

## INTRODUCTION

This document is meant to offer insight into the definitions, criteria, procedures, and processes for how the Department of Interdisciplinary Studies evaluates our faculty on an annual basis, at the third-year review, and in the tenure/post-tenure processes.

The faculty housed in the Department of Interdisciplinary Studies work within and across a diverse range of academic fields and specialties. The nature of faculty scholarly/creative activities, therefore, varies greatly. It is incumbent on each faculty member to clearly explain and justify their scholarly/creative record, and on the evaluating committees to fairly assess that record in light of the professional expectations in the faculty member's particular academic field(s). Performance elaborations for the faculty of the Department of Interdisciplinary Studies are based upon a definition of professional life which embraces the teacher-scholar model to encompass teaching; research, academic and public-facing scholarship, and/or creative activity; and service to the University, the Academy, and the community.

The Department of Interdisciplinary Studies recognizes that all faculty members, regardless of rank, are entitled to academic freedom in relation to teaching and scholarship, and the right as citizens to speak on matters of public concern. Likewise, all faculty members, regardless of rank, bear the obligation to exercise their academic freedom responsibly and in accordance with the accepted standards of their academic discipline(s).

In all matters pertaining to performance, promotion, tenure, and post-tenure review, the CCU Faculty Manual takes precedence, followed by the Edwards College Faculty Handbook (information regarding Promotion and Tenure can be found in section 6 of the [Faculty Manual](#): "Appointments, Promotion, and Tenure" of the University Faculty Manual; and on the College of Humanities and Fine Arts can be found on the Edwards College [faculty forms and resources page](#) under "Promotion, Tenure, and Beyond.") Our departmental elaborations are intended to guide faculty 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.

Consideration and evaluation of a faculty member's record is a confidential personnel matter. Only those persons eligible to vote on promotion and tenure may participate in or observe deliberations or have access to the personnel file (except that administrative staff may assist in the preparation of documents under conditions that assure confidentiality). No person shall participate in any aspect of the promotion and tenure process concerning a candidate when participation would create a clear conflict of interest or compromise the impartiality of an evaluation or recommendation (see FAST-209, Nepotism and Preferential Treatment Policy). If a candidate believes that there is a conflict of interest, the candidate may petition to have that person recuse themselves. If a committee member does not recuse themselves, a decision about whether that person has a conflict of interest shall be made by a majority of the other committee members.

## EVALUATION PROCESSES & TIMELINE

### Annual Performance Reports & Evaluations

Faculty are required to reflect on and elaborate their contributions in the areas of teaching, scholarship, and service at the end of each academic year by submitting a Performance Report, along with an updated curriculum vitae, to the department Chair. The Performance Report must be submitted on or before the fourth Friday in May. The evaluation form can be accessed in [Teal Online](#) (select "Performance Evaluations").

Faculty are, in turn, provided feedback on their progress toward promotion by the department Chair. By the third Friday in July, the Chair will review all Performance Reports and make recommendations before electronically signing the evaluation. Based on the Faculty Manual, Faculty Compensation Plan, and College Handbook, the Chair will enter an annual *overall rating* for contributions to each major category (e.g., teaching, scholarship, and service), along with an annual *progress assessment* towards promotion and/or review:

Annual <i>Overall Ratings</i> for Lecturers, Senior Lecturers & Instructors	Annual <i>Progress Assessment</i> for Lecturers, Senior Lecturers & Instructors
Excellent	Exceptional
Proficient	Favorable
Satisfactory	Conditional
Needs Improvement	Unfavorable

Annual <i>Overall Ratings</i> for Tenure-Track & Tenured Faculty	Annual <i>Progress Assessment</i> for Tenure-Track & Tenured Faculty
Exceptional	Exceptional
Favorable	Favorable
Conditional	Conditional
Unfavorable	Unfavorable

As defined in the Faculty Manual (Section 6.8.1.1), a rating of *exceptional* indicates evidence of strong, effective, dedicated teaching, proof of contributions to the discipline through intellectual/professional contributions, and outstanding and substantial service. A rating of *favorable* indicates satisfactory performance in all areas reflected in the criteria for the position and rank of the faculty member, as stated in the Faculty Manual. This rating indicates some evidence of intellectual contributions and/or professional contributions to the discipline, quality teaching, and average service activity. It also indicates a reasonable expectation of continued development and contributions. A *conditional* rating indicates below-average performance, as evidenced by the lack of intellectual contributions/professional contributions to the discipline, substandard teaching, and/or limited service. A rating of *unfavorable* indicates failure to make reasonable progress in achieving the stated professional goals *after* the receipt of a conditional rating.

