



HTC HONORS COLLEGE

Faculty Handbook

2022-2023

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I. INTRODUCTION

The Coastal Carolina University Faculty Manual serves as the basis for the HTC Honors College Faculty Handbook. The HTC Honors College Faculty Handbook details the policies and procedures specific to HTC Honors College. The HTC Honors College adheres to the policies and procedures outlined by the University, Faculty Senate, and University's Student Handbook.

If questions arise concerning apparent differences between these documents, University-wide documents supersede the HTC Honors College Faculty Handbook.

Changes to the HTC Honors College Faculty Handbook are made by a majority vote by the College faculty. The Handbook will be reviewed annually to reflect changes made to the previous year's Coastal Carolina University Faculty Manual.

Throughout the academic year, proposed revisions to the handbook should be submitted in writing to the Chair of the Policy Committee. The Dean may also initiative revisions of the manual and submit those revisions to the Chair of the Policy Committee. The Chair of the Policy Committee will work with the Dean to inform all faculty members in writing of proposed revisions. Revisions to the handbook will be voted on at an HTC Honors College faculty meeting in May of each academic year.

II. HTC HONORS COLLEGE ADMINISTRATORS

The HTC Honors College administrators include the Dean, Associate Deans, and Chairs. For each of these the policy, terms of appointment, and the responsibilities are given.

2.1 Dean

In addition to University Academic policy, ACAD-112, the Dean's responsibilities include:

- a. submitting the College and departmental budgets for approval;
- b. recommending faculty salaries;
- c. recommending matters relating to faculty appointments, retention, promotion, and termination;
- d. working with Department Chairs to plan course schedules;
- e. overseeing academic advising and other student engagement initiatives;
- f. developing the academic programs of the University in conjunction with the faculty;

- g. supervising faculty and staff;
- h. fostering excellence in teaching;
- i. working with the University President and the Vice President for Advancement and Alumni Engagement to secure external funding for the College.

2.2 Associate Dean and Department Chair

In addition to University Academic policies ACAD–116 and ACAD 114, the responsibilities of the Associate Dean and Department Chair include:

- a. providing a written evaluation of each pre-tenure faculty member after their annual faculty review;
- b. ensuring that written evaluations of each teaching associate are completed on an annual basis (these evaluations can be completed by an appropriate designee).
- c. providing information and assistance to students concerning College and University academic policies and procedures;
- d. assisting the Dean in the initiation and maintenance of new academic programs including potential graduate programs;
- e. representing the College in the Dean's absence;
- f. performing other duties and projects as assigned by the Dean.

2.3 Associate Dean and Director of Honors

In addition to University Academic policies ACAD–116 and ACAD 114, the responsibilities of the Associate Dean and Director of Honors include:

- a. overseeing the recruitment and retention of honors students
- b. providing information and assistance to students concerning College and University academic policies and procedures;
- c. assisting the Dean in the initiation and maintenance of new academic programs including potential graduate programs;
- d. representing the College in the Dean's absence;
- e. performing other duties and projects as assigned by the Dean.

III. FACULTY

Faculty organization, responsibilities and rights, appointments, promotion and tenure are specified in this section.

3.1 Faculty Organization

Faculty membership is defined, the functions of the faculty are given, and details for regular faculty, University-wide and *ad hoc* committees are specified in the University's Faculty Manual.

3.2 Faculty Responsibilities

The University's Faculty Manual outlines university-wide faculty responsibilities. The faculty grievance procedures are also explained. Specific to the HTC Honors College are the following:

3.2.1. Classroom Procedures for Faculty

- Write and distribute syllabi for each class taught every semester. Syllabi **must** include instructional objectives, student learning outcomes, grading procedures, attendance policies, and a statement of the relationship to a laboratory, if ever appropriate. (Refer to the University Catalog statement on "Class Attendance"). Syllabi **must** be filed in the Dean's office within the first week of each semester;
- Meet classes regularly, beginning and ending classes at stated times. No classes may be canceled without prior approval of the administration. In the case of illness or emergency, faculty must notify an administrator before the scheduled class meeting;
- Schedule and post reasonable office hours for student conferences.
- In compliance with Faculty Manual 5.1.1.6, all faculty members must "schedule and post reasonable office hours for student conferences. The minimum number of expected office hours per week is determined by the Dean of the College." The expectation in the HTC Honors College is that you will hold three in-person, formal office hours per week. Faculty should also make themselves available for virtual or informal meetings for an additional two hours per week. Syllabi should include office hour days/times and information about how to be in contact with you for a virtual meeting.
- Sample syllabus statement on office hours.
 - Office Hours: M 1-2, T 9-10, TH 3-4 in Kearns 104B. If you are unable to attend in person, please call me during scheduled office hours at 843-349-**** or schedule an appointment for a virtual meeting.
 - Office Hours: T and TH 1:00-3:00. I am also available by appointment or via Zoom. Please email me at *****@coastal.edu to schedule a time to meet with me.

- Assist in providing program accessibility to self-identified qualified students with disabilities by making reasonable accommodations for their disability. Faculty members should consult with appropriate personnel in Office of Accessibility and Disability Services;
- Participate, as needed, in the on-going assessment activities of the College;
- Provide a work and educational environment free from harassment. The University's Title IX policy is located on the policy website (UNIV-468).

3.2.2 Work Responsibilities

In the College, variations exist in teaching loads that are determined by the faculty member and the Dean.

Recognizing that a faculty member's professional responsibilities include more than time spent in the classroom, the University expects faculty to use the time afforded them within their normal working day to engage in University-related activities including committee assignments and scholarly pursuits. To permit these activities to be accomplished in a reasonable manner, the Dean should assign a teaching schedule that allows for student access to faculty, permits adequate time for preparation and travel to/from off-campus assignments, and takes into account other special circumstances unique to the courses taught.

Ideally, scholarly activity and teaching are mutually supportive imperatives and good inspired teaching should be the impetus for the creation of an inquiry driven learning environment. Thus, providing time for faculty to pursue research and to mentor undergraduate and graduate students involved in research are desirable objectives.

3.2.3 Examination and Grading Policy

The Registrar's Office designates a University Final Examination Schedule for the end of each academic term (<https://www.coastal.edu/registrar/examschedule/>). In addition to the University Faculty Manual, policies specific to the HTC Honors College are as follows:

- In any course which meets three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period.
- In any course which meets once or twice a week, no quiz, test, or examination may be given during the last class meeting prior to the regular examination period.

- All faculty are expected to hold final examinations (or an appropriate equivalent assignment) due on the day and time established in the academic calendar. Any deviation from the schedule must be approved by the appropriate Chair/Supervisor and must be listed on the course syllabus.

3.2.4 Academic Advising

Academic advisors are responsible for maintaining current knowledge of best practices in advising. In particular, faculty should know the processes for helping a student apply for repeat forgiveness, readmission, transient credit, general petitions, special enrollment and change of major/minor. When meeting with a student in academic jeopardy, academic advisors should inform the student of the proper channels of meeting with the appropriate Associate Dean of the College.

3.2.5 Student Complaints and Grievances

The University policy for student complaints is given in STUD 330.

