Academic Unit Promotion and Tenure Guidelines

University of South Carolina Aiken

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Academic Unit
Promotion and Tenure Guidelines

The documents in this collection set forth the expectations of each department and school for performance of USC Aiken faculty seeking tenure and/or promotion.

During the 2004-2005 academic year, faculty in each department and school at USC Aiken developed a set of guidelines for performance in the areas of teaching, scholarship/creative endeavor, and service. The guidelines were subsequently reviewed by the Academic Council (December 2004) and by the Promotion and Tenure Committee of the Faculty Assembly (Spring 2005) for relative comparability and for consistency with the Mission of USC Aiken. Each department/school is responsible for regular, periodic review of its guidelines and for communicating any revisions to the Office of Academic Affairs.

While each academic unit took a somewhat different approach to defining expectations, each produced a document consistent with but providing greater specificity than the guidelines in Section 8.3 of the USC Aiken Faculty Manual.

The measure of a faculty member's performance is based on the quality of work, not merely the quantity. Therefore, the guidelines developed by the departments and schools should not be interpreted as lists of activities, the fulfillment of which will ultimately guarantee promotion and/or tenure.

The intention has not been to develop mechanical checklists. Rather, the goal has been to clarify unit expectations—to faculty within the unit seeking promotion and/or tenure and to those external to the unit who are involved in evaluating faculty applicants for promotion and/or tenure (i.e., members of the Promotion and Tenure Committee, the Executive Vice Chancellor for Academic Affairs, and the Chancellor).

Suzanne Ozment
Executive Vice Chancellor for Academic Affairs
University of South Carolina Aiken

Department of Biology and Geology
Promotion and Tenure Guidelines

1. **Teaching**

   The faculty of the Department of Biology and Geology are committed to excellence in teaching not only in the classroom but also in the teaching and research laboratory. In the classroom, faculty are expected to encourage critical thinking and expression. In doing so, faculty are encouraged to modify classroom presentations based on their own experiences and research, the primary literature, and other sources of innovation. Undergraduate research is a key component of the biology curriculum. To this end, faculty are expected to directly supervise students in independent research projects. We believe that effective supervision of student research requires faculty to stay current in their own research, forming a direct link between teaching and scholarship.

   Examples of activities and documents useful in evaluating Teaching (not necessarily in order of importance)

   a. Involving students in undergraduate research. Faculty are expected to supervise undergraduate research projects in addition to each faculty member's normal teaching load. The department places great value in the teaching opportunities that occur in the research laboratory.

   b. Letters from colleagues or others who have observed the candidate's teaching or evaluated course materials and assignments.

   c. Letters from students regarding effective teaching.

   d. Objective evaluation of new classroom methods and other innovative approaches to teaching.

   e. Honors and awards for effective teaching

   f. Participation in activities designed to increase knowledge in one's field

   g. Research activities closely related to course content or to teaching technique

   h. Attendance at workshops, seminars, symposia, conferences, and meeting related to one's teaching

   i. Written reports, papers, or workshops presented on teaching methods or teaching philosophy

   j. Peer observations of teaching

   k. Other activities documenting a commitment to teaching. Some examples may include participation in in-service teacher training, the STEP program, and the Gear Up program.

l. USCA SETs and other forms of student evaluations. The candidate will provide a summary of the evaluation results, as well as copies of the evaluations from the last five years

2. **Scholarly Activity**

The faculty of the Department of Biology and Geology values sustained, active research programs that often by necessity involves our undergraduates. In almost all cases, undergraduates are major participants in faculty research. The department places great value on the peer-review process as evidenced by publications in peer-reviewed journals, publicly presented papers, and posters at professional conferences. Extramural funding, while not necessary to show active research activity, is a valued activity of faculty scholarship.

Examples of activities and documents useful in evaluating Scholarly, Creative, Applied Professional Activities (not necessarily in order of importance):

a. Reprints of published articles in peer-reviewed journals or proceedings of meetings. Coauthorship is normal and to be expected in the sciences.

b. Evidence of scholarly presentations at professional or scholarly meetings, conferences, or disciplinary workshops.

c. Evidence of grants or fellowships received including descriptions of work in progress on any grants received.

d. Evidence of awards or prized won for outstanding scholarship.

e. Evidence of invited presentations for seminars off the USCA campus.

f. Letters from colleagues outside the campus who have knowledge of the candidate's scholarly work

g. Evidence of any other relevant activity (e.g., invitation to serve on Proposal Review Panels for external agencies; invitation to assist in curation of specimens for major museums).

3. **Service**

The Department of Biology and Geology recognizes the importance of service. To this end, three types of service may be considered: Service to the unit, college, or university; Service to the discipline; and Service to the community at large when it is related to the faculty member's field of expertise or in promotion of the USCA mission. It is the burden of the faculty member to explain how the service promotes the mission of the university.

Examples of activities and documents useful in evaluating Service (not necessarily in order of importance):

a. Descriptions of service on department, college, or university committees. Service to the unit, college, or university is expected and required. Leadership roles are valued.

b. Other department service (e.g., curriculum development, departmental planning)

c. Service to student organizations

d. Service to professional organizations (e.g., organization officer)

e. Presentations to civic groups or local schools

f. Organization of symposia, conferences, or workshops

g. Service on boards, agencies, or commissions (local, state, and national)

h. Professional assistance to other faculty

i. Service as a department chair, coordinator, or other part-time administrator

Department of Chemistry & Physics
Promotion and Tenure Guidelines

The Department of Chemistry and Physics at the University of South Carolina Aiken embraces the need for flexibility in addressing promotion and tenure issues. Our Department Mission Statement stresses the importance of providing a quality educational experience for all of our students in both the classroom and lab. Instrumentation and equipment within the department are intended primarily to support that educational mission. The department will continue to hire faculty who support the educational mission by having a strong desire to enhance their teaching skills in both the classroom and lab and who see this enhancement as a continual process. Because the department does target its resources towards our educational mission, department faculty have had to begin scholarly activities here in areas that are compatible with our instrumentation and facilities whether or not the work is related to the research in which they developed expertise during graduate school or postdoctoral work. Pedagogical research is an excellent alternative to laboratory type research as evidenced by numerous publications in the Journal of Chemical Education and elsewhere. The department also follows the model of faculty mentor/student apprentice in our research and scholarly activities and therefore strongly encourages involvement of our undergraduate students in those activities at all levels. Because of the value we place in this model and the strong interactions that occur between faculty and undergraduates, we accept that a slower pace of research activity may occur than might otherwise be expected should graduate students and other professional researchers be involved. Under these circumstances, the department believes that it would be unwise to establish rigid guidelines and schedules for promotion and tenure apart from those already in place at the campus level.

In the past, faculty members have taken a variety of routes to scholarly productivity, some of which were never anticipated and yet became highly beneficial to the faculty member, department, and university. Activities such as curriculum development, web site construction, and data base development are just a few examples of how creativity and ingenuity can prompt scholarly activities that fall outside of traditional laboratory/computational research. It has been the responsibility in the past of each faculty member in close consultation with others in the department and the department chair, to set goals and time lines, to arrange annual activities such that progress can be made in the areas of teaching, scholarship, and service, and to document the level of those activities. It is entirely possible that a truly significant effort in one area may be more important than several smaller contributions in that or other areas. Only the faculty member, in conjunction with the chair, other department members, and possible outside reviewers would be in a position to make that case. We expect faculty seeking tenure or promotion to continue to make their case by building a strong file that provides support for their request. A reading of a faculty member's file by someone outside the department should contain substantial explanation by all persons who contribute to that file as to how the activities demonstrate the appropriate level of performance, whether that level is sustained, significant, active, effective, or outstanding. This will allow our small department the ability to help faculty contribute in whatever ways their career develops.

None of this is outside of the present campus and system wide guidelines for promotion and tenure, which are stated specifically in the Faculty Manual. Quality, conscientious teaching goes beyond student perceptions of activities in the classroom.

*Our department will continue to seek evidence of faculty progress towards the <u>stated goals of their own courses</u>.

*We will expect that a faculty member will contribute their expertise to others in the department in the areas of course and lab development.

*We will continue to expect that faculty members will work as team members for the benefit of a particular course sequence, as was done in achieving the departmental goal of integrated lab/lecture.

*We will also expect faculty members to recognize the contributions that their particular upper division courses make to our highly sequential program and to plan those courses accordingly.

These ideas require continual effort, attention, and contribution from all faculty including those who are new to the department or who are seeking promotion.

Scholarly activities can be varied and wide ranging or focused in one area. The recognized aim for our department is to disseminate whatever each of us has learned or developed to the larger professional audience.

*The dissemination of new information lies traditionally but not exclusively in peer reviewed activities.

*Presentations at conferences, poster sessions, magazines articles, or published book reviews and textbooks are just a few of the many ways faculty can demonstrate scholarly activity outside of traditional peer review publication.

*Creative activities certainly undergo a different form of evaluation apart from traditional peer review.

*Soliciting research funding is clearly a scholarly activity but is not necessary for scholarly activity to occur. Our department will continue to applaud the efforts and successes of those seeking external funding but will see this as one of many possible scholarly pursuits.

*We reasonably expect some measure of success in bringing projects forward through peer review, to either presentation, publication, or grants prior to application for tenure or promotion although, as mentioned already, it is difficult to be more specific.

In terms of service, the department expects all faculty members to maintain an active service agenda.

*There are many opportunities for campus service through election to standing committees, volunteering for various subcommittees, involvement with external department or school searches, or ad hoc committee assignments.

*Within the department, service is expected to help maintain instrumentation and equipment, to help keep department records or statistics, to help with department decisions and direction, to be fully engaged in the coordination of curriculum across the program, and a variety of other tasks.

*Service and leadership to the profession can entail being a peer reviewer for proposals or manuscripts, national and local professional society

participation and committee work, or professional conference activities and assignments.

*Community service opportunities are possible as faculty members can participate fully in local events such as SEED or Regional Science Fair, demonstrations or teacher workshops locally and across the state, help develop our department as a community resource, or a variety of other interactions that require our professional expertise.

Towards a clearer understanding of the promotion and tenure guidelines already established for this campus, the Department of Chemistry & Physics offers several definitions and explanations that will apply for future reference:

1) Multiple author papers are routinely encountered in chemistry and physics since most laboratory work is labor intensive and requires the efforts of more than one participant. The faculty mentor/student apprentice model used in our disciplines invites contributions from student researchers to larger studies of broader significance directed and overseen by a single research faculty. Students may work simultaneously on different aspects of a project or sequentially using previous students' results as a starting point for their own investigation. As provided in the ethical considerations guidelines of the American Chemical Society, "The co-authors of a paper should be all those persons who have made significant scientific contributions to the work reported and who share responsibility and accountability for the results."

2) Some areas of investigation lend themselves to collaborative work with more than one senior investigator, especially when a common area of interest can draw from two different backgrounds and areas of expertise or different skills. Quite often each senior investigator brings the skills and capabilities of their own research students to bear on the research question. Collaboration is driven by the needs of the investigation, the nature of the research, or the funding opportunities and in no way should detract from the significance of any contribution to the final product.

3) In chemistry and physics, no distinction is made among journals as to their publication origin, either national or international.

4) The listed order among multiple authors in any presentation is not a distinguishing feature. The only usual distinction in authorship is that of the corresponding author whose role could be anything from work coordinator to presenter to lead author to research director or some combination of these.

5) The idea of journal acceptance rate is not applicable in chemistry or physics. Most if not all journals in these fields are peer reviewed with the goal of that process being manuscript refinement so that it is acceptable in terms of science and presentation. Once accepted, publication occurs according to the journals schedule, which may be six months to two years depending on the backlog of accepted articles. The significance is in passing the scrutiny of the peer review process.

6) The apparent "rate" at which a faculty member appears on publications depends on the nature of the involvement. For faculty participating in multi-investigator projects, more frequent publication could be expected (although this depends on the nature of the work). For faculty pursuing projects on which they are the sole experienced investigator and undergraduate students are responsible for the bulk of the laboratory work, publication rates may well be lower. The department recognizes the validity of both approaches and leaves the choice to the individual faculty member. It will be up to the faculty member and those individuals writing supporting letters to justify the work as sustained, significant, or both.

7) Authoring books based on the discipline of chemistry and physics, be they specific, general, popular, or textbook, would be viewed as fine examples of scholarship.

8) It is not unusual for a topic or title to appear multiple times in a vita during the normal course of project growth from funding, to presentation, to publication. Duplication is avoided by submission of an abstract to conference organizers and peer review in publication. In our profession, any presentation or manuscript is seeking to add to or enhance information that is already available and therefore contains some unique aspect when compared to previous work although the title may be similar.

9) It is important to keep in mind that those who organize professional meetings for chemistry and physics actively encourage poster presentation over formal talks for two reasons. First, scheduling a large number of talks is problematic, particularly at large conferences, and attending one talk precludes attendance at others. Second, the more conversational atmosphere and the allotted time for a poster session provides a way for all attendees interested in several topics to interact with the presenters and initiate fruitful discussion. This could never be done in the talk format. It is now very common for a presenter to be assigned to a poster session and they would need to make a special and justifiable request for the presentation to be in a different format.

10) It is clear that the P&T Guidelines in the Faculty Manual accept and expect faculty to have an option in making a distinction between their efforts in service and scholarly activities. It is also clear that teaching activities have a primary role in the efforts of a faculty member and in the P&T decision. The department accepts this position fully and would expect faculty to be explicit in their P&T files as to the distinction they have made for their efforts in service and scholarly activity. Faculty would still need to make their case for performance in all three areas at a level consistent with the Faculty Manual.