Faculty will have the opportunity to review the Chair's evaluation, and the Chair may meet with faculty individually to discuss performance. Faculty must electronically sign the Chair's evaluation by the first Friday in September. The faculty's signature does not signify concurrence with the Chair's evaluation; it indicates only that the faculty member has read the evaluation.

If any faculty member feels that the Chair's evaluation is unfair, they may file a letter with the Dean requesting a written review of the annual evaluation. The Dean will then add their own written comments and interpretation of the faculty member's performance (citing supporting evidence if the evaluation differs from that of the Chair). Appeals must be submitted in full to the Dean within 15 working days of receipt of the Chair's evaluation.

Additional information regarding annual reports and evaluations may be found on the Edwards College of Humanities of Fine Arts [Faculty Forms and Resources page](#), under "Promotion, Tenure and Evaluation."

### Third-Year Review

The third-year review process will be conducted during a faculty member's second semester of the third full year (unless the faculty member received time towards tenure and promotion as part of their initial employment contract). This is a mid-point evaluation of a faculty member's progress towards achieving tenure and promotion. Tenured faculty members of the Department of Interdisciplinary Studies, the department Chair, the Edwards College Peer Review Committee, and the Dean of the Edwards College of Humanities of Fine Arts will review the candidate's file. In the event that there are fewer than two tenured faculty in the Department of Interdisciplinary Studies, the review process will begin with the Department Chair. At the end of the Spring semester, the candidate will meet with the Dean and department Chair to discuss progress towards tenure.

More information regarding the third-year review process and timeline can be found on the Edwards College of Humanities of Fine Arts [Faculty Forms and Resources page](#), under "Promotion, Tenure and Evaluation."

### Tenure & Promotion to Associate Professor

A candidate for tenure and promotion will submit the required dossier, as defined by the college, in the first semester of the sixth year (unless the candidate received credit towards tenure and promotion as part of their initial employment contract).

Tenured faculty members of the Department of Interdisciplinary Studies, the department Chair, the Edwards College Peer Review Committee, the Dean of the Edwards College of Humanities of Fine Arts, the University Tenure and Promotion Committee, and the Provost will review the candidate's file. Evaluation will begin with a vote of all tenured members of the department (the Department Peer Review committee). The results of the vote will be reported in detail (see the Edwards College Faculty Handbook, 4.3.1), along with an evaluation of the candidate's performance in the areas of teaching, research, and service, and an overall recommendation, to the department Chair in the form of a letter signed by all tenured faculty. The Chair's recommendation will be a separate one and will include a description and critical evaluation of the candidate's teaching, scholarship/creative activity, and service. This statement will address not only the significance and

quality of the candidate's teaching and scholarship/creative activity, but also the importance of the role which the candidate is expected to play in the department and college in the future. In the event that there are fewer than two tenured faculty in the Department of Interdisciplinary Studies, the review process will begin with the Department Chair.

Per the Faculty Manual, a faculty member applying for tenure will be evaluated primarily based on teaching effectiveness. In addition to teaching effectiveness, faculty members applying for tenure and promotion to Associate Professor will be evaluated based on intellectual contributions and professional activities, as well as service.

#### Post-Tenure Review

Per the faculty manual, Coastal Carolina University maintains a system of post-tenure review. The purpose of post-tenure review is to ensure continued satisfactory performance of tenured faculty and to reward exceptional performance among faculty with the rank of Associate Professor/Librarian and Professor/Librarian. It is not intended to impinge upon academic freedom within the classroom or in research, publication, creative performance, or creative production in the arts. Tenured faculty members will undergo post-tenure review during the sixth year subsequent to the awarding of tenure, promotion, or previous post-tenure review.