The faculty and administration of the HTC Honors College are sensitive to student complaints and grievances. By definition, student complaints involve teaching, classroom performance, advising and other instructor-related problems exclusive of issues involving cheating, plagiarism or related to harassment. Complaints are vocalized and not initiated in writing. Grievances are typically more serious than complaints and should be initiated in writing following the policies outlined in the Student Handbook (this includes incidents of plagiarism and harassment). Grievances (in writing) may also result from complaints that the student feels have not been addressed by the Instructor. The faculty and the administration of the College will address complaints and grievances in the following manner:

1. Complaints concerning teaching, grading, advising or classroom techniques (not involving cheating, plagiarism or harassment) should be initiated with the instructor. College administrators should direct the student to talk with the instructor first.
2. Complaints that are not resolved by discussions involving the faculty member and the student (as viewed by either party) should be verbally brought to the attention of the Chair. The Chair meets with the faculty member and the student in separate meetings. If the issue cannot be resolved to the satisfaction of the student, they will be informed of their right to submit a written grievance to an associate Dean of the College (in the case that one Associate Dean serves as the Chair the

grievance will be filed with the other Associate Dean). If the issue is not resolved to the faculty member's satisfaction, the faculty member should refer to the University Faculty Manual for procedures related to grievances. If no resolution can be reached the issue is referred to the Dean of the College.

3. Grievances presented to the Associate Dean are first investigated as completely as possible by including separate interviews with the faculty member, the student, and any other individuals who have firsthand knowledge of the grievance. The associate Dean then calls a meeting with the faculty member and the student together in an attempt to resolve the problem. If the problem cannot be resolved, the student will be advised to present the grievance to the Dean.
4. Grievances presented to the Dean are first investigated as completely as possible by the Dean including separate interviews with the faculty member, the associate Dean, the student, and any other individuals who have firsthand knowledge of the grievance. If the grievance involves specific problems such as cheating, plagiarism, or harassment governed by other University Policies concerning such issues, the Dean will instruct the student and/or faculty member to follow those procedures. If the grievance has resulted from a complaint that was not settled, the Dean will attempt to solve the problem by calling a meeting with the faculty member, Associate Dean, and the student. If not settled by this meeting, the Dean will advise the student that they have the right to continue the grievance in writing with the provost.

3.2.6 Office of Academic Integrity

The Office of Academic Integrity handles all issues pertaining to academic dishonesty including plagiarism, cheating, forging, altering, and misusing information, and furnishing false information. Faculty and students who become aware of academic dishonesty violations should contact the academic integrity officer to report the violation. The resolution process of academic violations and more information about how this office can help faculty and students can be found at: <http://www.coastal.edu/aic/>

Faculty are encouraged to inform students of academic integrity issues by:

- Including a clear statement of expectations and possible penalties in the syllabus
- Restating standards and expectations before exams and assignments are due
- Describing clearly when collaboration with others on an assignment is encouraged or authorized

- Define appropriate use of resources, such as the internet
- Avoiding the assignment of general essays topics that could easily be taken from another source
- Changing exams routinely and avoiding the use of test banks
- Closely monitoring make-up test arrangements or by using the Testing Center.

3.2.7 Mandatory Training

Faculty will engage in periodic mandatory training as required to serve best practices and fulfill the University's mission. Notices about such training are issued by the University's Office of Human Resources.

3.3 Faculty Rights and Privileges

The University's Faculty Manual outlines university-wide faculty rights and responsibilities. Specific to the HTC Honors College are the following:

3.3.1 Annual Reports and Evaluations

Full-time faculty in the HTC Honors College have the right to be evaluated on an annual basis. This right serves to provide guidance for professional development while also recording a faculty member's progress toward tenure, promotion, and post-tenure review.

- Tenure-track faculty in the pre-tenure period are evaluated annually by their Department Chair and are recommended for renewal/non-renewal in consultation with the Dean. Evaluation is governed by the College Performance Expectations (Appendix A).
- Tenured faculty are evaluated annually by their Department Chair using the College Performance Expectations (Appendix A).
- Full-time, non-tenure track faculty (Senior Instructors, Senior Lecturers, Lecturers) are evaluated annually by their Department Chair using the College Performance Expectations (Appendix A).
- Part-time faculty (Teaching Associates, visiting faculty) are evaluated annually by their Department Chair (or appropriate designee) utilizing the Teaching Associate Annual Evaluation Form (Appendix D).

3.3.2 Voting Rights

Per the University Faculty Manual (Sections 4.1 and 4.3), faculty holding the following titles/ranks are classified as voting eligible faculty:

- Professor

- Associate Professor
- Assistant Professor
- Senior Lecturer

Departments within the HTC Honors College may elect to extend voting eligibility on departmental matters to Associated Faculty, including Lecturers, Teaching Associates, and Visiting faculty at all ranks, except in matters of promotion and tenure as outlined by the University Faculty Manual.

3.4 Appointments

Faculty appointments are detailed in the University Faculty Manual. The following are specific to the HTC Honors College:

3.4.1 Faculty Appointments

Faculty titles may include the following:

- Teaching Associate
- Lecturer
- Senior Lecturer
- Visiting Assistant, Associate or Full Professor
- Research Assistant, Associate or Full Professor
- Assistant, Associate, or Full Professor

3.4.2 Appointment Letters

Appointment letters issued at the time a faculty member is hired will establish the rank, expectations and timeline for a faculty member to meet their promotion and tenure schedule, including the terms for Third Year Review and the submission of Promotion files. Requests for years credit towards tenure and related variations from a standard promotion and tenure schedule must be established at the time of hiring, and specified in the appointment letter.

3.4.3 Changes to Faculty Appointment

Subsequent variations to appointment for administrative or other additional services, and the reassignment of duties will be specified in writing with the terms of the appointment. Records of such changes will be maintained in the Dean's office.

3.4.4 Appointment to Graduate Faculty

Per the University Faculty Manual, faculty “involved in teaching graduate courses or mentoring graduate students must be designated as members of the Graduate Faculty at CCU and should have an earned doctorate/terminal degree in the teaching discipline or a related discipline.” Individuals applying for membership to the Graduate Faculty must demonstrate:

- sustained contributions to the discipline through research, scholarship, or creative activity, or
- sustained professional activity, or
- unique expertise, and
- potential and planned contributions to graduate studies.

Applicants should discuss graduate instructional needs with their Department Chair prior to application. No applications will be approved without Department Chair endorsement.

Faculty applying for graduate faculty status should submit to the Dean an application for appointment (see Appendix E), along with a current CV and a cover letter describing which items on the CV are relevant to the graduate degree program(s)/courses offered in the University, and plans for future contributions to graduate studies.

3.5 College Criteria for Evaluation, Tenure, and Promotion

The decision about tenure and promotion is one of the most important decisions we make as an institution. It is a decision that combines an assessment of the record to date and a projection of a career into the future. Annual evaluations and the third-year review are intended to formally scaffold a faculty member’s development leading to the tenure and promotion process. The following guidelines for evaluation, tenure, and promotion, are specific to the HTC Honors College

3.5.1 Teaching Effectiveness

The HTC Honors College is committed to excellence in interdisciplinary teaching and learning. For an elaboration of the expectations to be used in evaluating faculty performance in teaching, please see Appendix A.

All regular courses must be evaluated and such evaluations will include opportunities for students to provide written comments via student evaluation (regular courses are defined as classes with sufficient enrollment to be counted in load or as an overload). Letters or comments from individual students should be considered supplemental to official student

evaluations, and reviewers should be cautious about giving them too much weight in the process of evaluating teaching. Written comments from midterm evaluations of teaching effectiveness are formative, rather than summative, and should only be considered as evidence of how a faculty member effectively responded an ongoing problem or issue.

In addition to student evaluations, faculty members should employ other approaches to evaluate teaching effectiveness. These may include peer observations and evaluations, Department Chair observations and evaluations, CeTeal observations and evaluations, teaching portfolios, review of syllabi, student research or creative activities, and other approaches as appropriate.

