

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

Modifications approved July, 2021

I. Introduction

Performance elaborations 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. The LIS Department 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 Access, Inclusion and Diversity Strategic Plan 2021-2026, we are committed to developing "an institutional environment that is absent of arbitrary barriers that limit access to students, faculty, staff and community members and to encouraging inclusivity as a standard of practice that empowers deeper and more expansive thinking, promotes action beyond understanding, and engages advocacy when that is the right thing to do" (AID Strategic Plan, p. 2).

II. General University and College 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 satisfactory performance as defined below in teaching, scholarship, and service. The Department adheres to the COHFA Expectations, which state that "Promotion to the rank of Associate Professor is coupled with recommendation for tenure, and tenure in the Edwards College will not be granted without promotion.

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 documents.

The COHFA Expectations for Sustained and Outstanding Performance further clarify the guidelines for promotion to Professor as:

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.

...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.

III. Departmental Elaborations

The statement of elaborations for each category of teaching, scholarship, and service, as enumerated below, constitutes the standards by which the faculty of the Department of Languages and Intercultural Studies shall be evaluated for annual year-end review, annual salary adjustment (when applicable), tenure, promotion, and post-tenure review. Faculty will be evaluated on both the quantity and quality of their work. It is the responsibility of the faculty member being reviewed to provide persuasive evidence that departmental elaborations have been met. The current departmental elaborations assume the continuation at present levels, as of the date of this document, of Professional Enhancement/Development support, the University’s Scholarly Reassignment program, support for FAMLA/family and medical leave time, the current teaching load, and continued assistance from the Office of Research Services. These guidelines may be reviewed and revised as appropriate.

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; regionally and nationally by peers within the discipline.

The Department of Languages and Intercultural Studies is committed to building and sustaining an equitable and inclusive living, working, and learning environment where diversity is promoted and

valued. The department believes that diversity benefits and enriches the development of all of our students, staff, and faculty in our community. More specifically, the LIS Department aims at building and enhancing programs and services that promote student engagement among students, staff and faculty within Edwards College, supporting the needs of these constituents while engaging them with one another and the greater community; promoting dialogue across differences to emphasize mutual respect and understanding; enhancing professional development opportunities to assist faculty and teaching staff with curricular innovation and infusing diversity, equity and inclusion into course content and teaching strategies; recognizing the work related to diversity, equity and inclusion in teaching, scholarly and creative activities, and service.

III. A. Teaching

III. A.1. Statement of Expectations

The successful teacher-scholar in the Department of Languages and Intercultural Studies will maintain currency in content and methodology in all courses; employ pedagogical variety in an effective and deliberate manner to stimulate student learning; maintain high performance standards for students; maintain high standards in the preparation of teaching materials and in the mentoring of students; observe institutional regulations regarding class meetings and examinations; and, exhibit civility, fairness, and professionalism in all interactions with students and colleagues.

III.A.1.a. For Promotion to Associate Professor and Tenure

The Faculty Manual presently reads: *To be eligible for the rank of Associate Professor, a faculty member must have a record of effective performance over a probationary period of time usually involving both teaching and research or creativity or performance in the arts, or recognized professional contributions. 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.*

A satisfactory level of performance in teaching by faculty seeking tenure and promotion to the rank of Associate Professor must include:

- Consistent positive growth as an instructor as reflected in student evaluations over the course of the entire probationary period;
 - In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
 - a. Engaging in student learning activities;
 - b. Improving/enhancing teaching skills through documented pedagogical training and professional development;
 - c. The creation of new and innovative curricula.
 - d. Predominantly outstanding evaluations for teaching made by the department chair and/or faculty in the department and/or other departments, based on personal observations (when available).
- Consistently positive evaluations for teaching made by the Department Chair and/or tenured Associate Professors or full Professors 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.1.b. 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. The Department of Languages and Intercultural Studies generally defines effective teaching as:

- Student evaluation scores within the average range for courses taught in the same language. In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
 - a. Engaging in student learning activities;
 - b. Improving/enhancing teaching skills through documented pedagogical training and professional development;
 - c. The creation of new and innovative curricula.
- The consistent use 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.1.c. Promotion to Professor

The Faculty Manual presently reads: *To be eligible for the rank of Professor, a faculty member must have a record of outstanding performance involving teaching and research, or creativity or performance in the arts, or recognized professional contributions. 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 and have at least nine years of effective and relevant experience.*

A satisfactory level of performance in teaching by faculty seeking promotion to the rank of Professor must include:

- Student evaluation scores within the average range for courses taught in the same language. In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
 - a. Engaging in student learning activities;
 - b. Improving/enhancing teaching skills through documented pedagogical training and professional development;
 - c. The creation of new and innovative curricula.
- Consistently positive evaluations for teaching given by students and the Dean, Department Chair, and/or Full Professors in the department;
- Sustained and demonstrated effort to teach at the highest level.

