



COLLEGE OF CHARLESTON  
FACULTY/ADMINISTRATION  
MANUAL

Charleston, South Carolina

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required for an associate professor to be eligible for promotion to professor.

In exceptional cases a faculty member may wish to petition for early tenure or promotion provided the action has the prior written approval of the Provost, the dean and the departmental chair.

Faculty are evaluated in the three categories of Teaching Effectiveness, Research and Professional Development, and Professional Service to the Community. Because teaching is the primary responsibility of any faculty member, evidence of effective teaching is expected for tenure and for promotion. Because research and professional development are essential to the mission of the College, evidence of a sustained research program and a continuing scholarly commitment must be provided for tenure and for promotion. Because faculty should be contributing members of the College community and, where appropriate, the community at large, evidence of service to the community is expected.

While quantifiable data (numerical items from student evaluations, numbers of papers published, number of committees, etc.) are important, decisions about tenure and promotion must ultimately rely on sound professional judgment.

What follow are the general standards and evidence which remain constant throughout the four levels of institutional evaluation, namely third year review, tenure, and promotion to associate professor and professor.

1. Teaching Effectiveness

- a. Standard

Teaching is the primary responsibility of faculty at the College of Charleston. Teaching involves communicating knowledge to students and fostering in them the intellectual curiosity necessary to continue the quest for knowledge. The effective teacher exhibits a sustained concern for teaching which is reflected in teaching materials, classroom performance, academic advising, critical evaluation of students, and adequate preparation of students for later undergraduate and/or graduate work. Course materials should be well-conceived, well-organized, and well-written. Students should be exposed to current scholarship or research in the field, if appropriate. Student evaluations should be consistently good. A teacher should be prepared to provide sound advice to students and to newer colleagues on academic matters.

b. Evidence (while in rank at the College of Charleston) should include:

(1) Chair's evaluations since faculty member has been in rank. Chair must provide an annual evaluation the year prior to the candidate's being considered for promotion/tenure.

(2) Internal and/or external colleague statements on teaching.

(3) Evaluatee's narrative of teaching philosophy, methodology, and accomplishments in teaching, advising, and other similar activities.

(4) Recent graduate evaluations on teaching: either all majors or a sample of at least twenty-five students selected randomly from among all majors in the department who have graduated within the past five years and whom the candidate has taught; additional students whom the candidate has taught, who need not be majors in the department, may be added by the candidate in consultation with the Chair. Students must list all courses taken from the evaluatee and the grade(s) received in these courses. In addition, the student must sign the form or letter used for evaluation. The Chair must designate which students are recommended by the evaluatee.

(5) Student ratings from all courses evaluated.

(6) Evidence of teaching effectiveness may also include but is not limited to:

(a) Syllabi, reading lists or bibliographies, policy statements, grading procedures, course goals and objectives.

(b) Samples of evaluatee-prepared and/or supplementary course materials.

(c) Samples of tests, exams, essays, or other assignments.

(d) Participation in curriculum development.

(e) Participation in interdisciplinary courses and programs.

(f) Participation in peer coaching activities and/or observation of classroom performance by colleagues.

(g) Participation in pedagogical conferences, workshops, and field trips.

2. Research and Professional Development

a. Standard

Research and professional development are essential to a professor's ability to carry out the College's educational mission. Research and professional development involve the various activities which increase the faculty member's knowledge and which exemplify scholarly or artistic expertise. It includes, but is not limited to, original contributions to the discipline, creative activities in practice and performance in the fine arts, research in pedagogy, and appropriate studies within and outside one's specialties. The professional educator undertakes research for scholarly or creative production, to maintain currency in the content of courses taught, and to improve pedagogical techniques. The professional educator sustains professional contact with colleagues and engages in continuing professional activities to upgrade and augment existing skills or develop new ones.

b. Evidence (while in rank at the College of Charleston) should include:

(1) Evaluatee's narrative of research and professional development activities.