Peer evaluation by colleagues is especially valuable in assessing teaching effectiveness. Peer evaluations allow a focus on course content as perceived by peers and can describe the unique expertise, types of instruction, courses, or other activities which the individual contributes to the program's curriculum or teaching program as a whole. Self-evaluation by the individual faculty member, with a demonstration of the faculty member's responsiveness to prior identified issues, is encouraged as a helpful component to this process.

The Chair should not have the sole responsibility for conducting teaching evaluations, and evaluators need not all be senior faculty. Active participation by the individual being evaluated is encouraged. Appropriate evaluation methods might include collegial review of one or more of the following: teaching materials, student evaluations, classroom performance, and student performance.

3.5.2 Scholarly and Creative Activity

In the HTC Honors College, intellectual contributions (scholarly/creative activity) are usually, although not always, identified with the publication of research in peer-refereed books or scholarly journals and by its formal oral presentation at meetings of international, national, or regional scholarly associations. Oral presentations will not compensate for a lack of publication.

In such disciplines as the arts, or in research of an applied nature, it is understood that a faculty member's activity may not lead to a peer-refereed published article or book but rather to an original, peer-reviewed exhibition, performance, professional manual, or other such materials. Given the nature of the HTC Honors College Faculty, the Boyer model of scholarly activity is a good guide for the types of activities that can replace

traditional publication (See Boyer, E. L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J: Carnegie Foundation for the Advancement of Teaching).

Further elaboration of the expectations for faculty performance in scholarly and creative activity can be found in Appendix A.

Criteria that can usually be applied to published research include the quality and reputation of the journal or publishing venue; whether or not 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 when possible. Research formally accepted for publication but not yet in print may be included in an individual's record, as long as proper verification of acceptance can be attested to and an attempt is made to evaluate it as if published. Such publications cannot be counted as new work in subsequent applications for promotion or post-tenure review.

The College recognizes that in certain disciplines intellectual and professional contributions can include various forms of public engagement or involvement related to the faculty member's field of expertise, including developing community-oriented projects, workshops, and presentations, and the securing of grants for contracts or consultancies with community organizations, institutions, or agencies. Also, active participation in professional organizations including committee work or holding office is recognized in this area of evaluation. Service on editorial boards, acting as a referee for journals or other publications, organizing conferences and in certain cases activity with community organizations also reflect this area of contributions to a faculty member's professional profile. Although such activity is an extension of scholarly expertise, work that is published, publicly performed or exhibited cannot be entirely replaced by such activity.

The College will place a premium on quality rather than quantity. Candidates for tenure and/or promotion are expected to develop a clearly documented record of a body of intellectual and professional contributions. Quality shall be given strong consideration, and those closest to the fields of the candidate are in the best position to evaluate it.

The receipt of internally or externally funded research grants is also a mark of intellectual and professional contributions in certain areas. Grants in support of scholarly/creative projects should yield completed work that is tangible in some way. As a result, the receipt of grants must be weighed according to the end products of the project.

3.5.3 Institutional and Community Service

Further elaboration of the expectations for faculty performance in institutional and community service can be found in Appendix A.

Faculty are expected to serve on various committees at the departmental, College, and University level throughout their academic careers. The value of this service is determined by the extent and importance of the work produced by the committee or task force. Leadership positions and/or evidence of major contributions made by the faculty member are given greater weight. In some cases, administrative work is also considered as part of service, especially when acting as director of a program or as Chair of a department. Twelve-month appointments as Associate Dean or Associate Provost are not weighed as part of service except for those functions which are analogous to work performed by regular faculty.

Faculty members are encouraged to provide service to the community in ways that are related or relevant to their field(s) of expertise. It is important to note that community service cannot supersede institutional service. Community service that is not related to a faculty member's scholarly or professional expertise will not, in most cases, be considered for tenure and promotion, though it may be included in the annual report for merit evaluations. If institutional or community service is to be considered as a significant factor for promotion, the case should be clearly presented and documented by the candidate and the candidate's department/program.

3.6 Procedures for Evaluation, Promotion, and Tenure

The following sections specify the procedures used in the HTC Honors College for annual reviews, the third year review, and for the tenure and promotion process.

3.6.1 Annual Evaluations

Throughout the year, faculty members should document all professional activities and include this documentation with their annual evaluation.

Faculty members should invite their Department Chair, colleagues, or a representative from CeTeal to visit classes and provide feedback on teaching. Faculty should have at

least one classroom observation and evaluation per year. These documents should be included with the annual evaluation.

Student evaluations of teaching are required for all courses. Student perceptions of teaching effectiveness provide important insight into revising and refining courses. The results of these evaluations become part of the faculty member's permanent record.

Faculty members should complete the Tenured and Tenure Track Faculty Annual Performance Evaluation Form (Appendix A) or the Senior Lecturer and Lecturer Faculty Annual Evaluation Form (Appendix B) and send it to their Chair, along with an updated *curriculum vitae*, and any relevant documentation, on or before the last Friday in May. Ideally, the completed form should be no longer than five pages in length.

By the first Friday in July, the Chair will read the faculty member's evaluation, complete and sign the section of the report titled "Chair Evaluation and Recommendations," and may meet with each faculty member individually to discuss their performance. Faculty should consult with their Chair at the beginning of the academic year about performance expectations related to their position in the HTC Honors College.

If a 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 report. 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 to the Dean's office by the first Friday in August.

After the Chair's review, the annual evaluation will be returned to the faculty member for their signature. A signature does not signify concurrence with the evaluation; it indicates that the faculty member has read the evaluation. After making a copy, the faculty member should return the entire original document to the Chair's office by the first Friday in September for inclusion in their permanent file.

Calendar

Last Friday, May: Faculty annual evaluations due to the Department Chair.

First Friday, July: Department Chair's letter of review due to each faculty member.

First Friday, August: Appeals due to the Dean's office.

First Friday, September: Signed and complete annual evaluation file due to the Department Chair's office for inclusion in permanent file.

3.6.2 Third Year Review

No later than the second Friday in January of the third year of employment, tenure-track faculty members present to their Department Chairs for review an interim dossier on their teaching, scholarship/creative activity, and service records. The dossier is to include, but is not limited to:

- A cover letter addressed to the Dean describing the faculty member's progress and future plans
- A current curriculum vitae
- College promotion and tenure guidelines
- Annual Reports, including evaluations
- Two-page teaching statement and evidence of outcomes
- Two-page scholarly and creative activities statement and evidence of outcomes
- Two-page service statement and evidence of outcomes
- Optional additional materials

In consultation with the faculty member, the Department Chair will convene an interdisciplinary peer review committee to review the file. The committee will meet and review the file based on the College guidelines and those stated in the University Faculty Manual. The committee's letter will be included in the file, and the file will be submitted to the Department Chair by the second Friday in February.

The Department Chair will prepare a letter of evaluation and include it in the file. The file, with the interdisciplinary peer review committee's letter and the Department Chair's letter, is due to the Dean's Office by the second Friday in March.

If the Department Chair and the interdisciplinary peer review committee evaluations agree, the Dean of the HTC Honors College will prepare a letter of recommendation based on the College's promotion and tenure guidelines and those stated in the University Faculty Manual. The letter will include a brief description of the evaluation process, a recommendation of satisfactory progress toward promotion and tenure or unsatisfactory progress toward promotion and tenure, reasons for the recommendation, and a list of desired improvements.

If there is disagreement between the Department Chair and the interdisciplinary peer review committee, the HTC Honors College Promotion and Tenure committee will be convened. This committee reviews the file and the committee chair writes a letter of

recommendation based on the College's promotion and tenure guidelines and those stated in the University Faculty Manual. The letter will include a brief description of the evaluation process, a recommendation of satisfactory progress toward promotion and tenure or unsatisfactory progress toward promotion and tenure, reasons for the recommendation, and a list of desired improvements. The committee chair's letter should accurately convey the range of opinion expressed by members of the committee. The file, including the recommendations of the committee, must be given to the Dean by the second Friday in April.

