University's mission or that of the Edwards College of Humanities and Fine Arts or the Department of History for one year for one year.
 - Hold a coordinator or equivalent position within the university for one year
 - Receive a College, Department, or equivalent award for service.
 - Demonstrate leadership in significant academic minor, program or certificate development or revision.
 - Take students to external conferences for research presentations
- * These positions may only be counted three times in any given review period

Category 3: 2.5 points

- Deliver general presentations to students, the faculty, and the local community
- 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
- Generate, collect, analyze, and evaluate assessment data or survey information for department, college, and/or university
- Create and maintain a departmental website or social media presence
- Serve on a department, college, and/or university committee for one year
- Undertake additional university-related service that involves student, civic, or community organizations
- Organize and/or lead a domestic academic experience (either through CCU or other academic organizations)
- Advise CCU student clubs or organizations for one year
- Organizing a campus or community engagement workshop on innovative pedagogy
- Serve on an external review, thesis, or dissertation committee
- Advise 8 or more students (history majors, minors, or programs housed in the department, or College fellows) per year
- Attend a service-related conference or workshop

Category 4: 1 point

- Writing a letter of recommendation for a colleague, staff member, or student. Capped at 2 points per year. (LORs cannot be included in files due to privacy.)

3.3.1 Considerations Regarding Service

For each year in which there is a financial crisis or exigency resulting in furlough, the minimum number of points that must come from Categories 1 and 2 will be reduced by 15 points per year spent in financial crisis or exigency unless an additional year is added to the period under review.