Department of Psychology
Promotion and Tenure Guidelines

Teaching

The faculty of the Department of Psychology are held to high standards of teaching excellence, as evidenced by consistently positive teaching scores based on student evaluations (e.g., standardized scores corresponding to categories of "good" or better). Other indices of teaching excellence ought to include, but are not limited to, positive peer reviews of classroom instruction by other faculty within the department, positive written comments from students (i.e., either on the forms accompanying the standardized student evaluations or by other means, including email, notes, letters, etc.), and positive feedback from alumni or community members. Incorporation of feedback incurred from such indices will be viewed as continued commitment to the improvement and fine-tuning of the teaching enterprise. Faculty should "stay current" by incorporating technology into their courses and by making appropriate curriculum updates. Faculty are encouraged to make lecture modifications based on current trends in the empirical literature, recent publications of innovative texts, self-evaluation, incorporation of new hands-on exercises or demonstrations, and any other relevant domain.

Additionally, faculty should maintain consistent involvement in the supervision of undergraduate students in independent study and research, honor's theses, and/or honor's contracts. Faculty are also responsible for active supervision of and involvement in graduate students' master's theses (e.g., chairing committees, serving on committees, reviewing student papers, assisting with research design and paper formatting). Clinical faculty are expected to effectively supervise graduate students in clinical training and applied clinical work. Moreover, faculty are expected to extend their pedagogy outside of the classroom and laboratory by being available for student questions and concerns on a year-round basis (both within and outside of office hours), effectively and accurately advising students majoring in psychology, keeping abreast of curriculum changes and requirements, mentoring and guiding students on career or graduate school paths, and mentoring or assisting other faculty in their professional development. Faculty are also encouraged to publish any research that they have conducted on teaching and/or to review textbooks in their areas of expertise.

Examples:

- Consistently positive student evaluation of teaching standardized scores
- Peer reviews of classroom teaching
- Positive written comments from students
- Positive feedback from alumni
- Consistent activity supervising students in independent study and research
- Effective supervision of students in honors thesis and honor's contracts
- Effective supervision and involvement in master's theses

- Effective supervision of students in applied clinical work
- Demonstration of active and effective advising of students
- Mentoring other faculty in teaching
- Attendance and participation in conferences/workshops on teaching or clinical work
- Curriculum developments and changes to improve effective teaching
- Evidence of innovative and successful incorporation of technology into courses
- Publication of research on teaching
- Textbook review

Scholarship

The faculty of the Department of Psychology values sustained, active research and other scholarly work which is put to the scrutiny of professional scholars outside the department. Such work is often submitted for collegial review; peer-reviewed publications, publicly presented papers and posters at professional conferences are significant evidence of such accomplishment. Additionally, invited technical reports, community professional consultation/intervention, program evaluations and work in editing and reviewing scholarly work by outside professionals is viewed as evidence of the development of ability and repute. There will be multiple catagories of evidence of scholarly activities.

The faculty of the department, further, views participation in continuing education and scholarly workshops as a valued endeavor and we particularly encourage faculty scholarship that includes students as colleagues. The supervision of Honors and Master's Theses is recognized as a scholarly endeavor.

Annotated examples:

- Development of an active, sustained, and productive research program
    - Basic or more applied research may include animal, survey, longitudinal, experimental, or statistical review of data collected previously; must involve empirical data collection and/or analyses rather than library research or reviews
- Publications in peer-reviewed scholarly journals, chapters in edited books, or books (Several products will be expected)
    - Collaboration is common; order of listing of authors generally represents extent of contribution to final product
- Acceptance of paper/poster presentations at peer-reviewed conferences (Several products will be expected)
    - Poster presentations are the usual format for presentation of empirical research; poster presentations are generally derived from empirical

research and are usually accompanied by a longer manuscript; each presentation should represent original work; national/international generally of more value than regional and state

- Submission and award of internal or external grant funding
    - Effort often similar whether or not submission is funded; often a collaborative effort; should be for empirical research
- Involvement of students in research activities
    - Evidence includes student participation for course honor's credit, independent study supervision, or honor's theses; students' should receive credit for their contributions with their names on presentations and publications
- Supervision of Honors and Master's Theses
    - Takes up as much time as a class; regularly scheduled meetings with student; continual monitoring and review of student efforts;
- Professional consultation and applied interventions
    - Empirical research, including intervention, data collection and preparation/dissemination of outcome results, generally used on a local or state level
- Preparation/dissemination of technical reports, program evaluations, etc.
    - Same amount of work as empirical research study, but generally used on a local or state level for program development and modification
- Journal or conference reviewer
    - Review of others' research
- Service on Editorial Boards of scholarly publications
    - Review of others' research
- Peer reviews of published research
    - E.g., published book reviews
- Participation in continuing education, clinical workshops
    - May be daily or week-long workshops on new techniques in data analysis, methodology, or use of national data bases.

Service

In the Psychology Department, service can consist of a variety of activities. Membership, especially in leadership roles, on Faculty Assembly committees, campus–wide committees, task forces, and USC system committees are all valued and required. Active involvement in departmental matters such as search committees, planning activities,

undergraduate and graduate thesis committees and special projects is also evidence of service. Advising student organizations and participation in and presentations at university events also qualify as service. Externally, involvement with community and state agencies, membership in national, state, community boards, compensated/uncompensated consulting activities, participation in community events (e.g., professional presentations, membership), and participation in other projects utilizing faculty professional expertise is encouraged under the service component for promotion and tenure.

Examples:

- Service, especially in leadership roles, on University committees
- Active involvement in Department activities
- Service on thesis committees
- Involvement with Community and State agencies utilizing faculty professional expertise
- Service to the profession, such as officer positions in professional societies
- Advising of student organizations
- Professional consulting activities
- Participation and presentations at university and community events
- Mentoring other faculty in service activities

Department of Mathematical Sciences Promotion and Tenure Guidelines

Teaching
Criteria for Excellent Teaching include, but this list is not exhaustive:

(i)   Preparation for class. This can be reflected in the form of a collection of class notes, handouts, examples, exams, and textbooks consulted for notes and examples. These can form part of a teaching portfolio.
(ii)   Studies designed to further one's knowledge and to keep abreast of advances in the Mathematical Sciences or related discipline.
(iii)Positive student evaluations, and consistency of such.
(iv)Peer evaluations of classroom teaching.
(v)   Attendance/participation in teaching related conferences.
(vi)Effective use of technology as a teaching tool.
(vii)   Supervision of honors contracts or student research projects.
(viii)   Teaching awards.
(ix)   Development of new courses or major revision of existing courses.

The candidate for tenure/promotion can elaborate on any aspect of the above in his/her file. An objective evaluation, by another faculty, of the candidate's student evaluations for the past five or more years is desirable.

Service

Criteria for Excellent Service include, but this list is not exhaustive:

(i)   Serving on university committees.
(ii)   Serving on departmental committees.
(iii)Assisting with the annual USCA Math Competition for high schools.
(iv)Advising Math/CS club.
(v)   Advising student competition teams.
(vi)Holding office in a professional organization.
(vii)   Conference organizer, coordinator, or session chair.
(viii)   Acting as judge in math/science related competitions.
(ix)   Conducting teacher development workshops for area schools.

The candidate for tenure/promotion can elaborate on the nature of his/her involvement in any of the above.

Scholarship

Criteria for Excellent Scholarship include, but this list is not exhaustive:
(i)   Publications in research journals. Both peer-reviewed and non-peer-reviewed publications (either research or teaching) should be considered for

tenure/promotion. Publications in interdisciplinary journals should be considered as equal to publication in mathematics or computer science journals, especially when the article concerns an application of mathematics or computer science. The length of the paper does not necessarily reflect the quality of the paper. It is not unusual for a quality Math/CS paper to be 3–15 pages long. The quality of the paper can be judged from the prestige of the journal in which it appears or by colleagues.

(ii)   Demonstration of a focused program of research.

(iii)   Publication in teaching journals.

(iv)   Conducting workshops at academic/professional conferences.

(v)   Presentations in teaching or research related conferences.

(vi)   Publication of research monographs, or chapters in such.

(vii)   Editor/reviewer of professional journal.

(viii)   Discipline-related consulting work.

(ix)   Publication of textbooks.

(x)   Application for grants and fellowships.   The competitiveness of the fellowship or grant and the external or internal nature of the grant are important criteria for evaluation. Awarding of grant funding is indicative of the importance of the work.

(xi)   Technical reports in applied mathematics or computer science.

(xii)   Presentations in USCA Mathematical Sciences colloquia.

The candidate for tenure/promotion can elaborate on any aspect of the above in his/her file. Letters from outside experts assessing the importance of your research can be quite effective.

The candidate should include support letters from colleagues. [To this end interaction and talking with colleagues about teaching matters, and mathematical matters are helpful.]

Department of Exercise and Sports Science Promotion and Tenure Guidelines

I. Teaching

Teaching responsibilities include classroom instruction, laboratory instruction, academic advisement, and a broad range of additional faculty-student instructional activities.

The following traits are valued in an effective teacher: command of subject matter; familiarity with advances in one's field; organization and presentation of material in an effective and logical manner through the use of a variety of methods; active involvement of students in the learning process; capacity to instill in students an awareness of the general objectives of one's discipline; ability to make one's discipline relevant to the students' lives and values; ability to guide advanced students to creative work; maintenance of a high standard of achievement among students and fairness and good judgment in grading students' performance.

The primary area of teaching to be evaluated is the faculty member's performance in conducting his/her courses. Also valued are other activities that demonstrate commitment to teaching or the teaching mission of the institution. An outstanding teacher is expected to achieve and exhibit these commonly valued traits to a higher degree.

Examples of activities and documents useful in evaluating teaching include:

- Effective classroom performance as measured by student feedback, colleague observation, and faculty member self-evaluation
- USCA standardized student evaluations and other student evaluations. The candidate shall provide a summary of the results of the evaluations as well as copies of the evaluations for the last five years.
- Letters from colleagues and/or others who have observed candidates' teaching and/or evaluated course materials and assignments
- Letters from students
- Evaluation by the Department Chair through student feedback, colleague observation, and faculty member self-evaluation of new classroom methods and other innovative approaches to teaching
- Honors and awards for effective teaching
- Participation in activities designed to increase knowledge of one's field
- Research closely related to course content or to teaching technique
- Advisement and counseling of students
- Attendance at workshops, seminars, symposia, conferences and meetings related to one's teaching
- Involvement of students in research activities
- Development of laboratory manuals and course package material

II. Scholarly/Creative/Applied Professional Activities

Scholarly/creative/applied professional activities of faculty shall be evaluated. In an institution whose primary mission is teaching, scholarly/creative/applied professional activities that enhance teaching and curriculum development shall be valued. In addition, the faculty member's scholarly contribution in the traditional sense to his/her academic discipline, and creative activity characteristic of or related to the academic discipline shall be valued. In any endeavor, the quality of the work is more important than the quantity. As the list of examples of documentation below indicates, many kinds of scholarly/creative/applied professional activities may be valued. Strong value will be placed on research initiated and completed at USCA, research involving students, and grants that have brought funds or equipment to the Department of Exercise and Sports Science.

Examples of activities and documents useful in evaluating Scholarly/Creative/Applied Professional Activities include:

- Refereed (using a peer review process for acceptance) professional journal articles
- Scholarly presentations at professional conferences, including poster sessions
- Written presentation of case studies in refereed professional journals
- Professional textbooks, chapters within a textbook, or text supplements
- Funded grants and submitted grants (lesser value versus those funded)
- Awards or prizes won for scholarship or applied professional activities
- Letters from colleagues from within or outside the campus who have knowledge of the candidate's scholarly/creative work or applied professional activities
- Descriptions of scholarly or creative work in progress
- Non-peer reviewed publications

III. University, Professional, and Community Service

Three categories of service will be considered. The categories of service, 1) University, 2) Professional, and 3) Community, are listed in descending order of importance. For any committee, being the Chair carries more weight than being a Member.

Examples of university service include:
- Contributions to the effective functioning of the academic department, college, and university as a whole. The specific contributions will be documented by the Department Chair and will reflect the faculty member's participation in day-to-day operations.
- Chair/member of Faculty Assembly committee
- Chair/member of Faculty Assembly sub-committee
- Chair/member of ad hoc campus committee
- Chair/member of a search committee for an EXS position

- Chair/member of search committee for another department
- Chair/member of departmental committees, such as the Athletic Training Application Concentration Committee
- Chair/member of a departmental or university task force

Examples of professional service include:
- Proctoring exams for the American College of Sports Medicine, the National Athletic Training Association, or other professional certification organizations
- Service on professional accreditation teams
- Service at professional conferences including chairing presentation sessions
- Organization of symposia, conferences, workshops
- Leadership positions in professional organizations
- Reviewer of manuscripts, textbooks, and/or grants
- Participation in workshops for the American College of Sports Medicine, the National Athletic Training Association, or other professional organizations

Examples of community service include:
- Service to the community at large, when it is related to the faculty member's field of expertise or when it promotes the mission of USCA
- Service to Aiken Regional Medical Centers or other hospitals
- Service/presentations related to one's field to student organizations, including university groups
- Presentations related to one's field to community organizations, civic groups, or local schools
- Service on boards, agencies, and commissions (local, state, and national) related to one's field
- Membership in community groups related to one's field

Note: For Teaching, Scholarly/Creative/Applied Professional Activities, and Service, the faculty member is responsible for burden of proof and documentation. For Teaching, Scholarly/Creative/Applied Professional Activities, and Service, remuneration will neither lesson nor increase the value of such contributions in evaluating the candidate's performance.