The Dean and the Department Chair meet with the candidate to discuss the review documents and to plan for implementation of recommendations. The Dean or the Chair prepares a document summarizing the items discussed and the recommendations made. This document includes signatures of the candidate, the Chair, and the Dean. This must be completed by the first Monday in May.

The candidate and the Department Chair both retain copies of the evaluations and recommendations. The candidate may choose to place these documents in their promotion and tenure dossier.

Calendar

Second Friday, January: Third year review file due to the Department Chair.

Second Friday, February: peer review committee's letter of review due and placed in file; file due to the Department Chair's office.

Second Friday, March: Department Chair's letter of review due and placed in file; file due to the Dean's Office.

Second Friday, April: If necessary, the HTC Honors College promotion and tenure committee letter due and placed in file; file due to the Dean's Office.

April: The Dean and Department Chair will meet to discuss review documents.

First Monday, May: Signed report on review meeting, with recommendations for future performance, due to the candidate. Candidate should make copies of all documents and submit originals to the Department Chair's office for inclusion in permanent file.

3.6.3 Tenure and Promotion

The Provost, in consultation with the Chair of the University Promotion and Tenure Committee, will establish and publish a calendar of dates relevant to promotion and tenure for the upcoming academic year and distribute it to the faculty no later than the

first Friday in April of each year. The deadline for submission of the files from the candidates to the Dean of the HTC Honors College will be no later than the second Friday in September for consideration for the respective academic year. No files will be accepted after this deadline.

No later than the first Friday in April of each year, the Dean will provide faculty with a written summary of the College promotion and tenure guidelines, the internal College deadlines, and a copy of the College Performance Expectations document. Candidates for promotion to the rank of Professor will also be provided with the College policies and procedures concerning external review of their intellectual and/or professional contributions to the discipline.

Candidates should announce their intent to apply for promotion and/or tenure to their Department Chair and Dean as early as possible.

According to the University Faculty Manual, in extraordinary cases, a faculty member may apply for early tenure with the written permission of the Chair and the Dean. Candidates who intend to apply for tenure early should inform their Department Chair and Dean by March 15 during the academic year prior to submitting their application.

Candidates for promotion/tenure will be responsible for preparing an application file that contains all of the following materials in the proper order:

- Department and/or College Performance Expectations Elaborations documents and/or Performance Expectations in effect at the time of last hiring, promotion, or post-tenure review.
- A cover letter addressed to the Dean of the HTC Honors College.
- An updated curriculum vitae.
- All annual reports and evaluations, including the Chair's/Supervisor's evaluation of the file, the Third-Year Review, and any other supporting documents as per College policies.
- Evidence of teaching effectiveness as per College policies, including copies of all teaching evaluations, student and/or peer and/or administrative evaluations. When applying for the rank of Professor, the file will include all annual evaluations and teaching evaluations since achieving the rank of Associate Professor.
- Evidence of intellectual contributions as per College policies.
- Evidence of University and professional service as per College policies.

- Optional additional materials relevant to Performance Expectations Elaborations documents not enumerated above.

Candidates for promotion to the rank of Professor will also submit the materials necessary to undergo the process of external review, as described in the University Faculty Manual.

Candidates for promotion will be evaluated on their record since their last application that resulted in promotion. Candidates for tenure will be evaluated primarily on their record since their hire at Coastal Carolina University. (Evaluation criteria adopted by the Department, College and/or the University subsequent to appointment, and officially accepted by the Provost and President can be used to evaluate the candidate only if the candidate expressly requests that those criteria be applied at the time the file is submitted to the Office of the Dean as per the deadline stated in this handbook.)

Interdisciplinary Peer Review Committee

The Department Chair will convene an interdisciplinary peer review committee to review the file. The committee will consist of three members and will be constituted first with eligible, tenured HTC Honors College faculty who are not serving on the College Promotion and Tenure Committee, and then with eligible, tenured faculty from outside of the HTC Honors College from disciplines related to the candidate's areas of expertise. The Department Chair will consult with the faculty member to select the outside faculty representatives. The committee will meet and review the file based on the College guidelines and those stated in the University Faculty Manual. The peer review committee votes on the candidate's file, and the results of the vote are reported to the Department Chair in writing with a summary of the committee's findings. The Peer-Review Committee will then write a letter of review, which is placed in the candidate's file. The file is returned to the Department Chair's Office no later than the last Friday in September.

Department Chair

The Department Chair will prepare a letter of evaluation and include it in the file as per College guidelines. The Department Chair will then submit the candidate's file to the Dean's Office, which should include the Peer Review Committee's letter, and their own letter of review, by the second Friday in October.

College Promotion and Tenure Committee

The HTC Honors College Promotion and Tenure Committee will consist of three voting members and will be constituted first with two eligible, tenured HTC Honors College faculty and then with faculty from outside of the HTC Honors College from disciplines related to the candidate's areas of expertise. The committee will be chaired by an Associate Dean of the HTC Honors College, who will serve in an ex-officio, non-voting capacity.

In keeping with the tradition of peer review, candidates for promotion to senior lecturer should be reviewed by at least one senior lecturer at the college level. When reviewing files for promotion to senior lecturer only, one senior lecturer in the HTC Honors College or one senior lecturer in a discipline related to the candidate's area of specialization will be selected by the Dean to serve on the committee.

After reviewing each candidate's file, the committee discusses the results of their review and the rationale behind their individual evaluations based on the criteria set forth in the University Faculty Manual and in the College's performance expectations. The committee then writes a letter of review to the Dean which provides a clear and unambiguous justification for the recommendation, specifying how the candidate either met, or failed to meet, the relevant criteria. If the recommendation is against the candidate, the committee must provide steps for the candidate to correct the situation for future applications, if applicable. The letter from the HTC Honors College Promotion and Tenure committee will be placed in the candidate's file, including the numerical vote, and all materials will be returned to the Dean of the HTC Honors College by the second Friday in November.

External Review

The Dean of the HTC Honors College will coordinate external review of candidates for promotion to Professor as outlined in the University Faculty Manual.

Dean

After reviewing each file, the Dean will write a letter of recommendation based on both the College promotion and tenure criteria and the promotion and tenure criteria stated in the University Faculty Manual. The Dean will then communicate the recommendations to the candidate following the procedure specified in the University Faculty Manual.

Calendar

First Friday, April: The Provost establishes and publishes the calendar of dates relevant to promotion and tenure for the upcoming academic year.

First Friday, April: The Dean provides faculty with a written summary of the promotion and tenure guidelines, the internal College deadlines, and a copy of the College Performance Expectations Document. Candidates for promotion to the rank of Professor will also be provided with the College policies and procedures concerning external review of their intellectual /professional contributions to the discipline as outlined below.

Second Friday, September: The deadline to submit promotion and tenure files to the Dean of the College.

Last Friday, September: The Department-Level Peer Review Committee submits the candidate's file, which includes their letter of review, and their report (with vote), to the Department Chair.

Second Friday in October: The Department Chair submits the candidate's file, with the Peer Review's Committee's letter of review and with their own letter of review, to the Dean's Office.

Second Friday in November: The HTC Honors College Promotion and Tenure Committee submits the candidate's file, with their letter of review, and their report (with vote), to the Dean of the HTC Honors College.

Second Friday in December: The file must be in the Provost's Office, with letters from the Peer Review Committee, the Dean, and the HTC Honors College Tenure and Promotion Committee.

