

Faculty Performance Expectations
Department of Languages and Intercultural Studies
Edwards College of Humanities and Fine Arts

I. Introduction

Performance expectations for the faculty of the Department of Languages and Intercultural Studies 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. With student learning the central focus of all activity, the Faculty in the Department of Languages and Intercultural Studies endorses the College of Humanities and Fine Arts teacher-scholar model. This model values the dynamic intersection of teaching and scholarship. 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. It also is valued as a pedagogical catalyst that sparks student learning, ongoing intellectual inquiry, the updating of classroom materials, and the development of opportunities for students to learn outside the classroom, for example in extracurricular activities, service learning projects, and study abroad. Among students, this model promotes not only student research but also student engagement outside of the classroom with activities related to language and culture, including language clubs, service learning, internships, and study abroad.

II. Departmental Elaborations

II. A. Teaching Expectations

II. A.1. For Promotion to Senior Lecturer

The Faculty Manual presently reads:

A satisfactory level of performance by faculty seeking promotion to the rank of Senior Lecturer must include:

- Consistent positive growth as an instructor as reflected in student evaluations over the course of the entire probationary period;
- Consistently positive evaluations for teaching made by the Department Chair and/or colleagues in the department, based on personal observations over the course of the probationary period;
- A record of sustained effort to teach at the highest level, as reflected in the development of course syllabi and course content.

III.A.2. For Post-promotion Review for Senior Lecturers

Faculty seeking a satisfactory level of performance at the rank of Senior 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 Languages and Intercultural Studies generally defines effective teaching as:

- Consistently positive student evaluations.

- Engaging in student learning activities.
- Improving/enhancing teaching skills through documented pedagogical training and professional development.
- Demonstrate knowledge of and/or implementation of current pedagogical and disciplinary scholarship in teaching.
- Predominately positive evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available).

III. A.3. For Post-promotion Review for Senior Instructors

Faculty seeking a satisfactory level of performance at the rank of Senior 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 Languages and Intercultural Studies generally defines effective teaching as:

- Consistently positive student evaluations.
- Improving/enhancing teaching skills through documented pedagogical training and professional development.
- The creation of new and innovative curricula, including study abroad programing
- Participation in more than one student learning activity each year for a majority of years at rank.
- Demonstrate knowledge of and/or implementation of current pedagogical and disciplinary scholarship in teaching.
- 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-promotion review at the rank of Senior Lecturer/Senior Instructor 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 and Intercultural Studies generally defines **outstanding** teaching as:

- a. Consistently positive student evaluations.
- b. Engaging in student learning activities.
- c. Improving/enhancing teaching skills through documented pedagogical training and professional development.
- d. The creation of new and innovative curricula, including study abroad programing
- e. Participation in more than one student learning activity each year for a majority of years at rank.
- f. Demonstrate knowledge of and/or implementation of current pedagogical and disciplinary scholarship in teaching.
- g. Predominately positive evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available).

III.A.2. Performance Activities

- Classroom teaching;
- Student advising and/or mentoring;
- Supervising student research, independent study, internships, and service learning projects;
- Developing and/or leading effective study abroad programs;
- Course and curriculum development, including courses offered on campus, online, or as part of a study abroad program;
- Presentation and/or participation at extramural and intramural pedagogical conferences, seminars, and workshops;
- Collaborative, team, and interdisciplinary teaching;
- Development of teaching materials used by multiple sections and/or instructors of a course and/or other institutions;
- Coordination efforts;
- Organizing and/or facilitating department seminars on effective teaching;
- Preparation of innovative teaching materials and incorporation of these materials into teaching;
- Effective use of technology in teaching: e.g. Web or other computer-enhanced instructional tools, including emerging technologies, development of a website for a course;
- Participate in College Academic Coaching activities.

III.A.3. Performance Documentation

- Formal reports and informal letters of peer and chair classroom observations and evaluation;
- Peer and chair reports in online courses;
- Student evaluations with self-reflective commentary of instructor;
- Teaching awards and commendations;
- Sample syllabi, assignments, and examinations;
- Self-reflective report on Study Abroad program led;
- Documentation of participation in pedagogical conferences, seminars, or workshops;
- Documentation of online courses developed;
- Documentation of face to face and hybrid courses developed;
- Documentation of study abroad programs developed;
- Documentation of participation in extracurricular programming;
- Report of students advised;
- Student work from independent studies or service learning projects;
- Documentation of teaching materials created;
- Documentation of coordination.