Department of English
Promotion and Tenure Guidelines

TEACHING:

The Department of English values effective teaching and concurs with the following extended definition: "Teaching comprises classroom instruction and a broad range of faculty-student relationships. Individual attributes may vary, and the extent to which individuals exhibit an attribute may differ, but the following traits are commonly valued in an effective teacher: command of subject matter; familiarity with advances in one's field; organization and presentation of material in an effective and logical manner through the use of a variety of methods; active involvement of students in the learning process; capacity to instill in students an awareness of the general objectives of one's discipline; ability to make one's discipline relevant to students' lives and values; ability to guide advanced students to creative work; maintenance of a high standard of achievement among students; and fairness and good judgment in grading students' performance" (Faculty Manual).

In the documentation of effective teaching, the Department of English recognizes the following indices:

- consistently positive teaching scores based on standardized student evaluations (e.g. scores corresponding to the category of "good" or better)
- positive peer reviews of classroom teaching
- positive written comments from students (either on the forms accompanying the standardized student evaluations or by other means, including letters and email)
- positive feedback from alumni or community members
- commitment to effective supervision of students in senior research, honor's work, job shadowing, and independent study
- commitment to extending educational experiences beyond the traditional classroom (either to the current student population in the context of workshops, such as those that are part of the English Department Workshop Series, or to other audiences, such as the Academy for Lifelong Learning or those individuals in the community engaged in continuing education)
- evidence of mentoring other faculty in pedagogical matters
- conducting workshops on teaching methods
- invited guest lectures in the classes of colleagues
- evidence of the use of material gleaned from attendance at/participation in teaching workshops and academic conferences
- creating new courses
- modification of course syllabi and assignments to improve teaching
- evidence of the development and application of innovative classroom strategies

textbook reviews

evidence of reflective teaching practices

demonstrated contribution to student achievement that is rewarded by
student publication or other forms of external student recognition

RESEARCH/CREATIVE ACTIVITY:

The Department of English values active engagement in research, both traditional and applied, and creative endeavors. The following lists reflect the traditional hierarchy of academic values; however, an individual's contribution in each category must be considered in the context of the USCA Mission Statement and the mission of the USCA Department of English. Nevertheless, for tenure-track faculty, several refereed products are expected by the critical year.

In the area of **traditional scholarship** (discovery and interpretation), the Department of English recognizes the value of the following discipline-related work:

publication of full-text monographs or books (single authorship or multiple
authorship)

publication of chapters/articles in edited books, including reference volumes
and encyclopedias

publication of refereed articles in scholarly journals

publication of book reviews in academic journals and literary magazines

publication of articles in academic electronic journals or on academic web
sites

presentation of papers at academic conferences (more weight given to
refereed work; potential audience scope and size considered)

In the area of **applied scholarship** (the application of professional knowledge), the Department of English recognizes the value of the following discipline-related work:

publication of textbooks

publication of chapters and articles in pedagogical books

publication of articles in pedagogical journals

presentation of papers on pedagogical topics at academic conferences (more
weight given to refereed work; potential audience scope and size
considered)

participation on panels at academic conferences (more weight to invited
participation; potential audience scope and size considered)

editing of books and journals

creation and management of discipline-related web sites

conducting workshops at academic/professional conferences

active membership on editorial boards

manuscript review (prepublication screening) for academic presses/journals/
literary magazines

writing research-based, discipline-related grant proposals
(more weight given to successful award of grant)

reviewing discipline-related grant proposals

participation in faculty exchange programs, NEH institutes
discipline-related consulting work

In the area of **creative activity**, the Department of English recognizes the value of the following work:
publication of full-length volumes of poetry/fiction/drama/creative nonfiction
publication of chapbooks of poetry/fiction/creative nonfiction
publication of single works in edited anthologies
publication of single works in journals and literary magazines
publication of creative work, including feature articles and weekly columns,
in mass media publications, including magazines and newspapers
presentation of creative work at professional conferences to an audience
of peers
public readings of creative work on this campus or other campuses

SERVICE:

The Department of English values active service to the campus, to the profession, and to the greater community.

In the area of **university service**, the Department of English recognizes the value of the following work (not necessarily listed in order of importance):
active membership on Faculty Assembly and ad hoc campus-wide
committees (more weight given to the assumption of a leadership
role)
active membership on accreditation committees (either institution-wide like
SACS or discipline-based like the SC Department of
Education)
administration of campus units and programs
active membership on department-based committees (assessment
committees, search committees, other ad hoc committees; more
weight given to leadership role)
active involvement in the department's ongoing assessment of general
education (grading of freshman folders, junior portfolios)
student advisement and counseling (although the Faculty Manual lists this
activity in the category of teaching, the English faculty consider
academic advisement as optional campus service)
advisement of student organizations (Sigma Tau Delta, Broken Ink, etc.)
mentoring of new faculty as coordinated by the Office of Academic Affairs
Note: For tenure-track faculty, campus service beyond the departmental level is expected by the critical year.

In the area of **professional service**, the Department of English recognizes the value of the following discipline-specific work:
holding office in a professional organization

organizing and chairing sessions at professional conferences
active membership on standing committees of professional organizations
active membership on accrediting bodies/participation in site visits

In the area of **community service**, the Department of English recognizes the value of the following discipline-related work.
conducting in-service/teacher development workshops for area schools
providing discipline-related service to the public schools (judging academic
tournaments, membership in school-related organizations, etc.)
providing discipline-related service to community organizations (judging
essay competitions, etc.
presentations/talks to school and community groups (book clubs,
local libraries, etc.)
presentation of creative work to public school and community groups

Note: These lists in all three categories of faculty performance are meant to be neither exhaustive nor prescriptive. In building their files, candidates for tenure and promotion bear the ultimate responsibility for providing proof of and context for each item on their respective lists.

Department of History, Political Science, and Philosophy
Promotion and Tenure Guidelines

The Department Chair, the first instance of review in the Promotion and Tenure process, will apply the following guidelines in deciding whether or not to recommend the candidate for Promotion and/or Tenure. These are not new guidelines and criteria, but are rather the articulation of criteria already in use by this Department for this purpose. It is our hope that the evaluators above the Department Chair level continue to accept and respect these criteria. It is also our intent to provide new faculty members with more specific and thereby more helpful and accurate criteria as measures of their academic accomplishments as they prepare for the promotion and tenure process.

The criteria presented in these guidelines by no means constitute a formula generating a quantifiable final result. Qualitative rather than quantitative criteria must guide the evaluation process. In stressing the qualitative over the quantitative we recognize and encourage scholarly creativity and defend academic freedom from any sort of "check list" of academic productivity and accomplishments. In order to ensure optimal consideration of all subjective and creative factors, responsibility rests with the candidate to demonstrate in persuasive narrative form whether the particulars of one's performance and productivity in the areas of **teaching, scholarship**, and **service** deserve the qualifiers *effective, outstanding*, *active* or *significant.* Likewise we believe it is the duty of the reviewers to take these specific explanations into consideration as they weigh the merits of a candidate's accomplishments.

A candidate for promotion and tenure must first consult the USCA guidelines for P&T as found in section 5.6 of the *USCA Faculty Manual. The Manual* distinguishes certain subjective summary modifiers or adjectives corresponding to levels of quality of activities in the three traditional areas of evaluation: **teaching, scholarship,** and **service** for promotion and tenure. This Department applies these modifiers to the respective levels of promotion and tenure when evaluating these three main areas of faculty activities. These apply as follows:

Teaching

For tenure and promotion to Associate Professor, "candidates are expected to offer evidence of *effective* teaching."

For promotion to Full Professor or tenure at the rank of Full Professor, "candidates are expected to offer evidence of *outstanding* teaching."

Scholarship

For promotion to Associate Professor and/or tenure at that rank, candidates are expected to demonstrate *active* or *significant* scholarly/creative/applied professional activities (scholarship) in combination with *active* or *significant* service. (The candidate must demonstrate *significant* performance in at least one of the two areas).

For promotion to Full Professor or tenure at that rank, candidates must offer evidence either of *sustained significant* scholarly/creative/applied professional activities (scholarship) in combination with *active sustained* service, OR *sustained, active* scholarly/creative/applied professional activities (scholarship) in combination with *outstanding* service.

Service

For promotion to Associate Professor or tenure at that rank, candidates are expected to demonstrate *active* or *significant* service in combination with *active* or *significant* scholarly/creative/applied professional activities (scholarship). (The candidate must demonstrate *significant* performance in at least one of the two areas).

For promotion to Full Professor or tenure at that rank, candidates must offer evidence either of *sustained active* service in combination with *sustained*, *significant* scholarly/creative/applied professional activities (scholarship), OR *outstanding* service in combination with *sustained, active* scholarly/creative/applied professional activities (scholarship).

Modifiers

The faculty of this Department as well as the faculty of USCA in general recognize the individuality of faculty members in terms of creativity and academic interests. Therefore Section IV.4 of the P&T guidelines states that Criteria . . . "must allow for individual uniqueness and creativity in performance and to value differences within and between disciplines. (Faculty members should not be expected to perform alike or to be equally strong in all areas.)" With this section of the P&T policy in mind, we suggest the following definitions and elaborations of the modifiers (*effective, outstanding, active* and *significant*) as they are used to distinguish the quality levels of the three areas of faculty responsibility when evaluating history, political science and philosophy faculty:

Modifiers Related to Teaching:

Candidates as well as evaluators must keep in mind that Teaching is the primary responsibility of the USCA faculty and that the principal area of teaching to be evaluated is the faculty member's performance in conducting his/her courses. *Effective* teaching, which is required for promotion to Associate Professor and/or Tenure at that rank, involves demonstrating that students are offered opportunities to learn, to create and

discover in challenging and varied ways. The traits that the candidate must demonstrate as an *effective* teacher are those presented in the USCA P&T guidelines:

- command of subject matter
- familiarity with advances in the field
- using a variety of methods to effectively and logically organize and present material
- active involvement of students in the learning process
- instilling in students an awareness of the general objectives of the discipline
- making the discipline relevant to students' lives and values
- guiding advanced students in creative work
- maintaining high standards of achievement and fairness in grading
- and any other activities that demonstrate commitment to teaching

Outstanding teaching, which is required for promotion to Professor and/or Tenure at that rank, takes *effective* teaching to a higher level. The *outstanding* professor will not only demonstrate all the elements of *effective* teaching, but will also demonstrate the ability to sustain that same *effective* teaching over a longer period of time.

As evidence of achieving these goals and being an *effective* teacher the candidate should provide documentation that verifies meeting these goals and should explain in narrative form how he/she meets these goals. The candidate may include the following (except where required is noted) as evidence of *effective* teaching, though this is not an exhaustive list:

- Standardized evaluations as well as self-designed evaluations
  - Submission of standardized evaluations is required. Written evaluations or self-designed evaluations are optional, but recommended. Student evaluations are a significant component of the review process, but by no means are the sole determinant in evaluating teaching.
- Self-critique of one's teaching is strongly recommended. The critique along with student evaluations and peer observations constitute the most important items in the teaching file. Topics covered in the critique include but are not limited to:
  - Descriptions of new teaching methods and their objective evaluation.
  - Discussion of research activities closely related to course content or to technique, including papers presented and publications.
  - Numbers of course preparations.
  - Regular revision of course content to keep up to date in field or with content.
  - Evaluating success or failure of applying new methods or technology to course.
  - Efforts to enhance interdisciplinary collaboration at USCA.
  - Efforts to internationalize the curriculum.
- Peer observation reports, along with student evaluations and the self-critique carry significant weight in evaluating teaching.

- Letters from former students, especially unsolicited testimonials, are valuable additions to a teaching file.
- New course syllabi and/or other evidence demonstrating course updating.
- Discussion of one's role in directing internships, independent studies, honors theses, and honors courses. The Department especially values collaborative faculty-student projects.
- Discussion of Advisement responsibilities, with added weight given to First Year advisement and advising special groups such as pre-law.
- Developing and presenting new forms and programs of teaching, such as internet courses or distance learning that require extra time and effort will add considerable value to a file.
- Teaching workshops, seminars, and symposia attended. Demonstrating the integration of lessons learned from attending these venues will add value to a file.
- Serving as a guest instructor or lecturer.

As evidence of *outstanding* teaching, which is required for promotion to Professor, the candidate must demonstrate a continuing and sustained effort at maintaining the performance level of an *effective* teacher. One may submit the same evidence offered to verify *effective* teaching, but this evidence must reflect one's *effective* teaching performance extended over a longer period of time. In addition, honors, awards and recognition for teaching excellence and innovation shall add significant value to making a case for an *outstanding* teacher.

Modifiers Related to Scholarly/Creative Activities:

Distinguishing between *active* and *significant* scholarly/creative/applied professional activities is both difficult and problematic. For our disciplines, *active* refers to someone who does some kind of research and writing regularly, presents it in some setting, periodically has some of that work published or used (if it is applied research), and serves as a professional reviewer of others' work as either a panel discussant or reviewer. How often these things are done cannot be precisely specified because that depends on the scope, difficulty, available materials and resources, and time demands of the tasks attempted. Our disciplines often require extensive research over long periods of time in order to prepare even a conference paper, not to mention publishable articles or books. In our fields grants are much scarcer and are usually quite small compared to those in the physical sciences and do not play as great a role in the overall evaluation of one's record. In short, *active* means evidence of on-going work and research and being able to demonstrate these scholarly activities—whether it is writing a grant, gathering data in the field or in archives, or writing or rewriting for a publication, a book, or an applied project. Some projects might be done quickly, like a book review or journal article review, while others may take years.