(2) Both internal and external colleague statements on research and professional activities.

(3) Chair's evaluations since faculty member has been in rank. Chair must provide an annual evaluation the year prior to the candidate's being considered for promotion/tenure.

(4) Evidence of scholarship may include but is not limited to:

- (a) professionally published scholarly books
- (b) academic journal articles
- (c) chapters in scholarly books
- (d) edited volumes
- (e) review essays

- (f) creative literary and artistic works and other creative works.
  - (g) research grants
  - (h) conference papers
  - (i) reviews of candidate's books, performances, etc.
  - (j) scholarly reviews by candidate of books, performances, etc.
  - (k) invited or juried exhibits, concerts, performances, etc.
  - (l) technical reports
  - (m) textbooks, workbooks, study guides, and other published pedagogical materials
  - (n) draft manuscripts
  - (o) professional bibliographies
- (5) Evidence of professional activities may include but is not limited to:
- (a) serving as an officer or a member of a board or committee of an international, national, regional, or state professional organization
  - (b) serving on an editorial board of a scholarly journal
  - (c) reviewing manuscripts for journals and publishers; evaluating proposals for granting agencies
  - (d) chairing or serving as a discussant on a panel at a professional meeting
  - (e) preparing grant proposals and reports
  - (f) conducting professional workshops, seminars, and field trips
  - (g) participating in professional meetings, seminars, workshops, field trips, etc.
  - (h) undertaking post-doctoral studies
  - (i) receiving fellowships and awards
  - (j) serving as a professional consultant

### 3. Professional Service to the Community

#### a. Standard

Service to the College and/or community falls within the responsibilities of a faculty member and is essential to the fulfillment of the College's responsibilities to the academic community and to the attainment of institutional goals. Each faculty member is expected to cooperate in supporting the mission and the goals of the department and the College. Service includes involvement in standing or ad hoc committees of the College faculty, in departmental committees or offices, and in special committees or task forces.

Service includes working with student organizations and non-academic advising, working with community, state, regional, or national organizations, utilizing professional expertise, and working on institutional advancement projects.

b. Evidence (while in rank at the College of Charleston) should include but is not limited to:

- (1) Evaluatee's narrative of service activities.
- (2) Internal and/or external colleague statements on service activities.
- (3) Chair's evaluations since the faculty member has been in rank. Chair must provide an annual evaluation the year prior to the candidate's being considered for promotion/tenure.

4. Specific Criteria for Tenure and Promotion

What follow are minimum criteria for tenure and promotion. Each department may develop additional appropriate criteria, which must be written, available and on file in the Office of the Provost.

a. Tenure and Promotion to the Rank of Associate Professor

Promotion to the rank of Associate Professor is normally awarded simultaneously with tenure. The following criteria are necessary, though not sufficient, for tenure and promotion to Associate Professor. The Associate Professor will hold the highest appropriate terminal degree.

- (1) Tenure and promotion to the rank of associate professor require sustained effectiveness in teaching.
- (2) There must be clear evidence of high promise for continued quality scholarship and professional activity. Since peer refereeing is one criterion of scholarly quality, typically the evidence must include scholarly books or journal articles (or otherwise juried publications, or professionally evaluated performances or exhibits in the arts). All evidence should be evaluated rigorously.
- (3) There should be active and sustained participation in service to the College and, where appropriate, to the community.

b. Tenure for Associate Professors

A faculty member hired as an untenured associate professor must meet the same criteria for Tenure as in section a (immediately above).

c. Promotion to the Rank of Professor

Promotion to the rank of professor requires evidence of continuing quality teaching, research, and service. The following criteria are necessary, though not sufficient, for promotion to Professor. The professor must hold the highest appropriate terminal degree.

(1) Promotion to the rank of professor requires exemplary teaching effectiveness.