Board of Trustees Meeting, February: Target date for the President to make recommendations regarding promotion and tenure to the Board of Trustees

3.6.4. Promotion to Senior Lecturer

Lecturers are normally hired into the HTC Honors College to teach, not to provide meaningful amounts of service and not to be engaged in scholarship, performance, or professional activities unless the unique nature of the position makes this appropriate. This generally means a teaching load of five courses per semester (or the equivalent). Typically, Lecturers should be evaluated only on their teaching. In the rare case when a Lecturer is reassigned to an alternate activity, that alternate activity may also be evaluated.

After promotion to Senior Lecturer, a faculty member may be asked to provide greater levels of service, and this may make a reduced teaching load and differential merit evaluation criteria appropriate.

According to the University Faculty Manual (Section 6.6), a lecturer may be identified as a candidate for Senior Lecturer by recommendation of the Department Chair and Dean after a minimum of five years of service at the title of Lecturer or higher.

Those who are recommended for candidacy will submit their files in the sixth year of service. At the time of recommendation for candidacy, the Lecturer must specify in writing that they intend to seek promotion within two calendar weeks beginning on the date of recommendation. Candidates who intend to seek promotion will be provided with copies of the College and Departmental criteria and guidelines for promotion. A letter of expectations including any changes in teaching load and service requirements will be drafted by the Dean and Department Chair and provided to the candidate. The voting rights of the candidate will be determined by Departmental and College policies.

Candidates for promotion to Senior Lecturer will be responsible for preparing an application file that contains all of the following materials in the proper order:

- A completed Coastal Carolina University cover sheet for promotion file. (This form is available at: <https://www.coastal.edu/forms/>)
- Department and/or College promotion guidelines and/or performance expectations in effect at the time of initial hire at current title.
- A cover letter addressed to the Dean of the College.
- An updated curriculum vitae.
- The five most recent annual reports and Chair's evaluations.
- Evidence of teaching effectiveness, including copies of all teaching evaluations from the past three years (student and/or peer and/or administrative).
- Evidence of University and professional service and/or scholarship (if applicable).

Per the University Faculty Manual (section 6.7), the Department Chair will review the candidate's file and prepare a letter of evaluation, which will be included in the file before it is submitted to the College Promotion and Tenure Committee. The HTC College Promotion and Tenure Committee will then be constituted, as described in the above

section 3.6.3. The College Promotion and Tenure Committee will evaluate the file and prepare a letter that reflects the criteria applied and the committee's decision to recommend/not recommend. The file, with the committee's letter included, will then be transmitted to the Dean. The Dean will review the file and prepare a letter of evaluation with a recommendation. The Dean will meet with each candidate to review the file and discuss the evaluation process and recommendations. A copy of each of the evaluation letters will be supplied to the candidate.

If the Dean disagrees with the College Promotion and Tenure Committee's recommendation, there will be a meeting of the College Promotion and Tenure Committee and the Dean. Prior to that meeting, the candidate will have fourteen calendar days to submit a letter responding to the negative evaluation, which will then be included in the file, and become part of the discussion at the meeting of the committee and the Dean. At the conclusion of the meeting, the Dean and the College Promotion and Tenure Committee will issue a comprehensive letter that describes the results of that meeting and add it to the file. The file will be forwarded to the Provost who will make the final decision.

If both the College Promotion and Tenure Committee and the Dean agree that promotion should not be granted, the candidate may draft a letter of appeal to the Provost within seven calendar days and submit that letter to the Dean, to be added to the candidate's file. The Dean will then forward the complete file to the Provost's Office for review.

Once the review process is complete at the college level, the file proceeds to the Provost's Office according to procedures detailed in section 6.7 of the University Faculty Manual.

Calendar

First Friday, September: The Provost establishes and publishes a calendar of dates relevant to promotion to Senior Instructor/Senior Lecturer for the academic year and distributes it to the eligible faculty members.

Second Friday, January: Promotion file due to the Department Chair.

Second Friday, February: Promotion file, with Department Chair's evaluation letter, due to the HTC Honors College Promotion and Tenure Committee.

Second Friday, March: Promotion and Tenure Committee's letter of review due and placed in file; file due to the Dean's Office.

First Friday, April: Promotion file, with all evaluation letters, due to the Provost's Office.

Board of Trustees Meeting, May: Target date for the President to make recommendations regarding promotion to the Board of Trustees

3.6.5 Post-Tenure Review

Per the University Faculty Manual (section 6.8), all tenured faculty will undergo post-tenure review during the sixth year subsequent to the awarding of tenure, promotion, or post-tenure review, provided that they are not applying for promotion at the time they are eligible for post-tenure review and/or the faculty member has taught 36 credit hours during the period since the previous successful application for tenure, promotion, or post-tenure review.

The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for tenure, promotion, or post-tenure review.

Post-tenure review files must include a cover letter, the College and Department performance criteria, a current curriculum vitae, and the six annual reports filed since the most recent successful application for tenure, promotion, or post-tenure review.

Additional materials included in the file should provide adequate evidence that the candidate meets the standards for one of the post-tenure review ratings defined in the University Faculty Manual (exceptional, favorable, conditional, unfavorable; ratings defined in University Faculty Manual, section 6.8).

The Department Chair will review the candidate's file and prepare a letter of evaluation, which will be included in the file before it is submitted to the College Promotion and Tenure Committee. The HTC College Promotion and Tenure Committee will then be constituted, as described in the above section 3.6.3. The College Promotion and Tenure Committee will evaluate the file and prepare a letter that reflects the criteria applied and the rating assigned to the candidate. The file when then be transmitted to the Dean, with the committee's vote tally submitted under separate cover. The Dean will review the file and prepare a letter of evaluation that includes their rating of the candidate. The Dean will meet with each candidate to review the file and discuss the evaluation. A copy of each of the evaluation letters will be supplied to the candidate. Should the candidate wish to address the assessments and recommendations noted in any of the evaluation letters, the candidate may write a letter responding to these specific issues and provide it to the Dean for inclusion in the file. The letter must be submitted to the Dean within seven (7) calendar days beginning the day following the meeting with the Dean.

Once the review process is complete at the college level, the file proceeds to the Provost's Office according to procedures detailed in section 6.8.1.2. of the University Faculty Manual.

External Review for Post-Tenure Exceptional Rating

In the case of faculty applying for an “exceptional” rating in post-tenure review, University policy requires materials be sent out for external peer review. The Dean of the HTC Honors College will coordinate external review of candidates for promotion to Professor as outlined in the University Faculty Manual.

Calendar

Last Friday, April: The Provost determines the deadline for final submission of post-tenure review files to the Provost's Office.

First Friday, May: The Provost notifies the faculty required to undergo post-tenure review for the upcoming academic year.

Second Friday in November: Post-Tenure Review files due to the Department Chair.

Second Friday in December: The Department Chair submits the candidate's file, with their own letter of review, to the College Promotion and Tenure Committee

Second Friday in January: The College Promotion and Tenure Committee submits the candidate's file, with their letter of review, and their report (with vote), to the Dean of the HTC Honors College. For those candidates seeking an Exceptional rating, the names of five external reviews are due into the Dean's Office.

First Friday in February: The file must be in the Provost's Office, with letters from the Department Chair, the HTC Honors College Tenure and Promotion Committee, and the Dean.

First Friday in March: Letters from external reviewers are due and added to the files of those candidates seeking an exceptional rating. Files will be considered incomplete without three external review letters and will not be considered for an Exceptional rating. Completed file must be submitted to the Provost.