Significant scholarly/creative/applied professional activities involve a greater level of activity and/or a higher level of success in presentation, publication and/or application.

Various acceptable outlets for publication and presentation exist, ranging from edited journals and books, to texts, peer-reviewed journals and Web based outlets. Some are more demanding than others. Although precisely rating the level of each journal is difficult, peer-reviewed works in scholarly journals and other media rank higher and carry with them a greater value. Other factors such as whether a journal is a top national or international periodical in the field or whether a conference is a major scholarly gathering are considered when evaluating a piece of work. One book written over several years for a well-known press is certainly *significant*, as would be a number of combinations of other activities. Being recognized as a leading scholar in some special field of expertise in the discipline as the result of one's history of work, as evidenced by being invited to make presentations or write pieces about that work, is usually proof of *significant* activity.

In short, the evaluation of *active* refers to the scholarly/creative/applied professional work of someone who is engaged in an ongoing way in these activities, with some success in presenting the results and sharing them with peers. *Significant* scholarly/creative/applied professional activities implies a higher level of success in presenting the results and/or producing works that have a notable impact on the discipline, or on the community in the case of applied research. A critical criterion in evaluating a *significant* scholarly product is acceptance and acknowledgement by peers in the discipline. Generally speaking, the more rigorous the peer review or editing process and the more extensive the research and longer the work, the more it will be valued. The department values both traditional and applied creative and scholarly activities, as illustrated in the list of examples below:

In the area of **scholarship**, the department values the following work (not an exhaustive list) as contributing to *active* scholarship:

- Entries in a reference volume or encyclopedia, though several contributions of this type over time, along with other scholarship, may amount to *significant* scholarship.
- Non-peer-reviewed contributions, although several such contributions over time or contributions to large audiences could amount to *significant* work.
- Editing books and reviewing works under consideration by publishers and journals (both printed and electronic) may be evidence of either *active* or *significant* scholarly activity, depending on the time and energy expended.
- A book review for a journal alone usually reflects *active* scholarship, although several, as is the case with reference entries, could contribute to *significant* scholarship. Being asked to review a particularly important piece of work in a discipline may contribute to a *significant* rating.
- Discussants for panels at academic conferences. The discussant may, however, make a case that this contributes to *significant* scholarship, depending on the amount of work required and the audience of the conference.
- Successfully applied professional activities may be considered as evidence of either *active* or *significant* scholarly work, depending on the nature and amount of work involved.

- Writing discipline-specific grant applications and proposals reflect *active* work, while receiving a grant or devoting an extraordinary amount of time and energy to an unsuccessful effort may be considered evidence of *significant* activity.
- Discipline-specific consulting work is considered evidence of *active* scholarship. However, on-going or repeated consulting work that reflects one's expertise and reputation in the discipline and reflects positively on USCA and the Department may be regarded as *significant*.

In the area of s**cholarship**, the department values the following work (not an exhaustive list) as contributing to *significant* scholarship:

- A book, in particular one researched and written by an individual faculty member and published by a reputable press. Although a book is not required in order to receive promotion or tenure, publishing a book—along with other *active* and *significant* scholarship—would substantially add to one's credentials. Positive book reviews will enhance the value of the book as evidence of *significant* scholarship.
- Other books, including textbooks, shorter monographs, as well as co-authored and edited works, will enhance one's scholarship file.
- Articles in peer-reviewed scholarly journals, both printed and electronic.
- Most papers presented at reputable, scholarly, peer-reviewed conferences will be considered as evidence of *significant* scholarly work. The nature of the conference will have bearing on this evaluation.
- Discipline specific speeches to audiences consisting of professional peers (such as keynote speeches at conferences or special presentations).

No formula specifying precisely the number of scholarly/creative/applied works guarantees an overall evaluation of *significant* work. In our disciplines, due to the nature of research, gathering data, synthesizing and evaluating the material, and finally writing or producing the final result, one can normally expect no more than one piece of work a year that contributes to *significant* scholarship. A combination of several projects that are evidence of *active* scholarship may also amount to *significant* productivity in a given year. It is therefore incumbent upon the candidate to make a case for the importance of a scholarly product by discussing its scope and value in terms of research, methodology, time and effort expended in the process, and the value of the final product to the discipline or scholarship in general. The candidate must also explain the relative importance and nature of the venue in which the scholarly work is presented.

Modifiers Related to Service:

Distinguishing among *active, significant, and outstanding* levels of service involves balancing both quantity and quality:

Active is the rather routine level of service that one performs as a good member of the University and the larger community—serving on a few committees at different levels in

the University; occasionally doing some professionally based activities in the community; helping with student organizations; providing service to professional organizations; and/or serving the department.

Significant service combines quality and quantity in the activities listed under *active*, and requires some leadership roles on committees, task forces, etc., and/or occasionally producing policies, recommendations, reports, studies, and programs.

Outstanding service usually involves assuming leadership roles on committees, task forces, etc.; creating, revitalizing and/or promoting policies and programs; implementing policies and programs; leading the community, the University, the department or one's profession in a certain direction based on one's professional skills and/or expertise. The distinction of *outstanding* presupposes major time and energy commitments in an ongoing way. Sustained service over longer periods of time at the *significant* level also constitutes *outstanding* service.

In the area of **service**, the department values service to the USCA campus, to the USC system, to the disciplines in the Department, and to the greater community. Although a record of a number of *significant* contributions will enhance a file, there is no precise formula as to the precise number of active or *significant* contributions that will result in an overall *significant* evaluation. Evaluators, from the Department Chair on up, should view the service record holistically. As in the other areas of faculty activity, it is incumbent upon the candidate to provide evidence for and establish a persuasive case for *significant* or *outstanding* service. Candidates for tenure and promotion must provide a narrative explaining the context for each item of evidence in their respective lists of activities.

For **University Service** the Department values the following work (not an exhaustive list) as contributing to *active* service:

- Membership in the Faculty Assembly and its standing committees and on ad hoc campus-wide committees, including search committees.
- Membership in and administration of campus units and programs.
- Membership on departmental committees or performing department or discipline related functions, such as library coordination, assessment, or scheduling.
- Participating in or being the principal in writing a non-discipline related grant.
- Service to student organizations, though serving as the primary advisor of a particularly active organization may contribute to *significant* service.
- Membership on an active and productive USC Committee constitutes to *significant* service.
- Serving in a part-time administrative capacity may contribute to *active* or even *significant* service.

In the area of University Service, leadership roles on committees and positions of responsibility in the aforementioned activities as well as being the primary producer of major plans, policies or programs within the purview of these activities will add

value toward an evaluation of s*ignificant* service. In general, major, time-consuming duties such as editing newsletters and journals, directing labs, coordinating disciplines, and serving on USC System committees also contribute toward *significant* service, as do receiving a grant or devoting an extraordinary amount of time to an unsuccessful effort. Sustained *active* service over a longer period of time may be valued as *significant* service. Awards and special recognition of one's University service usually confirm *significant* service.

In the area of **professional service**, the department values the following discipline-specific work (not an exhaustive list) as contributing to *active* service.

- Holding an active office (president, secretary, treasurer, program chair, editor of newsletter, etc.) in a professional organization.
- Membership in a professional organization.
- Serving on committees of professional organizations.

Leadership roles or particularly active, time and energy consuming tasks such as organizing and chairing sessions at professional meetings, keeping financial records and editing proceedings, journals, etc., for a professional organization may be valued as *significant*. Positive consideration will be given to sustained, *active* service over a longer period of time.

In the area of **community service**, the department values the following work (not an exhaustive list) as contributing to *active* service:

- Providing discipline-specific service to public schools and organizations such as judging academic competitions or doing workshops and presentations for classes or school groups.
- Presentations and speeches to civic groups and organizations such as Life-Long Learning.
- Authoring discipline-specific materials for newspapers and other popular press outlets.
- Giving discipline-specific interviews to the media.
- Membership on community boards, committees, and organizations requiring professional knowledge, such as local historical associations or government planning units.
- Awards and recognition for community service.

In the overall evaluation of the three areas of **service**, leadership roles, organizational work, developing and sustaining programs, drawing, plans, etc., and devoting greater time, research, and/or effort and energy in the aforementioned activities will constitute *significant* service, as may sustained *active* service over a period of time. Important awards may constitute s*ignificant* service. A record of ***sustained**, significant* service over time constitutes *outstanding* service. Special awards and recognition of service will contribute to distinguishing *outstanding* service, as will leadership positions in major

efforts such as, but not limited to, SACS reviews, University planning task forces, and USC system committees.

Departmental advice to candidates for promotion and tenure:

A candidate should consider annual performance evaluations as indicators (although not foolproof) of whether or not she/he is making good progress toward promotion and tenure. Repeated **Unsatisfactory** evaluations in any of the areas of teaching, scholarship and service, will in all probability result in denial and failure. Overall **Satisfactory** evaluations, although acceptable for annual evaluations, may or may not result in a successful candidacy for either tenure or promotion. Satisfactory evaluations reflect either minimal performance, or at the very best, *active* performance. **Meritorious** evaluations usually reflect a *significant* or even *outstanding* level of performance, which in all probability—although they do not absolutely guarantee it—indicate a level of performance that should result in a recommendation for tenure and promotion.

Department of Sociology
Promotion and Tenure Guidelines

I. TEACHING

A. **Traits** identified with effective teaching:
- Command of subject matter
- Familiarity with advances in one's field
- Organization & presentation of material in an effective & logical manner using various methods
- Active involvement of students in learning process
- Capacity to instill in students an awareness of the general objectives of one' discipline
- Ability to make one's discipline relevant to students' lives & values
  *Creation and/or supervision of internships and service learning activities related to the discipline
  *Creation of course content and assignments which promote USCA's mission as described in the Mission Statement (i.e., promote cross-cultural understanding; examine issues involved in diversity and valuing diversity; examining/reflecting obligations of citizenship locally, nationally, and globally.)
  *Use of assignments and activities which reinforce the importance of effective written and/or oral communication skills.
  *Use of assignment or experiences which help students to develop skills which will be needed in their post-college live as citizens in a community characterized by diversity and cross-cultural ties.
- Ability to guide advanced students to creative/<u>scholarly</u> work
  *Supervision of student research outside of a project assigned as a regular part of a course grade, but possibly done for independent study credit.
  *Involving a student(s) in one's own research to such a level that the student(s) is co-author of papers or articles submitted for publication.
  *Supervision of Honors projects.
- Maintenance of high standards of achievement among student (I.e., expects and enforces high standards in the classroom.)
- Fairness & good judgment in grading students' performance
- The **PRIMARY** area evaluated is the faculty member's performance in conducting his/her courses.
- Activities which demonstrate commitment to teaching or the teaching mission of USCA are also valued.

B. Examples of **activities & documents** for evaluating teaching:
- Analysis of data from standardized student evaluations and other student evaluations.
- Letters from colleagues/others who observed teaching

- Letters from colleagues/others who evaluated course materials & assignments
- Letters from students
- Objective evaluation of new classroom methods & other innovative approaches to teaching
- Honors & awards for good teaching
- Activities designed to increase knowledge of one's field
- Research activities closely related to course content or to teaching technique
- Advisement & counseling of students
- Attendance at workshops, seminars, etc. related to one's teaching
- Written reports/papers or workshops presented on teaching methods/philosophy
- Other relevant activities
  *Developing and delivering courses in one's discipline which serve the needs of our students (majors/minors/general education offerings) and/or enhance the major or minor

II. SCHOLARLY/CREATIVE/APPLIED PROFESSIONAL ACTIVITIES

A. **Activities/Products** in this category (*quality of the work more important than quantity)
- Scholarly/creative applied professional activities that enhance teaching and curriculum development are valued.   Quantitative and qualitative research should be regarded as of equal importance and value to the discipline. Publication in interdisciplinary or non-sociology (or anthropology or geography) journals is common practice in anthropology, geography, and sociology and should not be considered of lesser value than publications in journals clearly dedicated to the faculty member's academic discipline. It is the faculty member's responsibility to provide clarification of the disciplinary overlap when that is not apparent from the journal title.
- Scholarly contribution to one's academic discipline (traditional)
- Creative activity characteristic of or related to the academic discipline

B. Examples of **activities & documents** for evaluating Scholarly/Applied/Professional Activity
- Published articles, books, reviews, critiques, monographs.
  Peer-reviewed publications, under most circumstances, should be given greater weight than non-peer reviewed articles. Non-peer reviewed, scholarly publications should be valued as scholarship as well. Examples of non-peer reviewed publications are articles for encyclopedias and other reference works, reviews of scholarly books, conference proceedings, and scholarly pieces a faculty member might be invited to write for a book or other publication. It is the responsibility of the faculty member to document the value of such work in his/her P&T file. These may include publications for which the author is compensated, as well as those for which there is no financial compensation.
- Presentations at professional or scholarly meetings/conferences
  In most cases, presentations/poster sessions at international and national meetings should be given the greatest weight in considering presentations at professional

meetings. Next in order are papers presented at regional meetings, then state meetings, and finally local meetings. (There may be exceptions to this guideline, in which case it is the candidate's responsibility to document the rationale for the exception.)