III.A.1.d. Post-tenure Review: Professor

Faculty seeking a favorable rating should demonstrate a record of efforts to teach at the highest level. The Department of Languages and Intercultural Studies generally defines effective teaching as:

- Student evaluation scores within the average range for courses taught in the same language. In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
 - a. Improving/enhancing teaching skills through documented pedagogical training and professional development;

- b. The creation of new and innovative curricula, *including study abroad programming*.
- 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 should demonstrate an **outstanding** record of teaching that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations), that is **sustained** over either the previous six years or the majority of years in rank. The Department of Languages and Intercultural Studies generally defines **outstanding** teaching as:

- Student evaluation scores above the average range for courses taught in the same language. In instances where student evaluations do not provide an accurate representation of teaching effectiveness, additional support may include:
 - The creation of new and innovative curricula, *including study abroad programming*.
- Predominantly outstanding evaluations for teaching made by the department chair and/or faculty in the department, based on personal observations (when available);
- Improving/enhancing teaching skills through documented pedagogical training and professional development;

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 program
- 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.
- Organizing, hosting, presenting or participating in Diversity, Equity and Inclusion events.
- Teaching honors sections, lab sections, independent study or guiding an internship
- Developing online/hybrid classes and/or technologically enhanced classes.
- Mentoring new faculty (from underrepresented backgrounds).
- Coordinating a section.
- Receiving teaching award.
- Submitting and/or receiving a teaching grant.

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

III.B.1. Statement of Expectations

The teacher-scholar in the Department of Languages and Intercultural Studies will develop, continuously refine and diligently pursue a scholarly or creative agenda; submit work-in-progress for external review; incorporate scholarly or creative learning into appropriate classroom settings; and, bring scholarly or creative projects to successful conclusion as demonstrated by publication, presentation, or performance. The department recognizes that peer-reviewed journals, books, or book chapters published in an online format are valued in the same way as traditional print.

The Department also recognizes the value of coauthored works. This is especially important in academic specializations, such as linguistics, and applied linguistics, where empirical data and research are crucial, and multiple authors are increasingly normative, but this trend has growing importance in other academic specializations as well. Lead-author/s in a co-authored or multiple authored publication will carry the same value as single-authored publications. When co-authored or multiple authored publications, detailed explanation of contribution is suggested.

III.B.1.a. For Promotion to Associate Professor and Tenure

The Faculty Manual presently reads: *To be eligible for the rank of Associate Professor, a faculty member must have a record of effective performance over a probationary period of time usually involving both teaching and research or creativity or performance in the arts, or recognized professional contributions. 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.*

The Department realizes that articles and other publications vary significantly regarding length, complexity, cost of required research, and the quality of the journal or publisher. A satisfactory level of performance by faculty seeking tenure and promotion to the rank of Associate Professor

must include:

- The publication of at least two articles in peer reviewed journals, or book chapters, or equivalent scholarly activity over the probationary period (see Performance Activities);
- Three scholarly papers or equivalent presentations at professional conferences (see Performance Activities);
- Evidence of additional scholarly activity that contributes to the discipline (see Performance Activities).

III.B.1.b. 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 evidence of an ongoing research agenda that involves at least two different types of performance activities and is consistent over the time of the review.

III.B.1.c. Promotion to Professor

Faculty seeking an exceptional rating for promotion to the rank of Professor should demonstrate an **outstanding** record of scholarship that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations), **sustained** over either the previous eight years [in case that the candidate has undergone a prior post tenure review] or the majority of years in rank which includes:

- The publication of (or pending publication of) a peer-reviewed book or at least three peer-reviewed scholarly contributions, which can include journal articles, peer-reviewed book chapters, or peer-reviewed electronic media;
- The presentation of at least two scholarly papers at professional conferences;
- In addition to the above, other scholarly contributions to the discipline, such as book reviews, organization of conference panels, guest lecturing, etc. (see performance activities).