3.6.6 Post-Promotion Review for Senior Lecturers

Per the University Faculty Manual (Section 6.9), all Senior Lecturers and Senior Instructors will undergo post-promotion review during the sixth year subsequent to promotion or post- promotion review.

The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for promotion or post-promotion review.

Candidates for post-promotion review should submit a file that includes a cover letter, College and Department performance criteria, a current curriculum vitae, and the six annual reports filed since the most recent successful application for promotion or post-promotion review. Additional materials included in the file should provide adequate evidence that the candidate meets the standards for one of the post-promotion review ratings defined in the University Faculty Manual (exceptional, favorable, conditional, unfavorable; ratings defined in University Faculty Manual section 6.9).

The Department Chair will review the candidate's file and prepare a letter of evaluation, which will be included in the file before it is submitted to the HTC College Promotion and Tenure Committee, to be constituted as specified in the above section 3.6.3. The College Promotion and Tenure Committee will evaluate the file and prepare a letter that reflects the criteria applied and the rating assigned to the candidate. The file when then be transmitted to the Dean, with the committee's vote tally submitted under separate cover. The Dean will review the file and prepare a letter of evaluation that includes their rating of the candidate. The Dean will meet with each candidate to review the file and discuss the evaluation. A copy of each of the evaluation letters will be supplied to the candidate.

Once the review process is complete at the College level, the file proceeds to the Provost's Office according to procedures detailed in section 6.9.1.2. of the University Faculty Manual.

Calendar

First Friday, May: The Provost notifies Senior Lecturers required to undergo post-promotion review for the upcoming academic year.

Second Friday in November: Post-Promotion Review files due to the Department Chair.

Second Friday in December: The Department Chair submits the candidate's file, with their own letter of review, to the College Promotion and Tenure Committee

Second Friday in January: The College Promotion and Tenure Committee submits the candidate's file, with their letter of review, and their report (with vote), to the Dean of the HTC Honors College.

First Friday in February: The complete file must be in the Provost's Office, with letters from the Department Chair, the HTC Honors College Tenure and Promotion Committee, and the Dean.

3.7 Collegiality

All faculty are expected to maintain sound professional relationships with colleagues, staff, and students.

3.8 Scholarly Reassignment Leaves (Sabbatical)

The HTC Honors College enthusiastically supports scholarly reassignment (sabbatical) leaves. Such leaves are essential to the support of the teacher/scholar model. Procedures for granting Scholarly Reassignment are described in the University's Faculty Manual.

3.9 Faculty Search and Hiring Process

The HTC Honors College complies in all respects with the requirements and best practices of hiring as stipulated by our Office of Human Resources. Guidelines can be found on the Office of Human Resources website.

The HTC Honors College is committed to building a community that values equity and inclusion as key elements to academic excellence. We seek faculty with a desire to provide support, mentorship and direction to prepare students to work within diverse communities. One of our aspirations is to develop social change agents with the knowledge, skills and experience to compassionately engage with their future employers, peers and those they serve from diverse backgrounds. Faculty actively engage in collaborative work and service within the college and across the University to advance future-thinking curricular and co-curricular approaches that strengthen our goals for inclusion and excellence.

IV. COLLEGE COMMITTEES

4.1 College Policy Committee

Membership:

Three members of the HTC Honors College faculty.

Duties:

The College Policy Committee is responsible for reviewing and recommending changes to the HTC Honors College Faculty Handbook. The committee will meet at least once a semester to review the college handbook and recommend revisions. The committee will

work with the Dean to ensure that any revisions to the handbook are completed in time for the annual ratification of the handbook in May (see section 1 above).

4.2 Petitions Committee

Membership:

One Associate Dean and two members of the HTC Honors College faculty or staff.

Duties:

It is the responsibility of the petitions committee to review general petitions filed by students who are in a program within the HTC Honors College. The Committee's recommendations are forwarded to the Dean of the College.

V. GRANTS AND CONTRACTS

Grants are handled through the Office of Grants and Sponsored Research. Contracts must receive approval from the Dean, University Counsel, and the Provost.

VI. APPENDICES

Appendix A: HTC Honors College Performance Expectations

Teaching Effectiveness

The successful teacher-scholar in the HTC Honors College will remain current on research in their area of teaching responsibility and research expertise for all of their 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. The HTC Honors College believes that scholarly or creative production is integral to sustaining currency and pedagogical diversity in teaching across all course levels. The relation between teaching and scholarly and/or creative work should be symbiotic, and excellence in scholarly or creative publications and activities provides a base for excellence in teaching.

Examples of criteria considered in the evaluation of teaching effectiveness:

- Student Evaluations (for the past year and relative pattern over time)
- Teaching awards, commendations, and grants
- Alumni evaluations
- Evidence of syllabi revision and development
- Peer evaluations or evaluations from CeTeal
- Evaluations by Department Chair
- Development of new teaching methods, experiential learning projects, demonstrations, and other educational experiences
- Evidence of effective use of new technologies in pedagogical practice
- Personal programs of study resulting in pedagogical innovation
- Other inputs into teaching, e.g., preparing significant teaching materials/developing new courses
- Evidence that professional development in teaching has been pursued

For Promotion to Associate Professor

A satisfactory level of performance by faculty earning tenure and promotion to the rank of Associate Professor should demonstrate:

- Evidence of continual reflection and improvement in response to feedback in student and peer evaluations of your teaching
- Evidence of willingness to engage in pedagogical innovation in a significant way, examples may include new course development, curriculum design, development of new pedagogical approaches in the classroom, development of innovative

pedagogical materials, or the effective use of emerging technology in pedagogical practice.

For Promotion to Professor

Faculty earning a favorable review for promotion to the rank of Professor should demonstrate a sustained and outstanding level of performance. This includes:

- Evidence the faculty member has emerged as a leader of pedagogical activities in the department, examples may include excellent student and peer evaluations, ongoing development of new courses, ongoing activities demonstrating a willingness to engage in pedagogical innovation, ongoing revision of syllabi in response to teaching evaluations or changes in the field, or ongoing mentoring of student research or creative projects.

For Promotion to Senior Lecturer

A satisfactory level of performance by faculty earning tenure and promotion to the rank of Senior Lecturer should demonstrate:

- Evidence of continual reflection and improvement in response to feedback in student and peer evaluations of teaching.
- Evidence of willingness to engage in pedagogical innovation in a significant way, examples may include new course development, curriculum design, development of new pedagogical approaches in the classroom, development of innovative pedagogical materials, or the effective use of emerging technology in pedagogical practice.

For Post-tenure Review

Faculty can earn a **favorable** rating on a post-tenure review for the previous six years by maintaining the level of activity required to achieve tenure or to achieve your last promotion.

Faculty can earn an **exceptional** rating on a post-tenure review for the previous six years by demonstrating the sustained pursuit of innovation in pedagogical practice resulting in a significant impact on student learning and engagement.

Scholarship and Creative Activities

The HTC Honors College follows the teacher-scholar model for scholarly and creative works and therefore expects faculty to be actively engaged in scholarship and professional activities outside the classroom. Because of the interdisciplinary nature of the HTC Honors College faculty, however, the range of such activities can vary greatly depending on the faculty member's interests and particular field of expertise. Furthermore, publications and other activities can vary significantly regarding complexity, cost, publisher, and time taken to complete. The HTC Honors College faculty can therefore apply more defined and specific guidelines for what constitutes best practices regarding scholarship and quality of scholarship

(reviews, peer review process, etc.) within their particular academic fields to supplement this document, if they feel it is useful. In evaluating scholarly/creative activity, the College will place a premium on quality rather than quantity. Candidates for tenure and/or promotion are expected to develop a clearly documented and sustained record of a body of scholarly/creative activity. Quality of scholarly/creative activity shall be given strong consideration, and those closest to the fields are in the best position to evaluate it. Broadly, the HTC Honors College values peer-reviewed publications, or their equivalent, over non-peer-reviewed publications.