- Reviews of/evidence of successful applied professional activities
- Grants/fellowships received/applied for. Such scholarly activities often involve numerous steps, all of which should be acknowledged as significant. These steps may take place over a number of months or even years and include:
  (1) preparing and writing fellowship and grant applications,
  (2) receiving an award,
  (3) participating in the fellowship experience or conducting the research,
  (4) disseminating the results of the activity in appropriate scholarly ways.
  Criteria to be considered in weighting these activities are the competitiveness of the fellowship or grant, the extent and type of work required for preparation of the application, the amount of the
  award, and the external or internal nature of the grant.
- Awards or prizes won
- Peer evaluations of scholarly work or applied professional activities (within or outside the campus)
- Descriptions of scholarly or creative work in progress
- Field work. This form of research occurs outside of a library, traditional laboratory, or archival setting. Fieldwork is a method of collecting data which may include face-to-face interviews with respondents in their own environments, participant observation, simple observation, archeological excavation, and similar activities. Anthropologists, geographers, and sociologists often engage in such fieldwork to collect data.
- Other relevant activities (at conferences/professional meetings: chair a session, present a roundtable discussion, serve as a discussant for papers, preparation and publication of invited reviews)
- When a presentation to professional or community groups might overlap categories, it should be the P&T candidate's prerogative to determine whether it will be counted toward scholarship, teaching, or community service. The candidate is then responsible for providing a justification for that choice.
- Scholarship which enhances teaching can be counted under both Scholarship and Teaching as long as the candidate provides evidence of how it was used in Teaching and that use is significant (e.g., subject of all or most of an entire class period or more, the basis for a significant assignment for students or class exercise.)
- Articles in non-scholarly publications may be counted as scholarship if the faculty member provides adequate justification of the way in which research related to her/his discipline was used in the piece. (Examples might include newspaper or magazine articles.)

III. UNIVERSITY, PROFESSIONAL, AND COMMUNITY SERVICE

A. **Types** of Service
- To the effective functioning of academic unit or campus
- To the teaching profession or his/her discipline
- To the community at large
    - a) related to the faculty member's field of expertise
    - b) which promotes the mission of USCA (i.e., presentations and/or involvement in programs which promote citizenship (local, national, global), examine and promote diversity, and promote cross-cultural understanding). These endeavors may be compensated or uncompensated.

B. **Activities** (to be documented by letters from colleagues, personal description or major documents produced in this service)
- Service on committees (departmental, college, university)
- Service to student organizations
- Assigned duties within department
- Service to appropriate professional organizations
- Presentations to civic groups or local schools
- Organization of symposia, conferences, workshops
- Service on boards, agencies, & commissions (local, state, national)
- Professional assistance to other faculty members
- Service as department chair, coordinator, or other part-time administrator
- Other service activities (e.g., development of relationships with community organizations which might be in conjunction with placing students into service-learning or internship experiences, and involvement in community projects and/or organizations, including those which do not directly relate to one's academic discipline, but which promote USCA's mission.)

Department of Languages, Literatures and Cultures Promotion and Tenure Guidelines

In the area of **teaching,** the Department of Languages, Literatures and Cultures adheres to the following philosophy and guidelines:

<u>Teaching</u>:

The pedagogy/methodology that is indispensable in the process of second-language acquisition is the one that focuses on content and on the students' acquisition of interactive and communicative skills in the specific target language. It is therefore important that all learning activities in the classroom provide the students with ample and varied opportunities to communicate and interact in the target language in a non-threatening but vibrant, interesting and goal-oriented environment. In the basic second-language courses the teacher will create exercises that make the students aware of the communicative and interpersonal nature of any language and that at the same time emphasize the importance of learning the target language within the culture of the regional areas where the particular language is the primary means of communication. The ACTFL-recommended communicative approach in second-language pedagogy is the methodology that a teacher of a second language will use in our department. Through this method, the target language is employed on the very first day of class and used almost exclusively by the third week of classes and exclusively thereafter. To achieve this goal, ALL learning activities in the classroom will be centered on the employment of this approach. Communicative activities in the classroom should have realistic and achievable goals that motivate the students to accomplish a specific learning task within a proscribed period of time. Communicative activities, whether they are structured or unstructured, will focus on the major interest of the students in order to help convince them of the practical function of the second language being taught.

An effective and successful teacher of a second language at USCA will possess and utilize the following pedagogical concepts, in varying degrees, in his/her daily teaching activities:

a) Rigor and discipline
b) Knowledge of subject matter
c) Knowledge of technology and of its incorporation into the learning process
d) Clarity of expression
e) Attention to individual needs of students
f) Demonstration to students of the practical adaptation of the language being studied
g) Challenge to students to demonstrate excellence in the language they are studying
h) Devotion of enough time, after classes, to consult with and advise students

Examples of assessment strategies useful in evaluating teaching, not necessarily listed in order of importance:

❖ USCA standardized student evaluations

- ❖ Reports from peer observers
- ❖ Letters from alumni that attest to successful and effective teaching
- ❖ Sample syllabi which have had resounding success
- ❖ Number of students who are doing graduate work in the language/literature taught to them by the faculty member
- ❖ University, national or international awards received for excellence in teaching
- ❖ Publications, especially those that deal with second-language pedagogy
- ❖ Presentation of original papers at refereed conferences/workshops in the field and the application of these research-oriented presentations to the classroom
- ❖ Program innovation that has led to implementation of successful strategies in teaching either at the departmental or university levels
- ❖ Team teaching, especially if it involves a professor from another discipline
- ❖ Effective use of technology in classes
- ❖ Reviewing/writing a textbook
- ❖ Competitive Sabbatical/Fellowships that showcase expertise at another similar institution
- ❖ The degree to which students achieve proficiency in the language after completing the course

Although this list is extensive, it is not exhaustive and faculty may choose other pedagogical and methodological means to demonstrate excellence in teaching.

The Department of Languages, Literatures and Cultures values active engagement in research, both traditional and applied. The following lists reflect the traditional hierarchy of academic values. In light of the diversity in our discipline and interests among the faculty, the department recognizes that intellectual work may extend beyond traditional boundaries. The department considers the evidence of scholarly activities to include the following:

Scholarship:

In the area of **traditional scholarship** (discovery and interpretation), the Department of Languages, Literatures and Cultures recognizes the value of the following discipline-related work, not necessarily listed in order of importance:

> publication of full-text monographs or books (single authorship or multiple authorship)
> publication of chapters/articles in edited books, including reference volumes and encyclopedias
> publication of refereed articles in scholarly journals
> publication of book reviews in academic journals and literary magazines
> publication of articles in academic electronic journals or conference proceedings or on academic web sites
> presentation of papers at academic conferences (more weight given to refereed work and potential audience scope)
> publication of translations

In the area of **applied scholarship** (the application of professional knowledge), the department of Languages, Literatures and Cultures recognizes the value of the following discipline-related work, not necessarily listed in order of importance:

> publication of textbooks
> publication of chapters and articles in pedagogical books
> publication of articles in pedagogical journals
> presentation of papers on pedagogical topics at academic conferences (more weight given to refereed work and potential audience scope)
> participation on panels at academic conferences (more weight given to invited participation and potential scope)
> editing of books and journals
> creation and management of discipline-related websites
> developing computer/technology/multimedia course ware
> developing new pedagogical techniques and new curriculum initiatives
> conducting workshops at academic/professional conferences
> active memberships on editorial boards
> manuscript review (prepublication screening) for academic presses/journals/literary magazines
> writing research-based, discipline-related grant proposals (more weight given to successful award of grant)
> reviewing discipline-related grant proposals
> participation in faculty exchange programs, NEH institutes
> discipline-related consulting work, compensated or not.

Service:

The Department of Languages, Literatures and Cultures values active service to the campus, to the profession, and to the greater community.

In the area of **university service** and **service to the department**, the Department of Languages, Literatures and Cultures recognizes the value of the following work, not necessarily listed in order of importance:

> active membership on Faculty Assembly and ad hoc campus-wide committees (more weight given to the assumption of a leadership role)
> active membership on accreditation committees
> administration of campus units and programs (department, Language Learning Center)
> active membership on department-based committees (search committees, other ad hoc committees; more weight given to leadership role).
> advisement of student organizations
> academic advisement of students
> actively promoting, conducting or initiating departmental programs and activities that benefit the department and the university

In the area of **professional service,** the Department of Languages, Literatures and Cultures recognizes the value of the following discipline-specific work, not necessarily listed in order of importance:

holding office in a professional organization
organizing and chairing sessions at professional conferences
active membership on standing committees of professional organizations
active membership on accrediting bodies/participation in site visits

In the area of **community service,** the Department of Languages, Literatures and Cultures recognizes the value of the following discipline-related work, not necessarily listed in order of importance:

conducting in-service/teacher development workshops for area schools
providing discipline-related service to the public schools (judging academic tournaments, membership in school-related organizations, or community organizations etc.)
presentations/talks to school and community groups

These lists of research and service activities are meant to be neither exhaustive nor prescriptive. In building their files, candidates for promotion and tenure bear the ultimate responsibility for providing proof of and context for each item on their respective lists.

Department of Communications
Promotion and Tenure Guidelines

The Department of Communications offers a broad range of courses to prepare students for careers, graduate study, personal and social life by cultivating critical thinking and problem-solving skills, developing communication techniques for a variety of settings (e.g. person to person, small group, organization, or public), and promoting ethical sensitivity and appreciation for diversity. Consistent with these educational objectives as well as the P & T guidelines specified in the USCA *Faculty Manual*, the Department of Communications bases decisions concerning the promotion and/or tenure of faculty on three interconnected areas: teaching; scholarly, creative, and applied professional activities; and service.

<u>TEACHING</u>

Outstanding teaching is valued and expected in the Department of Communications. Faculty members are to be dedicated to the learning process, as indicated in the Department's mission, which states, "We help each student understand how fundamental theories, principles, and practices apply in many communication contexts such as interpersonal, groups, organizations, cultures, and the mass media." In addition, faculty are directed to Section 4.1 of the USCA *Faculty Manual*.

An essential feature of good teaching is effective performance in the classroom which reflects sound pedagogical understanding and a clear personal and professional commitment to excellence. Effective classroom management reflects attention to basic principles which include the following:

- Designing clear and comprehensive course syllabi (see USCA Faculty Manual 4.1 & 4.2 for required elements)
- Being in class regularly and on time
- Being prepared for class
- Demonstrating effective classroom techniques
- Providing a clear structure for course development throughout a semester
- Making expectations for assignments and grading policy clear
- Maintaining high standards for student performance
- Showing fairness and good judgment in grading
- Providing students with specific, timely and constructive feedback on assignments and/or overall progress

Faculty should also strive to motivate students to learn in and out of class. Faculty accomplish this, in part, by being available to students (keeping office hours and appointments, responding to e-mails in a timely fashion, etc.); providing sensitive and

accurate advisement; offering educational sessions outside the classroom (e.g., workshops for student groups); or providing additional opportunities for learning beyond the traditional classroom (research projects, applied projects, speech competitions, etc.).

In addition, ongoing efforts to fine tune one's teaching and continuously improve it are expected (keeping course content current; applying assessment techniques; seeking and taking seriously feedback; application of information gained from conferences and other pedagogical sources).

The development of a teaching portfolio serves as an excellent means of documenting a candidate's teaching effectiveness. Communications faculty are encouraged to develop teaching portfolios. The following items are possible means for documenting teaching effectiveness:

1. Consistently positive student evaluations of teaching (standardized scores corresponding to categories of good or better) or a record of improvement in evaluations of teaching along with a narrative of efforts made to improve
2. Positive peer reviews of teaching
3. Positive written commentary from students and alumni
4. Substantial accomplishment in curriculum design, program development and/or direction as shown by the development of new courses, incorporation of innovative pedagogy, program revision, etc.
5. Conducting workshops on effective teaching
6. Evidence of effectiveness as a peer reviewer for other faculty
7. Evidence of effectiveness as a mentor for students and/or other teachers
8. Accurate and sensitive academic advisement for students, which might be shown through letters from students, alumni, colleagues or the department chair
9. Evidence of active efforts to enhance teaching effectiveness
   - Participation in workshops and institutes to acquire and put to use effective practices or methods;
   - Development of innovative pedagogies and technologies for teaching;
   - Incorporation of feedback from peer observations (Note: It is departmental policy that faculty engage in annual peer reviews) and mid-term student course evaluations
   - Modification of syllabus and assignments to enhance learning
   - Authoring instructional materials[1]
10. Evidence of effective supervision, instruction, and guidance to students in service learning, independent studies, honor contracts, internships or capstone experiences
11. Guest lecturing or serving as a visiting teacher for other faculty or at other institutions
12. Awards and/or recognition for teaching excellence

SCHOLARLY, CREATIVE, AND/OR APPLIED PROFESSIONAL ACTIVITIES

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[1] See also point # 3, 4 and 6 under Scholarship section – Applied Scholarship

The Department of Communications values continuous engagement by all faculty members in research, traditional and/or applied, which results in products that are peer-reviewed by professional scholars and practitioners. Both tenure-track and post-tenure review faculty must demonstrate evidence of active involvement in scholarship that furthers the faculty member's academic and professional interests and enhances course and curricula content and design.

The following products reflect the traditional hierarchy of academic values. However, an individual's involvement must be considered in the context of the USCA Mission Statement and the Communications Department Mission, Guiding Principles, and Educational Objectives.

In the area of traditional scholarship (discovery and interpretation), the Communications Department recognizes the value of the following products:

1. Publication of full-text monographs (single or multiple authorship)
2. Publication of chapters/articles in edited books (single or multiple authorship)
3. Publication of refereed articles in scholarly journals, academic electronic journals or academic websites
4. Presentation of papers at academic conferences
5. Acceptance of paper/poster presentations at peer-reviewed conferences
6. Participation on panels at academic conferences
7. Publication of book/editorial/article reviews
8. Commissioned research reports
9. Paper reviews that demonstrate abilities to evaluate research or scholarly products
10. Involvement of students in research activities

In the area of applied scholarship (the application of professional knowledge), the Communications Department recognizes the value of the following products. As is the case with traditional scholarship, an individual's involvement must be considered in the context of the USCA Mission Statement and the Communications Department Mission, Guiding Principles, and Educational Objectives.