#### Promotion to Professor

In addition to the internal evaluation process, candidates for promotion to Professor will be evaluated by external reviewers. In the summer prior to submission of the dossier, the candidate will submit a list of at least three but not more than five possible referees in the candidate's discipline from outside the University (along with contact information for each referee on the list) to the Dean/University Librarian.

Per the [Edwards College Expectations for Tenure and Promotion and Post-Tenure Review document](#), "the standards for accomplishments in teaching, scholarly/creative activity, and service are substantially higher for full Professor than those standards expected of candidates for Associate Professor. There should be confidence in continued performance at a high level."

## **DEFINITIONS & CRITERIA FOR PERFORMANCE EVALUATION**

### Teaching

The mission of the Department of Interdisciplinary Studies is to provide high-quality undergraduate and graduate instruction that encourages students to think across and beyond disciplinary boundaries. Consistent with this mission, faculty teaching activities are expected to effectively guide students in the acquisition of both disciplinary knowledge and interdisciplinary methods, foster critical and creative thinking skills, and develop proficiency in written and oral communication.

### *General Expectations*

All faculty are required to adhere to instructional procedures as described in the Faculty Manual (Section 5.1.1). At a minimum, the successful teacher-scholar in the Department of Interdisciplinary Studies is expected to:

- maintain content currency in all courses
- employ pedagogical diversity to improve student learning
- maintain high performance standards for students
- uphold 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 interactions with students
- demonstrate commitment to cultivating an environment of diversity, equity, and inclusion in support of Coastal Carolina University's Strategic Plan, Coastal Carolina University's current Access, Inclusion and Diversity Strategic Plan, and the Edwards College initiatives to foster inclusive excellence
- average "favorable" or better on annual teaching evaluations

NOTE: These activities are considered "assumed and required" and should not be counted towards teaching activities in annual reports or promotion dossiers.

Under the teacher-scholar model, regardless of scholarly/creative activities, the applicant cannot be successful with a record of conditional or unfavorable teaching.

### *Teaching Activities*

Beyond teaching the assigned course load, in the Department of Interdisciplinary Studies faculty teaching activities may include (but are not limited to):

- developing new courses or substantially revising existing courses
- supervising independent studies, internships, or undergraduate student research projects
- supervising or serving on committees for undergraduate honors' theses or MA theses
- organizing or leading a study abroad program and/or student travel
- directing a teaching activity or project that leads to meaningful engagement with the public
- teaching high-impact courses that emphasize community/civic engagement or study abroad
- submitting grant proposals focused on instruction in the field; being awarded such grants
- publishing scholarly articles related to education in the field of Interdisciplinary Studies
- peer evaluation (including written observations of teaching by faculty peers and/or the Department Chair)
- mentoring a student in their professional development, as evidenced by things such as admission to graduate school or participation in an academic conference
- mentoring/advising students in the major or minor field(s) of study
- winning teaching awards

## *Assessment of Faculty Teaching Activities*

Per the Faculty Manual, a faculty member applying for tenure will be evaluated primarily based on teaching effectiveness. While all of the relevant activities listed above will be considered in the assessment of whether a candidate has demonstrated excellence in teaching, candidates are not required to participate in all of these activities to be considered excellent. Faculty are expected to maintain predominantly positive evaluations of teaching based on the Chair's evaluation of the candidate's annual report, as well as in-person observations by the department chair, senior faculty in the department, or other appropriate evaluator. Faculty should also demonstrate meaningful reflection on both student and peer feedback in order to assess and improve their teaching effectiveness.