(2) Since professor is the highest rank, there must be clear evidence of continuing quality scholarship. Peer refereeing is one criterion of scholarly quality; therefore the evidence must include scholarly books or journal articles (or otherwise juried publications, or professional evaluated performances or exhibits in the arts). In addition to scholarship, sustained professional activity is expected. All evidence should be rigorously evaluated.

(3) There should be active and sustained participation in a leadership capacity in service to the College and, where appropriate, to the community.

d. Tenure for Professors

A faculty member hired as an untenured professor must meet the same criteria for tenure as in section c (immediately above).

5. Nomination of Instructional Faculty to a Higher Rank

When a faculty member becomes eligible for nomination to a higher rank, a nomination may be submitted in the form of a petition from one or more of the following:

- a. the department chair, after consultation with the tenured members of the department, to the Provost;
- b. a majority of the tenured members of the department to the Provost;

service to the community. Because teaching is the primary responsibility of an instructor, evidence of exemplary teaching is expected for promotion. Because professional development is essential to the mission of the College, evidence of a sustained program of quality development must be provided for promotion. Because faculty should be contributing members of the College community and, where appropriate, the community at large, evidence of quality service to the community is expected.

While quantifiable data (numerical items from student evaluations, number of committees, etc.) are important, decisions about promotion must ultimately rely on sound professional judgment.

What follow are minimum criteria for promotion to senior instructor. Each department may develop additional appropriate criteria, which must be written, available, and on file with the Office of the Provost. Once someone has been promoted to the rank of senior instructor, renewal of the five-year contract is not automatic. The process and procedures for renewal will be the same as for promotion to senior instructor.

#### Specific Criteria for Promotion to Senior Instructor

The following criteria are necessary, though not sufficient, for promotion to senior instructor:

- a. Promotion to the rank of Senior Instructor requires sustained exemplary performance in teaching.
- b. There should be active and sustained participation in departmental and college-wide advising programs.
- c. Continued vitality as a teacher is intimately related to professional development. There must be clear evidence of promise for continued development in pedagogy.
- d. There should be active and sustained participation in service to the College, and, where appropriate, to the community.

#### 1. Teaching Effectiveness

##### a. Standard

Teaching is the primary responsibility of faculty at the College of Charleston. Teaching involves communicating knowledge to students and fostering in



continuing professional activities to maintain, upgrade, and augment existing skills or develop new ones.

b. Evidence (while in rank at the College of Charleston) should include:

- (1) Evaluatee's narrative of professional development activities.
- (2) Internal and/or external colleague statements on professional activities.
- (3) Chair's evaluations since faculty member has been at the College.
- (4) Evidence of professional development may include but is not limited to:
  - (a) serving as an officer or a member of a board or committee of a local, state, regional, national, or international professional organization;
  - (b) chairing or serving as a discussant on a panel at a professional meeting;
  - (c) preparing grant proposals and reports;
  - (d) conducting professional workshops and seminars;
  - (e) participating in professional meetings, seminars, workshops, et cetera;
  - (f) completing graduate studies or course work relevant to professional competency;
  - (g) receiving fellowships and awards;
  - (h) serving as a professional consultant;
  - (i) attending workshops, symposia, meetings of regional and national organizations, et cetera;
  - (j) producing scholarly and creative works that are pedagogical in nature, such as media productions, and compiling significant bibliographies, guidebooks, catalogs, study guides, textbooks, or workbooks;
  - (k) all activities appropriate at the professorial ranks.

### 3. Professional Service to the Community

#### a. Standard

Service to the College and/or the community falls within the responsibilities of a faculty member and is essential to the fulfillment of the College's

responsibilities to the academic community and to the attainment of institutional goals. Each faculty member is expected to cooperate in supporting the mission and the goals of the department and the College. Service includes holding departmental offices, serving on departmental committees, and participating in campus and community activities related to the College and to one's professional role. It also includes involvement with standing or ad hoc committees of the College, and special committees or task forces. Service includes working with student organizations and non-academic advising, working with community, state, regional, or national organizations, utilizing professional expertise, and working on institutional advancement projects.

b. Evidence (while in rank at the College of Charleston) should include but is not limited to:

(1) Evaluatee's narrative of accomplishments in service while in the rank of Instructor.