1. Publication of textbooks
2. Publication of chapters and articles in pedagogical books
3. Publication of refereed articles in pedagogical journals or commissioned reports on innovative pedagogy, professional development or curriculum design
4. Publication of articles in popular, trade, or regional media
5. Editorial work (scholarly or applied) which is substantial and sustained
6. Presentations/Speeches or development and facilitation of workshops designed for peers and professionals in the discipline
7. Creation and management of discipline-related media and materials
8. Active membership on editorial boards
9. Manuscript review (prepublication screening) for academic and applied presses
10. Discipline-related consulting
11. Writing and/or reviewing research-based, discipline-related grant proposals

In addition, the following general criteria influence the assessment of work characterized as scholarly activity and applied professional products:

1. Quality is more important than quantity.
2. Faculty should average a minimum of one presentation or publication per academic year.
3. National and international presentations at academic and professional meetings are given equal weight, but weigh more than presentations given at regional meetings.
4. Work reviewed or juried by peers is given greater weight than invited work.
5. Invited work is given greater weight than work submitted but not subjected to peer review.
6. Grant proposals that are funded are given more weight than grants that are unfunded.
7. Circulation and overall quality of trade or popular press publications receive consideration.
8. Honors and awards, reprints or other types of recognition from peers are indicators of quality.
9. For tenure-track faculty, several refereed products are expected by the critical year.

SERVICE

In the Department of Communications, faculty service is of three types: service to the campus (includes but goes beyond departmental service), service to the profession or the discipline, and service to the larger community. An outstanding record of service involves achievements in more than one area and tenure-track faculty members are expected to participate in campus service beyond the department before the critical year. In order to document achievements, one might include a narrative which explicates the specific work done; letters from colleagues, committee members or chair; a letter from the Faculty Assembly chair or supervisor, or other documents which serve as indicators that significant and high quality work was accomplished.

Service to the campus—Service to the campus includes service to the department and beyond. In this small department, the candidate is expected to perform department responsibilities willingly and effectively; to work constructively with colleagues, staff and students; to be able to meet the department's current and future needs and priorities; to contribute to department growth and development; and to show the ability to grow and develop in his or her own responsibilities. As noted, tenure-track faculty are expected to engage in campus service beyond the department before the critical year. Examples of campus service include the following:

1. Active membership, especially in leadership roles, on Faculty Assembly committees

2. Active membership, especially in leadership roles, on ad hoc campus-wide committees and task forces
3. Service on department-based committees (e.g., search committees, other ad hoc committees)
4. Holding other assigned duties within the department
5. Service to student organizations
6. Active participation in departmental activities (e.g., intern presentations)
7. Mentoring other faculty
8. Service in major administrative or leadership roles
9. Organizing, facilitating, or participating in university events

Service to the profession—Service to the profession includes activities that contribute to discipline advancement or growth. Examples of professional service include the following:

1. Service as officers of professional associations
2. Organizing and chairing sessions at professional conferences
3. Serving as respondents to sessions at professional conferences
4. Organizing conferences and workshops
5. Serving as journal editors or members of editorial board
6. Serving as paper readers
7. Guest lecturing

Service to the larger community—Service to the larger community includes activities that promote community relationships and improve community life, applying a faculty member's expertise or extending his or her scholarship or teaching. Examples of community service include the following:

1. Presentations/speeches to community groups and/or public and private organizations that demonstrate discipline-related knowledge and skills
2. Developing relationships (of consultation) with community organizations, businesses, and public agencies
3. Developing and participating in outreach programs that apply and disseminate knowledge and creative work beyond the confines of the University
4. Developing and participating in partnerships (such as internship programs) between academic programs and external agencies
5. Organizing or participating in community events that promote the mission of USCA (e.g., enhance cross-cultural communication, valuing diversity, etc.)

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Department of Visual and Performing Arts Promotion and Tenure Guidelines

The University of South Carolina Aiken recognizes as part of its mission, the enrichment of quality of life not only on campus but throughout the surrounding region through a variety of activities including the fine and performing arts. Research and scholarship, including artistic creation, are essential for excellent teaching.

The Department of Visual and Performing Arts is dedicated to the pursuit of excellence through the development of artistic tradition. Its faculty strives to make the arts accessible to all members of the University and community by instilling a comprehension and appreciation of the interrelationship of all the arts. Our focus is on the individual student, so that each might find meaning and fulfillment as an artist, as an educated member of society, and as an expressive human being. The Visual and Performing Arts Faculty is committed to providing its students with the highest quality education, including the knowledge, skills and values necessary for success and responsible citizenship in a complex and changing world.

Music Program

The duties and responsibilities of music faculty members in the Department of Visual and Performing Arts comprise one or more teaching activities that may be grouped under three broad categories: academic, applied, and ensemble. The academic faculty is concerned primarily with classroom teaching; the applied faculty is involved with instrumental or vocal instruction, usually on a one-on-one basis; the ensemble faculty is primarily engaged in directing large performing forces (band, chorus, etc.). The position and duties of each individual faculty member often vary in the proportions of these three categories. Classroom teachers, primarily in Music History, Music Theory, Music Education and Piano Pedagogy may also be engaged in other musical activities such as performance, applied instruction, ensemble direction, and composition.

Applied teachers engage in a mentor relationship with their students, unduplicated in the academic setting. In addition to ongoing teaching and supervision of individuals, applied teachers also prepare students for frequent public appearances in the form of recital performances, competitions, and semester jury examinations. Applied teachers are also responsible for attending recitals and jury examinations within their areas. Applied teachers are active performers and need to spend a considerable amount of time developing and maintaining their own performance skills. These activities require a high level of physical, intellectual, and artistic refinement. Scholarly research is realized through such performance activity

Ensemble directors are charged with recruiting talented instrumentalists and singers into their ensembles, arranging and preparing performances, conducting rehearsals, obtaining scores and performance rights, and in some cases, composing or arranging music. In

addition to the presentation of concerts by performing ensembles on campus, they are responsible for arranging invitations and concert performances for ensembles at national and regional level conferences and at other professional venues. Ensemble directors are often expected to assist other University units in planning and providing musical entertainment for special events. Ensemble directors share with applied faculty members the responsibility for recruiting good performers. This often includes acting as liaison with public schools and serving as guest conductors, clinicians, and/or adjudicators. Ensemble directors may also be involved in planning, organizing, and directing events that motivate talented high school musicians to visit the University campus.

Tenure and promotion criteria should be interpreted with recognition of the diverse responsibilities of the music faculty. These criteria are not intended to prescribe a uniform pattern of accomplishments that must be achieved by all candidates for tenure and promotion. Rather, they identify ways of evaluating accomplishments in the three areas of teaching, scholarly/creative/applied activities, and service while permitting the flexibility necessary to accommodate individual talents and interests.

Faculty members in the areas of Music History, Music Theory and Composition, Music Education, and Piano Pedagogy will normally hold the earned doctorate. Applied faculty and ensemble directors are often recruited from the ranks of established performers and artist-teachers. The performance level and artistic success of the professional experience should be considered along with the academic credentials of the candidate.

Candidates in the academic areas of music normally develop national reputations through publishing. They may also gain recognition through performance and/or workshop presentations. The work of applied teachers and ensemble directors often requires activities that differ from the work of many other university faculty members. Applied teachers are usually expected to perform, although it is unlikely that a candidate's national reputation will develop exclusively through performance. There is usually little opportunity for applied faculty members to develop extensive solo careers that are national in scope after committing to a full-time faculty teaching position. Therefore, the national reputation of an applied teacher or ensemble director will usually develop through a combination of activities.

Though the following lists of activities are generally in order of importance, flexibility must be allowed to accommodate the different expectations of academic, applied and ensemble music faculty.

Teaching Activities

Presentation of regional workshops, master classes, seminars and clinics
Presentation of national/international workshops, master classes, seminars and clinics
Innovative teaching techniques
Prepare students for recitals, performances, competitions and juries
Recruitment
Teaching awards

Peer reviews of teaching effectiveness
Student evaluations and letters on quality of teaching
Curriculum development
Course revisions and new course proposals
Involvement in student research
Independent study or honors contracts with students
Advisement and mentoring of students
Success of present and former students

Scholarly/Creative/Applied Activities

Refereed live and recorded applied performances
Radio and television broadcasts
Favorable reviews of published performances
Guest national/international or regional artist appearances
Winner/finalist in national/international or regional performance competition
Member of professional orchestra, band or chorus
Development of performance skills
Performances at national/international or regional conferences
Artistic Director of professional orchestra, band or chorus
Winner/finalist in national/international or regional conducting competition
National/international or regional invitation to guest conduct
National/international or regional invitations to have ensemble perform
Conduct rehearsals and present concerts
Prepare performances by ensembles
Winner/finalist in national/international or regional composition competition
Commissioned compositions
National/international or regional performances of original compositions
Refereed published compositions
Refereed recordings of compositions
Favorable reviews of published works
Published transcriptions/arrangements
National/international or regional awards and fellowships
Funded grant proposals
Descriptions of works in progress
Published and edited books
Refereed articles
Written program notes
Written reviews
Professional paper presentations
Letters from colleagues regarding scholarly/creative/applied activities

Service Activities

Liaison to public and private schools
Organize events that bring talented high school students to campus

Present in-service to school music educators
Consulting
Mentoring new faculty
Officer or active member in professional or community organization
Editor of professional organization publication
National or regional conference organizer
National or regional concert presenter or organizer
National or regional lectures and speeches
Review board member for grant proposals, manuscripts and accreditations
External referee for university presses
External referee for promotion and tenure cases
University committee service
Provide entertainment for university events
Advisement of student organization

Theatre Program

The duties and responsibilities of theatre faculty members comprise one or more teaching activities that may be grouped under two broad categories: academic and performance/production. The academic faculty is concerned primarily with classroom teaching; the performance/production faculty is also responsible for directing, designing, and often performing in major theatrical productions. The performance/production faculty members also supervise the performance/production laboratories responsible for realizing these productions. The minimum time commitment for any theatrical production is thirteen months from start to finish. The position and duties of each individual faculty member often vary in the proportions of these two categories.

Performance/production teachers engage in a mentor relationship with their students, unduplicated in the academic setting. In addition to ongoing teaching and supervision of individuals, performance/production teachers also prepare students for frequent public appearances in the form of auditions, competitions, and theatre conferences. Performance/production teachers are active performers, directors, designers and need to spend a considerable amount of time developing and maintaining their own performance skills. These activities require a high level of physical, intellectual, and artistic refinement, as well as a significant time commitment. Scholarly research is realized through such performance activity.

Performance/production faculty are charged with recruiting talented actors, designers and technicians into their productions, arranging and preparing performances, conducting rehearsals, obtaining scores and performance rights, and in some cases, writing plays or collaborating with a playwright on a new work. In addition to the presentation of performances on campus, they are responsible for arranging invitations and performances at national, regional and state level conferences and at other professional venues. Performance/production faculty members are often expected to assist other University units in planning and providing theatrical entertainment and design/technical support for

special events. Performance/production faculty members share with academic faculty members the responsibility for recruiting good performers. This often includes acting as liaison with both public schools and community groups and serving as guest directors, designers, actors, instructors and/or adjudicators. Performance/production faculty members may also be involved in planning, organizing, and directing events that motivate talented high school thespians to visit the University campus.

Tenure and promotion criteria are interpreted with recognition of the diverse responsibilities of the theatre faculty. These criteria are not intended to prescribe a uniform pattern of accomplishments that must be achieved by all candidates for tenure and promotion. Rather, they identify ways of evaluating accomplishments in the three areas of teaching, scholarly/creative/applied activities, and service while permitting the flexibility necessary to accommodate individual talents and interests.

Faculty members in the areas of Theatre History and Criticism will normally hold the earned doctorate. Performance/production faculty members are often recruited from the ranks of established actors, directors, designers and artist-teachers, and should hold an equivalent Masters of Fine Arts Degree in their field. The performance level and artistic success of the professional experience should be considered along with the academic credentials of the candidate.

Candidates in the academic areas of theatre normally develop national reputations through publishing. They may also gain recognition through performance and/or workshop presentations. The work of performance/production teachers often requires activities that differ from the work of many other university faculty members. Performance/production teachers are usually expected to perform, direct or design in the professional arena. There is usually little opportunity for performance/production faculty members to develop extensive solo careers that are national in scope after committing to a full-time faculty teaching position. Therefore, the national reputation of a performance/production teacher will usually develop through a combination of activities.

Though the following lists of activities are generally in order of importance, flexibility must be allowed to accommodate the different expectations of academic and applied theatre faculty.