The Committee will make use of all materials provided in the candidate's file in order to evaluate the candidate's contributions in the area of teaching. Candidates are strongly encouraged to provide a clear elaboration of their accomplishments in teaching, along with supporting documentation as evidence. This evidence might include (but is not limited to):

- representative instructional and/or assessment materials (syllabi, hand-outs, discussion prompts, assignments, group projects, exams, feedback given to students, etc.)
- evidence of academic mentorship of students outside the classroom (leading student travel, leading professional development workshops, etc.)
- evidence of new course development, significant course redesign, incorporation of new pedagogical methods and techniques, and other efforts at improving teaching (e.g., attending workshops by CCU centers supporting effective teaching)
- written evaluations from requested peer observations and assessments of instruction

The Edwards College Promotion and Tenure Guidelines state that while end-of-semester student evaluations are required for every course, "letters or comments from individual students are not considered reliable as an index of teaching effectiveness, and reviewers should be cautious about giving them too much weight in the process of evaluating teaching. Similarly, written comments from mid-term evaluations of teaching effectiveness should not be included, since their purpose is assistance rather than evaluation."

### *Considerations Specific to Annual Performance Reports & Evaluations*

Annual Performance Reports are an important venue for self-reflection. Faculty should address student and peer feedback in the context of continual improvement of teaching effectiveness.

### *Considerations Specific to Annual Performance Reports & Evaluations*

In addition to observations by the department Chair, the candidate should provide at least three (3) solicited peer teaching observation reports conducted during the review period.

## Scholarship

### *General Expectations*

The Department of Interdisciplinary Studies acknowledges the challenges of balancing the requirement to maintain significant scholarly activities with a substantial teaching load and no reassignment leave for untenured faculty members.

The successful teacher-scholar in the Department of Interdisciplinary Studies is expected to diligently pursue a scholarly agenda by presenting works-in-progress at professional conferences; submitting work for peer review/evaluation; applying for internal and external funding (or appropriate residencies) to support ongoing research or creative projects; bringing scholarly or creative projects to successful conclusion as demonstrated by performance, presentation, and/or peer-reviewed publication; and incorporating scholarly or creative learning into appropriate classroom settings.

*Peer review/evaluation is essential to gauging the importance and value of scholarly/creative work, whether it is intended for an academic or public audience.* Peer review entails scholarly work that has been vetted by an editor, an editorial board, or external referee(s). Referees may include peers outside traditional academic departments (e.g., individuals working in museums, historic sites, and other sites of mediation between scholars and the public). It is incumbent upon the candidate to explain the process of peer-review for any relevant scholarly work.

Scholarly or creative work considered for promotion should be in areas appropriate to the candidate's academic specialization and teaching activities.

### *Scholarly Activities*

In the Department of Interdisciplinary Studies, faculty scholarly activities include a wide range of academic and public-facing scholarship, as well as creative activities which involve the advancement, integration, application, and transformation of knowledge. Such scholarly activities may include (but are not limited to):

- authoring or co-authoring articles in refereed professional journals, chapters in edited books, scholarly books or textbooks, scholarly encyclopedia entries, or scholarly catalogue entries
- editing or co-editing books
- writing an invited review essay for peer-reviewed publication or publishing a review essay in a peer-reviewed journal
- writing 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)
- directing, creating, or curating museum exhibits with critical evaluation from professionals in the field
- directing major community/public-facing projects or other forms of peer-reviewed content
- producing or creating a significant contribution to the making of documentary film, television, music, or radio programs
- authoring scripts or producing documentaries for academic or general public broadcast
- acceptance of scripts by reputable film agents, sale of rights to produce scripts, production of scripts into film or television

- submitting internal and external grant proposals in support of research projects; being awarded such grants
- serving in a formal or expert capacity as a consultant within the discipline, or contributing to exhibits/exhibit catalogues
- presenting research at conferences, symposia, colloquia, etc.
- chairing or serving as a discussant for a panel at a conference
- refereed screening of feature length and short films, television, multimedia projects, animation, screenplays, work in cinematography and audio production
- exhibiting or publishing creative works in refereed venues
- a work's nomination for or winning of a prize or other such competitive recognition

### *Assessment of Faculty Scholarly Activities*

While all of the relevant activities listed above will be considered in the assessment of whether a candidate has demonstrated excellence in scholarly activity, candidates are not required to participate in all of these activities to be considered excellent.

Scholarly or creative work should be in areas appropriate to the candidate's specialization and teaching.