In addition to traditional modes of academic publishing, the College recognizes that in certain disciplines scholarly/creative activity can include various forms of public engagement or involvement related to the faculty member's field of expertise, including developing community-oriented projects, workshops, and presentations, and the securing of grants for contracts or consultancies with community organizations, institutions, or agencies. Although such activity is an extension of scholarly expertise, work that is published or publicly performed or exhibited is of primary importance for tenure and promotion decisions. Applying for internally or externally funded research grants is a mark of scholarly/creative activity in certain areas. Grants awarded in support of scholarly/creative activity should yield completed work that is published or publicly performed or exhibited. As a result, the receipt of grants alone cannot substitute for publication, performance, or exhibition.

In general, scholarship and creative activities may include:

Peer-Reviewed Publications

- Full-length monograph
- Editor of full-length work
- Article in a peer-reviewed journal
- Chapter in an edited volume
- Editor of journal or special edition
- Textbook and textbook supplements

Publications

- Critical essay in a popular magazine or reputable online venue
- Documented forthcoming publication of any of the above
- Digital projects or other works of public scholarship
- Technical reports and policy papers

Conference participation:

- Presenter at regional, national, or international conference
- Chair or organizer of panel or roundtable
- Organizer of conference (program organizer, executive board member, program committee member, etc.)
- Speaker at college-sponsored lecture series or event

- Speaker at local, regional, statewide, national, or international organization (including high schools)

Scholarly contributions:

- Service on an editorial board for peer-reviewed journal
- Reviewer of books, films or other artifacts
- Reviewer of scholarly articles for peer-reviewed journal
- Reviewer of proposals for regional and national conferences
- Professional development/licensure/certification
- Dissemination of non-traditional scholarly activities (website, ebook, software)
- Production of teaching materials (new pedagogical techniques, approaches)

Honors, Awards, Public Service, & Public Engagement:

- Grant proposals (submitted or funded)
- Recipient of fellowship or grant
- Recipient of a teaching award or research award
- Acceptance to institute with competitive application
- Professional consultation with company or private entity in fields of expertise
- Giving interviews to local/national/international media on subjects in areas of expertise
- Expert contribution to mass media artifact

For Promotion to Associate Professor

A satisfactory level of performance by faculty earning tenure and promotion to the rank of Associate Professor should demonstrate:

- The development of a sustained and scholarly research program, including a combination of activities listed above; and,
- A regular record of scholarly presentations at professional conferences or the equivalent.

For Promotion to Professor

Faculty earning a favorable review for promotion to the rank of Professor should demonstrate a sustained and outstanding level of performance that includes:

- The establishment of a sustained and scholarly research program, including a combination of activities listed above, since your last review; and,
- A regular record of scholarly publications and presentations at professional conferences or the equivalent, that demonstrate a significant contribution to the discipline.

For Post-tenure Review

Faculty can earn a **favorable** rating on a post-tenure review for the previous six years by maintaining the level of activity required to achieve tenure or to achieve your last promotion.

Faculty can earn an **exceptional** rating on a post-tenure review for the previous six years by regularly publishing and presenting scholarship or creative work over that period of time and by demonstrating the impact of your scholarship/creative work on the discipline/field of study.

Service

Faculty in the HTC Honors College are expected to engage in service benefiting Coastal Carolina University on the department, college, and university level throughout their academic careers. In addition to institutional service, faculty can also engage in service to their discipline and to the community.

Leadership and Service to Discipline

- Chair, Department
- Associate Chair, Department
- Program Coordinator, Department, College, or University level
- Chair, University committee
- Chair, College committee
- Chair, Department committee
- Chair, University, College, or Department search committee
- Member, disciplinary board
- Officer, professional organization
- Professional referee (manuscripts, proposals, grants)
- Editor, scholarly or creative journal (service-based)
- Editor, undergraduate journal (service-based)
- Editorial board or masthead

Service to the Institution and Community

- Member, Faculty Senate or standing committee
- Member, University committee
- Member, College committee
- Member, Department committee
- Adviser, student publication
- Organizer, Department series
- Judge, scholarly or creative contest
- Recruitment and retention activities

- Elected or invited committee member, professional organization
- Community service, directly related to area of expertise
- Community outreach on behalf of the University
- Adviser, student club

For Promotion to Associate Professor

A satisfactory level of performance by faculty earning tenure and promotion to the rank of Associate Professor should demonstrate:

- Regular contributions to the work of the department and College and service on at least one committee outside of the College.

For Promotion to Professor

Faculty earning a favorable review for promotion to the rank of Professor should demonstrate a sustained and outstanding level of performance that includes:

- Taking on leadership roles at the departmental, College, University level
- The demonstration of service to the community, related to the field of expertise, or demonstration of service to the discipline

For Post-tenure Review

Faculty can earn a **favorable** rating on a post-tenure review for the previous six years by maintaining the level of activity required to achieve tenure or to achieve your last promotion.

Faculty can earn an **exceptional** rating on a post-tenure review for the previous six years by providing evidence of significant leadership at the departmental, College, or University level.

Appendix B: Tenured and Tenure Track Annual Evaluation Form

NAME:

ACADEMIC YEAR:

TEACHING

Provide evidence of your teaching effectiveness, e.g. course and curriculum development; conferences, workshops, and seminars attended; results of classroom observations; innovative instructional techniques; recognition for excellence in teaching; research undertaken to support teaching; student growth, development, and achievement as a result of your teaching; and mentoring student research beyond the classroom.

SCHOLARSHIP/CREATIVE ACTIVITIES/PROFESSIONAL DEVELOPMENT

Provide evidence of your scholarship, creative activities, and professional development activities as appropriate to your appointment.

SERVICE

Include committee service; professional contributions to the community; consulting in field of expertise; support of student activities, including field trips and sponsorship of student organizations.

ADVISING, STUDENT EVALUATIONS, AND TEACHING SCHEDULE

Advising (if appropriate to the terms of your appointment)

- Number of advisees
in Honors:
in WGST:
in SUST:
- Estimate of number of hours per semester spent on advising
- Describe special efforts undertaken this year to enhance retention of your advisees

Student evaluations

- Provide summary evaluations for all courses taught during this academic year
- Note below any factors that should be considered in interpreting these evaluations
- If evaluations were not conducted, explain why

Teaching schedule for current year (course numbers and enrollments)

Fall	Enrollment	Spring	Enrollment	May	Enrollment

HTC HONORS COLLEGE

Fall	Enrollment	Spring	Enrollment	May	Enrollment

Summer I	Enrollment	Summer II	Enrollment

INDEPENDENT STUDY COURSES OFFERED (399s AND 499s)

Fall

Spring

May or Summer 1

Summer 2

FACULTY MEMBER'S PROFESSIONAL DEVELOPMENT PLAN

Please state your short-range and long-range plans for your own professional growth and development.

PERSONAL DATA

- Beginning employment date at Coastal Carolina:
- Present Rank:
- Date Present Rank Acquired:
- Date of Terminal Degree:

SUMMARY

Chair evaluation and recommendations

- Teaching
- Service
- Scholarship/Creative/Professional Development Activities
- Merit Evaluation

SIGNATURES

Chair/Supervisor:

Date:

Faculty Member:

Date:

(Your signature does not signify concurrence with the evaluation(s); it indicates that you have read the evaluation(s). After making a copy for yourself, return the ENTIRE original document to your Department Office by the last Friday in May for inclusion in your permanent file.)