Teaching Activities

Appropriate academic credentials
Letters from students on quality of teaching
Presentations of workshops
Presentation of master classes
Presentation of seminars
Peer review of teaching effectiveness
Positive student evaluations
Mentoring student designers and directors
Prepare students for professional auditions

Prepare students for graduate school auditions
Prepare students for scholarship auditions
Prepare students for acting and design competitions
Prepare students for design portfolio presentations
Prepare students for directing, stage management, design and technical interviews
Teaching awards
Course revisions
Development of Topics Courses
New course proposals
Curriculum Development
Innovative teaching techniques
Involvement in student research
Independent study with students
Honors contracts with students
Successful advisement and mentoring of students
Successful recruitment
Success of present and former students
Other relevant activities

Scholarly/Creative/Applied Activities

Letters from colleagues on the candidate's scholarly/creative work
Performances of plays written, directed, designed or acted in
Competition finalist/winner in playwrighting, acting, directing, or designing
Awards and fellowships
Adjudications
Favorable reviews of performances or designs
Workshops
Guest artist invitations
Guest artist performances, direction or design
Creative Consultant
Faculty artist performances, direction or design
Entertainment for special university events
Member of professional theatre company
Artistic Director for professional theatre company
Consultant on technical specifications for new buildings & renovations
Grants funded
Awards and fellowships
Commissions
Professional papers presented
Radio and Television Broadcasts
Published books
Published articles
Published plays
Published designs
Favorable reviews of published works

Program notes written
Reviews written
Descriptions of scholarly/creative work in progress
Any other relevant activities

<u>Service activities</u>

Officer in professional organization
Committee member of professional organization
Active member of professional organization
Conference organizer
Conference host
University Committee Service
Chair of University Committee
Editor of professional organization publication
Review board member for grant proposals
Review board member for accreditations
External referee for university presses
External referee for promotion and tenure cases
Department Committee Service
Public School Consultant
Community Theatre consultant
Present in-service to theatre educators
Lectures and speeches
Liaison to public schools
Consultant on technical specifications for university building projects and other
organizations
Provide technical support for university events
Provide creative activities or entertainment for university events
Other relevant activities

Visual Arts Program

The following tenure and promotion criteria guiding the evaluation process are intended
to be qualitative rather than quantitative, recognizing the academic productivity and
accomplishments the candidate exhibits from his/her application materials.

<u>Teaching Activities</u>

A statement of teaching philosophy
A summary of the types of courses taught and students enrolled
Peer evaluations or reviews of teaching
Objective evaluations of innovative teaching approaches
Honors and awards for good teaching
Academic advisement responsibilities

Supervision of independent studies or honors contracts
Participation in activities designed to increase knowledge in the field, including research
    activities related to course content or teaching techniques
Presentation of teaching methods or teaching philosophy
Letters from current or former students on quality of teaching

Scholarly/Creative/Applied Activities

Juried or invitational Exhibitions/prizes
Reviews of exhibited artwork
Letters from colleagues on candidate's scholarly/creative work
Grants funded, awards and fellowships
Commissions
Attendance at professional seminars
Workshops and guest artist invitations
Presentations of workshops and seminars
Creative consulting
Published books, articles and designs
Professional papers presented
Editor of professional organization publication
Reviews written

Service Activities

Faculty assembly or ad-hoc campus-wide committee service
Advisement of student organization
Review board member for grant proposals/accreditations
Serving on departmental committee
Officer or committee member in professional organization
Conference organizer or host or chair of session
Giving talks or presentations to the public
Serving as consultant to public schools
Serving on community committee
Technical/creative support provider

Gregg-Graniteville Library
Promotion and Tenure Guidelines

LIBRARY FACULTY P & T/EVALUATION ACTIVITIES
This list is not meant to be exhaustive or prescriptive but reflects activities that should be considered relevant for the Library faculty at USC Aiken in terms of the mission of both the Library and USCA.

I   LIBRARIANSHIP (PROFESSIONAL SERVICE)

Librarianship is the primary responsibility of USC Aiken librarians. It corresponds directly to the area defined as "Teaching" in the USCA guidelines for tenure and promotion. "Teaching" is the most fundamental description of the work done by faculty in the University every day. Librarians make indispensable contributions to the teaching function of the university through both formal classroom instruction and one-on-one instruction and by making materials available to support learning and instruction in all the subjects taught at USC Aiken.

Librarianship refers to competence, creativity, and initiative in developing and organizing the library collection, interpreting the library collection for its users, and facilitating use of library services and resources. Librarians are involved in and must be effective in their area(s) of professional responsibility within the library: administration and management, collection development, instructional services, reference services, information technology, materials acquisition, and bibliographic access, organization, and control.

Evidence of effective librarianship may include:

- Taking a leadership role in development or provision of services
- Helping library users obtain resources
- Developing innovative programs that facilitate the delivery of library or informational services
- Coordinating and managing of services
- Communicating and cooperating with students and colleagues to further the mission, goals, and objectives of the Library and the University
- Improving departmental performance through creative problem solving
- Teaching information literacy (the ability to locate, evaluate, and use information to become independent life-long learners)in classroom and library settings.
- Conducting outreach to other university departments in the form of classes, one-on-one instruction, and campus-wide conferences.
- Developing library resources through the selection, acquisition, collection analysis, and deselection of library materials

- Implementing or developing automated systems to enhance access or improve operations
- Organizing bibliographic and other information files
- Assuming a leadership role in the development of regional and cooperative library services
- Demonstrating subject knowledge and professional expertise used to build, preserve, or organize collection.
- Authoring library orientation and instructional materials
- Maintaining web pages
- Enhancing effectiveness as a librarian through attendance at workshops, seminars, training sessions, or other forms of professional development.

II   SCHOLARLY/CREATIVE/APPLIED PROFESSIONAL ACTIVITIES

Scholarship is defined as research in the academic discipline of librarianship and the incorporation/integration/application of the scholarship into the practice of librarianship. Scholarship may take several forms such as basic research in the discipline resulting in publication and/or presentation, applied scholarship that includes interpretation of librarianship to improve teaching or service, and/or professional development, which would include attendance at conferences/classes/workshops. In any endeavor, the quality of the work is more important than the quantity. Evidence of publication in refereed journals is expected in order to receive tenure. While all are valued forms of scholarship for librarians at USC Aiken, the following examples are listed in order of preference.

- Submission and/or publication of articles in peer reviewed journals
- Submission and/or publication of books or chapters in books or textbooks
- Submission and/or publication of articles in professional journals
- Submission and/or acceptance of peer reviewed papers for professional meetings and conferences
- Publication in conference proceedings
- Presentation of research at professional meetings and conferences
- Acceptance of peer reviewed poster sessions at professional meetings or conferences
- Poster presentations at professional meetings and conferences
- Participation on panels at conferences
- Participation in other creative activities related to the librarian's specialization
- Creation of web projects based on research interests
- Reviews of books, other literature, software, websites, CD-ROMS, manuscripts
- Review of grant proposals
- Grant research, writing, and administration
- Current research and creative activity which has not resulted in publication

- Service on editorial review panels
- Public speaking activities presenting issues in the field of librarianship
- Achievement of professional awards, certification, or other recognition
- Compilation of extensive bibliographies, indexes, and other reference works
- Attainment of additional academic degrees or other appropriate credentials
- Attendance at regional, state, or national conferences devoted to the discipline of librarianship or related areas
- Attendance and participation in courses offered by faculty on or off campus for professional growth or intellectual stimulation

III   UNIVERSITY/PROFESSIONAL/COMMUNITY SERVICE

By participating in University, professional, and community service, Library faculty bring together elements of service that contribute to USCA. Service may be demonstrated in several areas but is not necessary in all. University service involves the faculty member's contributions to the effective functioning of the academic department or the university as a whole. Service on Faculty Assembly standing committees, campus task forces, ad hoc committees, and search committees is strongly encouraged. Evidence should include descriptions of issues dealt with by the committees along with how often committees met. Professional service refers to the faculty member's service to the profession of librarianship. Community service is the faculty member's service to the community at large, when it is related to the faculty member's field of expertise or when it promotes the mission of USCA. The burden is on the faculty member to explain how such community service promotes the mission of USCA. Remuneration for university or community service will not lesson nor increase the worth of such contributions.

University

- Service on departmental, college, or university committees
- Service as a mentor to new faculty
- Assistance to other faculty members
- Service as an academic advisor to students
- Special projects and reports
- Participation on search committees
- Ability and willingness to work with colleagues, staff, and students
- Service as a student organization advisor

Professional

- Participation in professional organizations through chairing committees or sections, moderating discussion, presiding over meetings, or other forms of active service
- Consulting services
- Service on regional accrediting teams

Community
- Service activities to community patrons such as reference assistance, preparation of special reports, instruction sessions for teacher cadets or local high school classes, other outreach projects to special populations in the local area, etc.
- Active participation in local community public service organizations, which reflects on or results from position at USCA
- Public speaking activities on behalf of the University and/or the Gregg-Graniteville Library

School of Business Administration
Promotion and Tenure Guidelines

Overall guidelines for consideration by the School of Business Dean in preparing recommendations for promotion and tenure.

1. Consistent with the USCA Faculty Manual, Section 5.6 (Promotion and Tenure Policy), Part I. A., paragraph three, the SOBA faculty approved guidelines recognize that "Changes in tenure regulations will not be applied retroactively if disadvantageous to the faculty member."

2. For recommendations supporting promotion and tenure faculty should provide evidence of their performance, consistent with the criteria contained in the teaching, research, and service SOBA Expectation Guidelines. The School of Business Dean will review the faculty member's performance in each of these areas, using appropriate sources, and prepare a recommendation accordingly. The School of Business Dean should take the following into consideration as well:

   a) The SOBA Expectations Guidelines present "minimum" performance criteria in each area. These minimums are just that: the minimum level of performance required to support a positive recommendation from the School Dean. Meeting the minimum levels in all three areas and positive feedback from appropriate School faculty may result in a fully supported and <u>unqualified</u> recommendation; performance beyond the minimums would normally receive more enthusiastic support, and is certainly desirable.

   b) There may be exceptional cases where a candidate does not reach the minimum performance criteria in <u>one</u> of the three areas, but has far exceeded the required levels in one or more of the other areas. This exceptional performance in the other area(s) may be such that, in the opinion of the School Dean, the candidate should receive full, unqualified, and perhaps exceptionally enthusiastic promotion and tenure support anyway. It should be understood that this caveat only applies in exceptional and rare circumstances.

   c) Faculty must evidence that they work productively with their colleagues in the School of Business and USCA. Membership or participation in committees or other activities is valuable, but does not in itself demonstrate productive group or teamwork skills, consistent with the participative skills we promote in the classroom.

   d) Finally, it is understood that while some of our performance criteria were directed to be as objective as possible, evaluation of faculty performance is inherently subjective. For example, research intensity, value, and contributions vary greatly, but may "objectively count" similarly. It is expected that the School Dean will be familiar with faculty performance

sufficient to make needed and appropriate subjective judgments and explanations in his/her recommendations.

TEACHING EXPECTATION GUIDELINES
SCHOOL OF BUSINESS ADMINISTRATION

Participating and supporting faculty expectations:

Participating & Supporting – The School of Business Administration has the same expectations for all teachers, full and part-time, tenured, tenure-track and instructor.

Teaching is an art. It does not lend itself to easily quantifiable or objectively measurable performance standards. The SOBA mission is to "provide a caring learning environment…" USCA is "committed to active learning…"

These teaching goals - providing learning opportunities, achieving student learning - can be effectively attained in a variety of formats, delivery methods, teaching styles, and classroom structures. What works best for one teacher, may not work at all for another. In short, method can be optimized, individually, but neither universally prescribed, nor evaluated based on universal, objectively rated standards.

Evaluation of teaching should take the Faculty Manual **attributes** into account, considering also the following activities, achievements, and sources of information (this list is not exhaustive):

- o Advisement, load & performance
- o Awards & Honors
- o Certifications, CPE
- o Course rotations
- o Curricula revision
- o Development of new courses
- o Innovative methods
- o Letters from colleagues, students, and others
- o Mentoring students
- o Number of preparations
- o Peer reviews
- o Proficiency and currency in field:
    - ▪ Conferences; workshops; seminars
    - ▪ Professional or academic training
- o Research in teaching
- o Student evaluations

Promotion & Tenure:

Following is an explanation of the minimum activity to support SOBA recommendation for promotion and tenure.

For Promotion to Associate Professor or Tenure:

- Minimum Teaching Performance to Support SOBA Recommendation: "Effective Teaching" ~ Faculty should consistently be strong in many of the teaching attributes listed in the Faculty Manual, with consideration of additional items listed separately above.

For Promotion to Professor:

- Minimum Teaching Performance to Support SOBA Recommendation: "Outstanding Teaching" ~ Faculty should consistently be strong in most of the teaching attributes in the Faculty Manual, with consideration of additional items listed separately above. **OR** ~ Faculty should consistently be strong in many of the teaching attributes in the Faculty Manual, with high achievement in some of the additional areas listed separately above.

  And,

  For promotion to Professor, faculty should have made some notable contribution to SOBA in the teaching, curricula development, student support, or administrative area. Notable contributions might include advising student organizations such as ΒΓΣ, creation of new courses/curricula, teaching innovations, teaching technologies, working with Students in Free Enterprise (SIFE), or other activities that improve the quality of student learning. The activity should be significant and recognized by other faculty as beyond usual teaching activities.

SCHOLARLY ACTIVITY EXPECTATION GUIDELINES
SCHOOL OF BUSINESS ADMINISTRATION

For purposes of AACSB accreditation, faculty are designated as either "Participating" (all full-time faculty, tenured or tenure track and instructors) or "Supporting" (all part-time faculty). The level of scholarly activity expected for Supporting Faculty is individually planned and agreed upon with the School Dean.

Faculty are expected to engage in scholarly activity in the "Target Area" - Primarily "Learning & Pedagogical Research," and "Contributions to Practice"

with "Disciplined-based Scholarship" of less direct relevance to our mission, but important to maintaining discipline currency. [Areas, as defined by AACSB standards.]

Evaluation & Promotion Criteria – The following criteria are clearly intended to be minimum expectation performance levels for participating faculty; they are not intended to be goals.

Promotion & Tenure:

Following is an explanation of the minimum activity to support SOBA recommendation for promotion and tenure.