(2) Internal and/or external colleague statements and letters of testimony. The letters shall be solicited by the panel chair. Authors of letters shall be agreed upon by both the panel chair and the evaluatee.

(3) Chair's evaluations since the faculty member has been at the College.

4. Procedures for Third Year Evaluation and Promotion of Instructors

a. Introduction

The third year evaluation is a significant decision point in an instructor's career at the College of Charleston. The result of the third-year evaluation is a decision whether to reappoint an instructor.

Promotion to senior instructor is awarded to eligible instructors at the College of Charleston for meritorious achievement in the three areas: teaching, professional development, and service. A promotion decision is made only once normally in the sixth year.

Eligibility requirements and nomination procedures are outlined in Section IV, part J.

- (d) edited volumes;
  - (e) review essays;
  - (f) creative works, including media production, compilation of significant bibliographies, guidebooks, catalogs, study guides, textbooks, or workbooks;
  - (g) research grants;
  - (h) conference papers;
  - (i) reviews of candidate's books, et cetera;
  - (j) reviews by candidate of books, et cetera;
  - (k) exhibits exemplifying scholarly endeavors;
  - (l) technical reports;
  - (m) draft manuscripts.
- (5) Evidence of professional activities include:
- (a) serving as an officer or a member of a board or committee of an international, national, regional, state or local professional organization;
  - (b) serving on an editorial board of a scholarly journal;
  - (c) reviewing manuscripts for journal and publishers;
  - (d) chairing or serving as a discussant on a panel at a professional meeting;
  - (e) preparing grant proposals and reports;
  - (f) conducting professional workshops and seminars;
  - (g) participating in professional meetings, seminars, workshops, et cetera;
  - (h) completing graduate studies or course work relevant to professional competency;
  - (i) receiving fellowships and awards;
  - (j) serving as a professional consultant.

### 3. Professional Service to the Community

#### a. Standard

Service to the College and/or the community falls within the responsibilities of a librarian and is essential to the fulfillment of the College's responsibilities to the academic community and to the attainment of institutional goals. Each librarian is expected to cooperate in supporting the mission and the goals of the Library and the College. Service includes involvement in standing or ad hoc committees of the College faculty, in

departmental committees or offices, and in special committees or task forces. Service includes working with student organizations and academic advising, working with community, state, regional, or national organizations, utilizing professional expertise, and working on institutional advancement projects.

- b. Evidence should include but is not limited to:
- (1) Evaluatee's narrative of service activities.
  - (2) Internal and/or external colleague statements on service activities.
  - (3) Chair's evaluations since the faculty member has been in rank. Chair must provide an annual evaluation the year prior to the candidate's being considered for promotion or tenure.

4. Specific Criteria for Tenure and Promotion

a. Promotion to the Rank of Librarian II/Third Year Review

Promotion to the rank of Librarian II is awarded simultaneously with the Third Year Review. A Third Year Review should substantiate whether satisfactory progress toward tenure has been made. A Third Year Review may be conducted for untenured librarians at other ranks. The following criteria are necessary, though not sufficient, for promotion to Librarian II and/or Third Year Review.

- (1) Promotion to the rank of Librarian II requires evidence of progress toward meeting the tenure requirement of sustained effectiveness in the area of professional competency.
- (2) Continued vitality as librarians is intimately associated with scholarship and related professional activities. There must be clear evidence of progress toward meeting the tenure requirement for professional growth and development. Traditional publication is not the only medium through which the library profession exchanges information and research findings, although librarianship possesses a growing body of scholarly literature. Workshops, symposia, seminars, meetings of regional and national organizations, et cetera, are also major