III.B. Scholarly and Creative Activities

For Promotion to Senior Lecturer/Senior Instructor

The Faculty Manual presently reads:

The Department does not expect nor require scholarship at this rank but this activity may be evaluated for merit if submitted.

III.B.1. Performance Activities

- Author scholarly books;

- Author articles for peer reviewed journals, book chapters, essays and similar original scholarship;
- Author textbooks or online university-level teaching materials;
- Create published translation of literary or scholarly works;
- Edit collections of essays, scholarly papers or other scholarly works for an academic audience;
- Author published reviews of scholarly publications;
- Organize and/or participate in a panel, workshop, or session at an academic conference;
- Present scholarly work (paper presentation, poster presentation or equivalent) at national or international conferences;
- Prepare and submit substantive proposal for competitive grants to appropriate entities to seek support for research activities;
- Serve as a formal consultant in the discipline or serve on editorial advisory boards;
- Referee or edit articles, chapters, books, anthologies, and other published material or material under consideration by publishers;
- Create and maintain a discipline-related website, or development of instructional software;
- Collaborate with students in their research and preparation of papers for presentation or publication;
- Engage in other professionally sanctioned, scholarly related activities.

III.B.2. Performance Documentation

- Published books, off-prints, manuscripts, recordings, and/or videos;
- Reviews and citations of scholarly projects;
- Prizes and/or awards for scholarly products;
- Copies of grant awards or grant proposals' evaluation materials;
- Relevant pages from conference program that indicate paper presentation or equivalent;
- Contracts for publications with current letters of intent to publish, if necessary;
- E-mail or letter from journal or series editors documenting work as a manuscript reviewer;
- E-mail or letter from administrators at institutions for which consulting work has been performed.
- Current URL of discipline related website and/or print out of relevant pages.

III. C. Service

III. C.1. Statement of Expectations

The successful teacher-scholar in the Department of Languages and Intercultural Studies will fulfill the basic responsibilities of university citizenship and collegiality; will accept a fair share of university-based service work; and, as an agent of the university will seek opportunities to use special talents and knowledge for the benefit of the institution or the wider community.

III.C.1.a. For Promotion to Senior Lecturer

A satisfactory level of performance by faculty seeking tenure and promotion to the rank of Senior Lecturer must include:

- Regular participation in language sections, departmental, college, and university meetings and events;

III.C.1.b. For post-promotion Review for Senior Lecturer

A satisfactory level of performance by faculty seeking tenure and promotion to the rank of Senior Lecturer must include:

- Regular participation in language sections, departmental, college, and university meetings and events;
- A minimum of one service commitment each year for the majority of years in rank.

III.C.1.c. For post-promotion Review for Senior Instructor

A satisfactory level of performance by faculty seeking tenure and promotion to the rank of Senior Lecturer must include:

- Regular participation in language sections, departmental, college, and university meetings and events;
- A minimum of active service on at least one Department, College or University committee annually for the majority of years in rank.
- A minimum of one service commitment each year for the majority of years in rank.

Faculty seeking an exceptional rating for promotion to the rank of Senior Lecturer/Senior Instructor 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 six years [in the case that the candidate has undergone a prior post promotion review] or the majority of years in rank, and which includes:

- Regular and consistent participation in language sections, departmental, college, and/or university meetings and events;
- An average of three service commitments each year for the majority of years in rank;
- Evidence of making substantial or meaningful service contributions;

III.C. 2. Performance Activities

- Attend and participate in departmental meetings and retreats;
- Serve on department, college, and/or university committees;
- Serve actively on external task forces, commissions, or boards related directly to the university’s mission or that of the College of Humanities and Fine Arts or the Department of Languages and Intercultural Studies;
- Advise clubs and organizations;
- Coordinate Study abroad activities;
- Deliver general academic presentations to Coastal Carolina University students, the faculty, and the local community;
- Provide service to the public schools or other external agencies and organizations as a representative of Coastal Carolina University, the College of Humanities and Fine Arts, or the Department of Languages and Intercultural Studies;
- Participate actively in university-related recruitment or fundraising activities;
- Create and maintain a departmental, program or center website.

- Observe colleagues' teaching and provide written feedback in the form of observation reports that can be used for annual evaluation, promotion, tenure, and post-promotion/post-tenure review. Such class observations should be done only at the request of the faculty member who is teaching or submitting a file for annual review, third-year review, or tenure/promotion review.

III.C.3. Performance Documentation

- Commendations, awards, and/or letters of recognition of service;
- Explanations of nature and results of service.
- Copies of observation reports that have been written for colleagues after participating in peer review of their teaching.