For Promotion to Associate Professor or Tenure:

- Minimum Scholarly Activity to Support SOBA Recommendation: Faculty must maintain AACSB qualification, **and** demonstrate "significant contributions" or "active involvement" based on scholarly activity within the last five years, as follows:
  - Refereed academic journal publications.
  - Refereed proceedings.
  - Grants: relevance- to be determined by SOBA Dean based on dollar amount of grant, and intensity of work required.
  - Books, chapters, presentations, and other scholarly activities
  - See time period note on next page*

For Promotion to Full Professor:

- Minimum Scholarly Activity to Support SOBA Recommendation: Faculty must maintain AACSB qualification, **and**, demonstrate "sustained significant contributions" or "sustained active involvement" based on scholarly activity within the last ten years, as follows:
  - Refereed academic journal publications.
  - Refereed proceedings.
  - Grants.
  - Books, chapters, presentations and other scholarly activities.
  - See time period note below*

* Time Periods: Candidates desiring consideration for promotion and tenure prior to the end of the maximum probationary periods remain subject to the criteria listed above. Candidates desiring consideration for promotion for a period longer than the maximum probationary periods may include works that extend beyond the five or ten year periods.

SERVICE ACTIVITY EXPECTATION GUIDELINES
SCHOOL OF BUSINESS ADMINISTRATION

Participating and supporting faculty expectations:

Participating – All full-time faculty (tenured, tenure track, and instructors) have the same expectations.

Supporting – Part-time faculty: **No Service Activity Expected.**

Proposed Expectations ~ Explanatory Notes:

1. University and SOBA Committees: Standing committees; and see note 4.

2. Consistent election to university committees may, at times, be difficult. Faculty who have been nominated for committees, but not elected, may substitute an equivalent other activity (service on SOBA committee or other activity), under consultation and agreement with the SOBA Dean.

3. First and second year faculty will be evaluated with more flexibility as service opportunities and expectations in the first two years are less. New hires granted credit toward tenure will be given reasonable allowances by the School Dean.

4. Other Activities: Committee expectations and workload intensities vary, sometimes greatly. Often ad-hoc committees or other, non-committee university or SOBA service work may require, and contribute, much more than standing committee work. In consultation and agreement with the SOBA Dean, non-committee activity may be used as equivalent substitutions.

5. Evaluation & Promotion Criteria – The following criteria are clearly intended to be minimum expectation performance levels; they are not intended to be goals.

Promotion & Tenure:

Explanatory Notes:

1. Notes 1 - 5 all apply. Note 4 on "Other Activities" is especially relevant.

2. University Committee: Active participation for three years, the usual university committee appointment period. Committee chairs are for a one-year period; each year as committee chair counts individually.

3. SOBA Committee: SOBA committee membership and committee chairs are for one-year periods; each year of service or as committee chair counts individually. For example active participation on one SOBA committee for two years, counts as "two SOBA committees" in the promotion and tenure guidelines below.

Following is an explanation of the minimum activity to support SOBA recommendation for promotion and tenure.

For Promotion to Associate Professor or Tenure:

- Minimum Service Activity to Support SOBA Recommendation:

  "Active Involvement" ~ Activity within last five years at USCA:
  - Serve as chair of a university committee, and participate on a SOBA committee, **OR**
  - Serve as chair for a SOBA committee, and participate on one university committee, **OR**
  - Participate on university committees, and SOBA committees.
  - Professional and Community Service: Some level of activity in one or the other. Significant activity may substitute for university, SOBA or other service as recommended by the School Dean.

  A higher level of service would be:

  "Significant Contributions" ~ **Activity within last five years at USCA**:
  - Serve as chair of university committees / [or faculty assembly officer], and participate on SOBA committees, **OR**
  - Serve as chair of a SOBA committee, and participate on a university committee, **OR**
  - Participate on university committees, **OR**
  - Participate on SOBA committee, and participating in one university committee.
  - Professional and Community Service: Some level of activity in one or the other. Significant activity may substitute for university, SOBA or other service as recommended by the School Dean.

For Promotion to Professor:

- <u>Minimum Service Activity to Support SOBA Recommendation</u>:

  "<u>Active, sustained service</u>" ~ Activity within last five years at USCA:
  - Serve as chair of university committees / [or faculty assembly officer], <u>and</u> participate on a SOBA committee, **OR**
  - Serve as chair for any SOBA committee, <u>and</u> participate on a university committee, **OR**
  - Serve as chair for a SOBA committee, <u>and</u> participate on a university committee, and either (1) participate on other [non-chaired] SOBA committee, or (2) participate on other university committee, **OR**
  - Participate on university committees, <u>and</u> participate on any SOBA committee, **OR**
  - <u>Professional and Community Service</u>: Some level of activity in one or the other. Significant activity may substitute for university, SOBA or other service as recommended by the School Dean.

A higher level of services would be:

  "<u>Outstanding service</u>" **Activity within last <u>five</u> years at USCA**:
  - Serve as chair of university committees / [or faculty assembly officer], <u>and</u> participate in SOBA committee, **OR**
  - Serve as chair of a university committee, <u>and</u> serve as chair for any SOBA committee, **OR**
  - Serve as chair SOBA committees, <u>and</u> participate on university committees
  - <u>Professional and Community Service</u>: Some level of activity in one or the other. Significant activity may substitute for university, SOBA or other service as recommended by the School Dean.

School of Education
Promotion and Tenure Guidelines

1. Teaching

a) Teaching is the primary responsibility of USCA faculty. Teaching comprises classroom instruction and a broad range of faculty-student relationships including academic advisement. Individual attributes may vary, and the extent to which individuals exhibit an attribute may differ, but the following traits are commonly valued in an effective teacher: command of subject matter; familiarity with advances in one's field; organization and presentation of material in an effective and logical manner through the use of a variety of methods; active involvement of students in the learning process; capacity to instill in students an awareness of the general objectives of one's discipline; ability to make one's discipline relevant to the students' lives and values; ability to guide advanced students to creative work; maintenance of a high standard of achievement among students; and fairness and good judgment in grading students' performance. The primary area of teaching to be evaluated is the faculty member's performance in conducting his/her courses. Also valued are other activities which demonstrate commitment to teaching or the teaching mission of the institution. An outstanding teacher is expected to achieve and exhibit these commonly valued traits to a high degree.

b) Examples of Activities and Documents Useful in Evaluating Teaching:

- USCA standardized student evaluations and other student evaluations. The candidate shall provide a summary of the results of the evaluations as well as copies of the evaluations for the last five years.
- Letters from colleagues and/or others who have observed candidates' teaching and/or evaluated course materials and assignments
- Letters from students
- Objective evaluation of new classroom methods and other innovative approaches to teaching
- Honors and awards for effective teaching
- Other activities documenting commitment to teaching
- Participation in activities designed to increase knowledge of one's field
- Research activities closely related to course content or to teaching technique
- Advisement and counseling of students
- Attendance at workshops, seminars, symposia, conferences and meetings related to one's teaching
- Written reports/papers or workshops presented on teaching methods and/or teaching philosophy
- Peer observations of teaching
- Involvement of students in research activities
- Laboratory manuals and course package material developed for use in labs/classes

2. Scholarly/Creative/Applied Professional Activities

a) In an institution whose primary mission is teaching, scholarly/creative/applied professional activities that enhance teaching and curriculum development are valued. In addition, the faculty member's scholarly contribution in the traditional sense to his/her academic discipline, and creative activity characteristic of or related to the academic discipline are valued. In any endeavor, the quality of the work is more important than the quantity. As the list of examples of documentation below, indicates many kinds of scholarly/creative/applied professional activities may be valued. Remuneration for scholarly/creative/applied activities will not lessen or increase the worth of such contributions in evaluating a candidate's performance.

b) It is expected that faculty provide evidence of refereed products as part of their promotion and tenure file. A refereed product is either a publication in a professional journal that uses a peer review process for acceptance, a presentation at a professional organization conference that uses a peer review process before acceptance of the presentation, or an applied professional activity that uses a peer review process before acceptance of the applied activity.

c) In addition to b) above, examples of activities and documents useful in evaluating Scholarly/Creative/Applied Professional Activities are:
- Grants and/or fellowships received and/or applied for
  - Grants and/or fellowships received are of greater importance
  - Grants and/or fellowships applied for are of lesser importance
- Reprints of non-refereed articles, poems, essays, stories, plays, critiques, reviews, books, monographs, etc. that have been published
- Evidence of scholarly presentations at professional meetings or conferences including poster sessions that have not been peer reviewed.
- Awards or prizes
- Letters from colleagues from within or outside the campus who have knowledge of the candidate's scholarly/creative work or applied professional activities
- Descriptions of scholarly or creative work in progress
- Any other relevant activities, including
  - Membership on editorial boards,
  - Editor of professional journals or publications
  - Review of articles in professional journals and/or reviewer of texts
  - Co-presentation of papers, research, activities with teacher candidates or exercise science students
  - Scholarly presentations published as proceedings
  - Scholarly presentations published in electronic forms such as ERIC
  - External evaluation of grants
  - Presenter at professional organization workshops
- Reviews of and/or evidence of the dissemination of successful applied professional activities

Interactions with Schools
Consulting with Schools
- Curriculum guide development
- Development of materials
- Assistance to schools with data analysis
- Assistance to schools with strategic planning
- Service on individual education plan (IEP) committees
- Classroom observations for purpose of helping teachers improve instruction
- Presentation of teacher workshops

3. University, Professional, and Community Service

a) Three kinds of service may be considered. The categories of service, 1) University, 2) Professional, and 3) Community, are listed in order of importance, with University service having a higher priority than professional service, which has a higher priority than community service.

1. The faculty member's contributions to the effective functioning of his/her academic department/school, his/her college, and/or the university as a whole. It is expected that a faculty member in the School of Education must serve on university wide committees (i.e. Faculty Assembly committee, ad hoc campus committee, task force, search committee for another department) in addition to serving on committees in the School of Education.

   Examples of University service include, but are not limited to:
   - Faculty assembly officer
   - Faculty assembly committee member
   - Ad hoc campus committee member
   - Member of search committee for another department

   Examples of School of Education service include, but are not limited to:
   - Program coordinator or other part-time administrator
   - Professional Education Committee member
   - Resources Committee member
   - Diversity Education Task Force Committee member
   - Junior/Senior Block Review Committee member
   - M.Ed. Handbook Committee member
   - Practicum Handbook Committee member
   - Internship Handbook Committee member
   - Conceptual Framework Committee member
   - SOE Policy/Procedure Handbook Committee member
   - Member of a search committee for a SOE position
   - Athletic Training application concentration committee member

2. The faculty member's service to the teaching profession or to the profession of his/her discipline. Examples of these types of services include but are not limited to:

- Service to appropriate professional organizations
  - o Proctoring exams for American College of Sports Medicine, the National Athletic Training Association, or other professional certification organizations
  - o Service on accreditation teams
  - o Organizing of symposia, conferences, workshops
  - o Holding leadership positions in professional organizations
- Professional assistance to other faculty members

3. The faculty member's service to the community at large, when it is related to the faculty member's field of expertise or when it promotes the mission of USCA. The burden is on the faculty member to explain how such community service promotes the mission of USCA. Remuneration for university and community service does not lessen or increase the worth of such contributions in evaluating a candidate's performance.

   Examples of these types of services include but are not limited to:
   - o Service to student organizations
   - o Presentations to civic groups or local schools
   - o Service on boards, agencies, and commissions (local, state, and national)
   - o Service on School Improvement Councils
   - o Membership in community groups

The activities under each of the types of services listed above can primarily be documented by letters from colleagues, the candidate's personal description of his/her level of activity, and/or major documents produced in this service.

School of Nursing
Promotion and Tenure Guidelines

INTERPRETIVE STATEMENTS FOR PROMOTION AND TENURE
FOR THE USCA SCHOOL OF NURSING

TEACHING
- While both scholarship and service are valued, teaching is considered the highest priority for nursing faculty.
- SON Faculty members are expected to show evidence of remaining current in their specialty areas such as certification, practice, attendance at conferences and workshops, etc.
- Student Evaluations of Teaching (SETs) are valued but only within the context of the faculty member's overall performance.
- The scholarship of nursing pedagogy is valued, including the development of educational materials .
- Faculty members are expected to work within the philosophy and conceptual framework of the SON curriculum in the development and implementation of their assigned courses.
- Regular internal and external peer evaluations are expected.

SCHOLARSHIP
- The nursing faculty adheres to the definition of scholarship endorsed by Sigma Theta Tau International Nursing Honor Society which includes the Scholarship of Discovery (research, funded research, peer reviewed publications in professional journals); Scholarship of Integration (use of research in curriculum design, publication of review articles, presentation at professional meetings); Scholarship of Application (clinical certification, joint appointment, faculty practice); and Scholarship of Teaching (development of educational materials, evidence of teaching excellence).
- The collaboration of multiple authors is encouraged and expected, as is collaborative research. The order of authors can mean many things; the candidate is expected to define his or her contribution when seeking promotion and/or tenure.
- Multiple presentations of the same topic are acceptable as long as the level of audience differs, i.e. local, regional, national, international, or type of professional society varies.
- Poster presentations at professional conferences are peer reviewed and valued as a means of disseminating nursing knowledge.
- Mentoring junior faculty is encouraged and valued and often results in multiple authoring.

- The scholarship of clinical practice is valuable to faculty who teach in the clinical arena.
- The pursuing of advanced degrees is encouraged.

SERVICE
- The nursing faculty value service contributions to the University, the School of Nursing, professional organizations, and the community.
- Although a wide variety of service opportunities are engaged in by the nursing faculty, those that directly impact the health and wellness of the community are particularly encouraged and valued.

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