Appendix C: Lecturer and Senior Lecturer Annual Evaluation Form

NAME:

ACADEMIC YEAR:

TEACHING

Provide evidence of your teaching effectiveness, e.g. course and curriculum development; conferences, workshops, and seminars attended; results of classroom observations; innovative instructional techniques; recognition for excellence in teaching; research undertaken to support teaching; student growth, development, and achievement as a result of your teaching; and mentoring student research beyond the classroom.

ADVISING, STUDENT EVALUATIONS, AND TEACHING SCHEDULE

Advising (if appropriate to the terms of your appointment)

- Number of advisees
in Honors:
in WGST:
in SUST:
- Estimate of number of hours per semester spent on advising
- Describe special efforts undertaken this year to enhance retention of your advisees

Student evaluations

- Provide summary evaluations for all courses taught during this academic year
- Note below any factors that should be considered in interpreting these evaluations
- If evaluations were not conducted, explain why

Teaching schedule for current year (course numbers and enrollments)

Fall	Enrollment	Spring	Enrollment	May	Enrollment
Fall	Enrollment	Spring	Enrollment	May	Enrollment

Summer I	Enrollment	Summer II	Enrollment

INDEPENDENT STUDY COURSES OFFERED (399s AND 499s)

Fall

Spring

May or Summer 1

Summer 2

SERVICE

If applicable, include committee service; professional contributions to the community; consulting in field of expertise; support of student activities, including field trips and sponsorship of student organizations.

SCHOLARSHIP/CREATIVE ACTIVITIES/PROFESSIONAL DEVELOPMENT

If applicable, provide evidence of your scholarship, creative activities, and professional development activities as appropriate to your appointment.

FACULTY MEMBER'S PROFESSIONAL DEVELOPMENT PLAN

Please state your short-range and long-range plans for your own professional growth and development.

PERSONAL DATA

- Beginning employment date at Coastal Carolina:
- Present Rank:
- Date Present Rank Acquired:
- Date of Terminal Degree:

SUMMARY

Chair evaluation and recommendations

- Teaching
- Service
- Scholarship/Creative/Professional Development Activities
- Merit Evaluation

SIGNATURES

Chair/Supervisor:

Date:

Faculty Member:

Date:

(Your signature does not signify concurrence with the evaluation(s); it indicates that you have read the evaluation(s). After making a copy for yourself, return the ENTIRE original document to your Department Office by the last Friday in May for inclusion in your permanent file.)

Appendix D: Teaching Associate Annual Evaluation Form

Due by the last Friday in May

Name: _____ Department _____

Highest degree earned and date awarded _____

Academic year: _____ Number of regular semesters taught at Coastal: _____

Fall Courses	Enrolled	Spring Courses	Enrolled

Teaching Associates are to submit to the department chair a dossier that includes the following:

1. A self-assessment of teaching performance and student evaluations in the given academic year (at least 300 words). Include a list of goals to improve teaching performance.
2. Student evaluations from all regular semester courses.
3. Copies of representative syllabi for the given academic year.
4. CV
5. **Optional:** Teaching observation.

Evaluation of TA responsibilities (see attached rubric), including the following:

1. Syllabus meets expectations;
2. Grades turned in on time;
3. Follow HTC Honors College procedures and guidelines as communicated;
4. Classes met appropriately (course cancellations cleared with chair);
5. Appropriate number of office hours;

A rating of [3] Outstanding, [2] Satisfactory, [1] Needs Improvement, or [0] Unacceptable will be given in writing, which will be shared with the evaluated teaching associate in a timely manner. A copy of the evaluation will be kept in the teaching associate’s file in the WGS director’s office. A faculty member may submit a written response to be attached to the rating they receive, which will be added to their personnel file.

Name of evaluating faculty member (chair or designee) _____

Rank/title of evaluating faculty member _____

Signature of evaluating faculty member _____

Evaluation Rubric

In the case of “needs improvement” or “unacceptable,” please include additional comments

	Outstanding	Satisfactory	Needs Improvement	Unacceptable
Student Evaluations	Student evaluations consistently reveal teaching excellence, high expectations, and consistent execution of syllabus.	Student evaluations reveal good teaching, clear expectations, and consistent execution of syllabus.	Student evaluations reveal concerns about the professor’s teaching, expectations, and/or execution of syllabus.	Student evaluations consistently reveal fundamental concerns about the professor’s teaching, expectations, and/or execution of syllabus.
Duties Checklist	Professor performs duties in a professional and timely manner.	Professor has met all of the duties on the checklist. Professor did these in a timely manner.	Professor has not met all of the duties on the checklist. Professor had unresolved difficulties pertaining to these duties.	Professor has not met the essential duties on the checklist. Professor has serious and/or unresolved difficulties pertaining to these duties.
Syllabus Evaluation Checklist	Syllabi are careful and appropriate to the subject and discipline. Syllabi exemplify syllabus standards.	Syllabi meet all of the items on the checklist. Syllabi meet syllabus standards.	Syllabi do not meet all of the items on the checklist. Syllabi, although appropriate for some institutions, fail to meet syllabus standards.	Syllabi do not meet the essential items of the checklist. Syllabi are unacceptable as academic documents.
CV / Resume Qualifications	Faculty member’s qualifications are appropriate for continued teaching in the discipline.		Faculty member’s qualifications are not fully appropriate for continued teaching.	CV misrepresents professor’s credentials and/or performance record, or credentials are not appropriate for continued teaching.
Overall Evaluation	Outstanding	Satisfactory	Needs Improvement	Unacceptable

Appendix E: Application for Graduate Faculty Status

Per the Coastal Carolina University Faculty Manual, Faculty “involved in teaching graduate courses or mentoring graduate students must be designated as members of the Graduate Faculty at CCU and should have an earned doctorate/terminal degree in the teaching discipline or a related discipline.”

Individuals applying for membership to the Graduate Faculty must demonstrate:

- Sustained contributions to the discipline through research, scholarship, or creative activity, or
- Sustained professional activity, or
- Unique expertise and
- Potential and planned contributions to graduate studies.

Applicants should discuss graduate instructional needs with their respective chairs prior to application. No applications will be approved without department chair endorsement.

Faculty submit a current CV to the Dean of the College with a cover letter describing which items on the CV are relevant to the graduate degree program(s)/courses offered in the University and plans for future contributions to graduate studies.

The term of appointment to the Graduate Faculty is for three years, after which faculty must reapply. Upon appointment and reappointment to the Graduate Faculty, each faculty member will be awarded a stipend.

The Office of Graduate Studies will maintain and distribute as needed the current listing of Graduate Faculty at CCU. College representatives to Graduate Council must be members of the Graduate Faculty.

The number of graduate faculty to be appointed in each college is a function of the graduate program enrollment in said college; the Dean is expected to appoint a sufficient number of graduate faculty based on current and projected enrollments. The Dean has the discretion to grant graduate faculty status to individuals charged with the development of new graduate programs.

APPLICATION FOR GRADUATE FACULTY STATUS

After consulting with the chair/Supervisor of my Program, I anticipate teaching the following graduate course(s) within the next three years:

Course(s) _____

In addition to/in lieu of teaching the course(s) above, I also intend to contribute to graduate studies in the in the following ways (i.e., curriculum development, serving as a reader on a graduate thesis, etc.):

Therefore, I am applying for graduate faculty status. I have attached to this application my *curriculum vitae* (showing that I have a terminal degree in the discipline) and a brief cover letter describing which items on the CV are relevant to the graduate program activities in which I will participate during the term of my status.

Name _____

Program _____

Signature of Applicant Date

Signature of Department Chair Date

Signature of Director of relevant graduate program Date