In close consultation with Department leadership, the candidate is responsible for elaborating the importance and prestige of scholarly/creative works or presentations (and for providing any necessary documentation). The Edwards College Promotion and Tenure Guidelines advise that, "in evaluating scholarly/creative activity, the college will place a premium on quality rather than quantity."

### *Considerations Specific to Annual Performance Reports & Evaluations*

The Department of Interdisciplinary Studies recognizes that scholarship is a process, not simply a product. The process of publishing an article or book may extend over the course of more than one academic year and can demonstrate sustained scholarly engagement. Therefore, in Annual Performance Reports/Evaluations only, the following significant stages in the publication process will be regarded as meaningful scholarly activity:

- having a full manuscript sent out for peer review (documented with correspondence from the publisher or completed peer reviews)
- having a manuscript accepted for publication (documented with a letter from the publisher or contract/agreement)
- the delivery of the completed manuscript
- the actual printing/publication of the article or book (with obvious intermediate steps, such as securing images and editing)

These stages in the publication process should be discussed in the *narrative* section for scholarly accomplishments, and it is the faculty member's responsibility to articulate clearly what work and accomplishments took place during that academic year. Faculty may not claim the same activity for the same project in more than one academic year, and faculty may not count a publication more than once (no matter the stage) in the bullet-point list of scholarly accomplishments.



### Considerations Specific to Promotion to Associate Professor

For promotion to the rank of Associate Professor, the candidate's record must demonstrate clear evidence of a scholarly or creative program that has resulted in products of high quality, and that shows promise of continuing productivity. Articles should appear in well-regarded journals or collections; books should be published from reputable presses; creative works should be accepted to juried exhibitions; and films and other media should be screened at film festivals and other refereed venues. External grants and fellowships are valuable barometers of academic progress, and are encouraged.

At a minimum, faculty should, during the evaluation period (or in the period during which any credit toward tenure was granted):

- present their scholarly or creative work at regional, national, and international conferences, or at invited scholarly talks (at universities, museums, or other prestigious venues) 3 times during the evaluation period. *The quality and significance of the conference must be articulated by the candidate, accompanied by appropriate documentation.*
- publish 3 peer-reviewed scholarly articles AND/OR exhibit/publish creative works in refereed venues. *The quality and significance of the publication or exhibition/performance venue must be articulated by the candidate, accompanied by appropriate documentation.*
  - Publishing an authored book by an established academic press or appropriately peer-reviewed commercial press is considered the equivalent of 4 peer-reviewed scholarly articles.
  - An editorship or co-editorship of a book does not count as an authored book; editorship or co-editorship of a book from an established academic press or peer-reviewed commercial press is considered the equivalent of 2 peer-reviewed scholarly articles.
  - An authored chapter within a volume the candidate has also edited may count as a separate publication (since it represents publication of the author's own research and ideas, distinct from the work of editing the volume); however, introductions and conclusions do not count as separate publications, as they are considered part of the work of editing the volume.
  - The award of a *major* external grant or fellowship may count in place of one peer-reviewed scholarly article.
  - If a candidate's creative activities fall under established practices in other departments (production/performance of artworks, creative writing/publication, etc.), the faculty member should reference specific PEDs from the appropriate department(s), with a clear explanation and justification for how those works count towards promotion as part of the candidate's scholarship. Credit will not be given for creative works without a satisfactory explanation and justification of their scholarly significance. *If the candidate chooses this option, a tenured faculty member from the appropriate department(s) will be invited by the Chair of IDS to join the*

*Department Peer Review committee, and their vote will count as part of this committee.*

### *Considerations Specific to Post-Tenure Review and/or Promotion to Professor*

In addition to demonstrating teaching excellence and an enhanced service portfolio, for promotion to the rank of Professor, the candidate's dossier must demonstrate an established scholarly career, as reflected by a substantial and ongoing pattern of scholarly and/or creative activity, external reviews of the candidate's work by eminent scholars or practitioners in the field, the candidate's national or international reputation, and other evidence of an active and productive scholarly career.