III.B.1.d. Post-Tenure Review for Professor

Faculty seeking a satisfactory level of performance at the rank of Professor for post-tenure review for the previous six years should demonstrate evidence of an ongoing research agenda involving at least two different types of performance activities and is consistent over the time of the review.

III.B.2. 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.
- Receiving a research award
- Submitting and/or receiving a research grant.
- Supervising student's research.
- Organizing plenaries, keynotes, invited lectures and/or domestic or international guest lectures.

III.B.3. 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 Associate Professor and Tenure

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

- Regular participation in language sections, Department, College, and University meetings and events;
- Coordinating a section and/or active service in Language Sections, Department, College, and University committees annually;

III.C.1.b. 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:

- Regular and consistent participation in Department, College, and University meetings and events;
- Active and constant service on Department, College and University committees.

III.C.1.c. Promotion to Professor

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

- Regular participation in Department, College, and University meetings and events;
- Annual active service on college or university committees;
- Demonstrated leadership within the college, university, or discipline;
- Additional discipline-related service involving student, civic, professional, or community organizations as an agent of Coastal Carolina University.

Faculty seeking an exceptional rating for promotion to the rank of Professor should demonstrate an outstanding record of service that is “superior to typical levels of achievement as established by departmental or disciplinary norms” (COHFA Expectations), 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 which includes:

- Regular and consistent participation in Department, College, and University meetings and events;
- A minimum of three service commitments each year for the majority of years in rank;
- Evidence of making substantial or meaningful service contributions;
- Holding positions of leadership in Department, College, University, or disciplinary service.

III.C.1.d. Post-tenure Review: Professor

Faculty seeking a favorable rating should demonstrate:

- Regular and consistent participation in Department, College, and University meetings and events;
- A minimum of three service commitments each year for the majority of years in rank;

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.

Financial Crisis and Exigent Circumstances Addendum (approved July, 2021)

In keeping with Coastal Carolina University's Financial Crisis and Exigent Circumstances Policy 5.2.10, the Department of Languages and Intercultural Studies has adopted the following Addendum to the Department Elaborations.

Teaching.

As stated in the Faculty Manual, "during a financial crisis, the faculty are expected to prioritize teaching over other activities, in order to maintain student continuity." For faculty at all ranks, the department recognizes that measuring teaching effectiveness is especially challenging when the means and modalities of teaching are changing rapidly and under highly challenging conditions. Therefore,

1. For faculty at all ranks evaluations of teaching deemed "satisfactory" or "favorable" will constitute the highest necessary level of success in order to earn "excellent" or "sustained and outstanding" for the promotion and review process for each year of the review period in which the university was in financial crisis or exigency.

Scholarly and Creative Activities

"Scholarship and service expectations shall be reduced accordingly: all promotion, tenure, and post-tenure review expectations regarding scholarship and service shall be adjusted down by a factor dictated by the faculty's department and college during a financial crisis or exigent circumstance"

Faculty are not expected to make in-person conference presentations in years when professional travel is banned, or there is no travel funding, or where travel funding is significantly reduced. Faculty are encouraged to present and participate in virtual conferences when feasible. Presentation and participation in virtual academic conferences will be counted as equivalent to "traditional in-person" conference participation. Therefore, the department will recognize the reduction of one conference presentation requirement for each rank for each year faculty are affected by financial crisis or exigency.

Expectations for the number of peer reviewed articles or the equivalent for all levels of promotion and post-tenure review should not be changed.

Service

Although the department expectation remains that candidates will “fulfill the basic responsibilities of university citizenship” as listed in these performance elaborations, the department acknowledges that exigent circumstances can negatively affect time available for service. In the light of these circumstances, the service expectation is that faculty should not be required to maintain the same level of service as in years of no financial crisis and/or exigent circumstances. Therefore, faculty shall be allowed the choice of continuing to progress on the standard promotion and tenure schedule with service expectations adjusted down by a factor of 30% for each year faculty are affected by financial crisis or exigency.

Depending upon the duration of the financial crisis, further adjustments to the performance elaborations might be necessary.