At a minimum, faculty should, in the period since their promotion to associate professor:

- present their scholarly or creative work at regional, national, and international conferences, or at invited scholarly talks (at universities, museums, or other prestigious venues) 3 times during the evaluation period. *The quality and significance of the conference must be articulated by the candidate, accompanied by appropriate documentation.*
- publish 4 peer-reviewed scholarly articles AND/OR exhibit/publish creative works in refereed venues. *The quality and significance of the publication or exhibition/performance venue must be articulated by the candidate, accompanied by appropriate documentation.*

#### NOTES:

- Publishing an authored book by an established academic press or appropriately peer-reviewed commercial press is considered the equivalent of 4 peer-reviewed scholarly articles.
- An editorship or co-editorship of a book does not count as an authored book; editorship or co-editorship of a book from an established academic press or peer-reviewed commercial press is considered the equivalent of 2 peer-reviewed scholarly articles.
- An authored chapter within a volume the candidate has also edited may count as a separate publication (since it represents publication of the author's own research and ideas, distinct from the work of editing the volume); however, introductions and conclusions do not count as separate publications, as they are considered part of the work of editing the volume.
- The award of a major external grant or fellowship may count in place of one peer-reviewed scholarly article or juried exhibition.
- If a candidate wishes for creative activities which fall under established practices in other departments (production/performance of artworks, creative writing/publication, etc.), to count as scholarship, the candidate should reference specific PEDs from the appropriate department(s), with a clear explanation and justification for how those works count towards promotion as part of the candidate's scholarly activity. Credit will not be given for creative works without a satisfactory explanation and justification of their scholarly significance. *If the candidate chooses this option, a tenured faculty member from the appropriate department(s) will be invited*

*by the Chair of IDS to join the Department Peer Review committee, and their vote will count as part of this committee.*

Per the faculty manual (6.3.1.1), 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.

## Service

Service is an important responsibility of all faculty members that contributes to the University's performance of its larger mission. Although the nature of service activities will depend on a candidate's particular interests and abilities, service contributions are an essential part of being a good citizen of the University. The department accepts and values scholarly service to the discipline or profession, service within the University, and public service at the local, state, national, or international level.

### *General Expectations*

Service includes, but is not limited to, a combination of activities at the department, college, and university levels. While recognizing the importance of service at the university level, faculty are encouraged to first consider the needs of the department and college.

At a minimum, faculty members are expected to:

- attend department and faculty meetings
- represent the Department of Interdisciplinary Studies at departmental, college, and university events throughout the academic year (faculty should plan to attend at least two "robed" events per year (e.g., Fall Convocation, December graduation, Founder's Day, Honors Convocation, May graduation), depending on department needs)
- be active participants in any departmental job searches, including attending a majority of events during on-campus candidate visits.

NOTE: These activities are considered "assumed and required service" and should not be counted towards service activities.

### *Service Activities*

Beyond these basic expectations, the successful candidate should average two additional service activities per year. Such service activities may include (but are not limited to):

- Serving as a member of a departmental search committee
- Serving as the Coordinator for a department minor
- Serving as a departmental representative on a college committee
- Serving as a college representative on a university committee
- Serving as an elected representative to Faculty Senate or a Senate Standing Committee

- Serving the profession/field as a blind reviewer, editorial board member, or elected office-holder in a professional organization

#### *Assessment of Faculty Service Activities*

The candidate is responsible for elaborating the duties and time commitment associated with service appointments. Community service that is not related to a faculty member's scholarly, creative, and/or pedagogical agenda will not be considered for tenure and promotion.

#### *Considerations Specific to Annual Performance Reports & Evaluations*

Activities primarily associated with a major administrative role should be included under the administrative section of the annual report and not under service.

#### *Considerations Specific to Promotion to Associate Professor*

For promotion to Associate Professor, a candidate's service contributions are expected to be focused at the departmental and college level. Greater amounts of service to the university and to national or international professional organizations, and the larger community, will be expected later in one's career.

#### *Considerations Specific to Post-Tenure Review and/or Promotion to Professor*

For promotion to the rank of Professor, the candidate's service record should demonstrate an ongoing pattern of service reflecting substantial contributions to the university at one or more levels, to the discipline or profession, and/or to local, state, national, or international communities.