

Unit Criteria
University of South Carolina Upstate
Fine Arts and Communication Studies

The Department of Fine Arts and Communication Studies follows the university-wide criteria for promotion and tenure as outlined in the *Faculty Manual* (pg. 81-92, approved by the Board of Trustees 12-2016). Promotion and tenure decisions should take into account the continuity of the candidate's entire professional record, with emphasis placed on achievements during the probationary period (Assistant Professor to Associate Professor) or review period (Associate Professor to Professor). Explanations of the evaluative levels of completion for each level can be found after each list of example evidence. Evidence need not be provided for all items listed in the file. The included lists of evidence are only representative examples; other evidence may be provided.

NOTE: Examples of evidence are not ranked in any hierarchy, nor are they all-inclusive. These examples only illustrate the diversity of activities that describe performance.

In order to be eligible for tenure and/or promotion to the rank of associate professor, all faculty members must have an earned terminal degree in accordance with their appointment letter; full-time teaching experience at the rank of assistant professor or higher, (which will typically include five years of relevant experience); a record of highly effective performance in teaching; and a record of effective contributions in scholarship and service.

In order to be eligible for promotion to the rank of professor, all faculty members must have a minimum of three years of relevant experience as a tenured associate professor, a record of excellence in teaching, and must also have made highly effective contributions to service or scholarship and creativity and effective contributions to the other category.

Teaching Effectiveness

- Administrative annual reviews
- Advising data (hours scheduled, number students advised, participation in orientation sessions, etc.)
- Any study undertaken to enhance teaching skills
- Availability to students via documented contact hours/meetings
- Computer/technology or multimedia courseware development
- Creative work produced for classroom instruction
- Curriculum development or revision
- Departmental work that supports teaching/instruction efficacy
- Developing innovations in teaching
- Directing independent studies, internships or student research
- Enhancing course content or methodology
- Experimental learning activities
- Grant awards for teaching support
- New course development
- Nomination for teaching awards
- Peer classroom observation
- Peer evaluations of teaching

- Professional development: workshops, additional graduate work
- Samples of exams and assignments
- Samples of supplemental course materials
- Student opinion polls
- Supervision of student research or creative activity
- Syllabi, reading lists, policy statements, grading procedures, course objectives
- Unsolicited letters from students

Less than Satisfactory: The candidate does not demonstrate a sustained and ongoing record of effective teaching, or the quality and quantity of that record does not meet the criteria for evaluation of Effective.

Effective: Under most circumstances, the candidate can provide some evidence of teaching effectiveness in a variety of areas. The candidate has designed detailed syllabi, course materials, daily assignments, and evaluative methods which have enabled students to meet discipline-established course objectives. The candidate has received generally positive performance reviews from students, peers, and administrators. After the initial year, the candidate has advised students.

Highly Effective: The candidate exceeds the criteria of the previous category and has demonstrated a sustained and ongoing commitment to successful teaching. Evidence could include documentation of valuable use of innovative techniques; support of undergraduate research; new course proposals or curricular development; development of new programs or curricular revisions to existing programs; consistently positive performance reviews from students, peers, and administrators; and recognition from current or former advisees, including alumni.

Excellent: The candidate exceeds the criteria of the previous categories by performing in at least one of those categories with exceptional quality. They may have received a teaching award or external or internal grant for curriculum or pedagogical development. Student, peer, and administrative reviews consistently recognize the candidate's exceptional contribution to teaching. The candidate documents significant commitment to undergraduate research and advising. While research and scholarship exist as a separate category for faculty evaluation, the candidate demonstrates how their scholarly agenda informs and enhances course development and classroom instruction.

Service

Additional remuneration or course release time for various service-oriented activities does not lessen the worth of such contribution in evaluating a faculty member's performance. (USC Upstate *Faculty Manual*, (pg. 41-42, approved by the Board of Trustees 12-2016).

Service to the University

- Advisor to student organizations
- Any involvement in the metropolitan mission of the university
- Any study for the university, college or department benefit
- Departmental and university committees
- Faculty Senate
- Participation in University-wide colloquia
- University, department, or program representative at recruitment fairs and public events.

Service to the Community

- Exercise of civic responsibility

- Expertise provided to any community program or organization
- Membership in community organizations
- Participation in local, state, national or international organizations
- Presentations to schools, clubs, and organizations
- Providing expert witness or adjudication
- Judging, adjudicating, and responding to juried exhibitions, competitions, and performances

Service to the Profession

- Administration of professional meetings, conferences or competitions
- Consultant to schools and universities
- Editing, reviewing or advising within the profession
- Grant reviews and project consultant
- Guiding, informing or modifying practices in the disciplines
- Membership in professional organizations
- Judging, adjudicating, and responding to juried exhibitions, competitions, and performances

Less than Satisfactory: The candidate does not demonstrate a sustained and ongoing record of service to the department, unit, college, university, the university system, community, or profession.

Effective: The candidate has contributed to a minimum of two committees, activities, workshops, or other service opportunities at the University. The candidate has also demonstrated an ongoing and sustained record of service to the community and the profession.

Highly Effective: The candidate exceeds the criteria of the previous category and has offered more extensive service to the department, unit, college, university, the university system, community, or profession. Typically, the candidate has served on at least one university-wide committee in addition to unit service. The candidate can document significant contributions to service of the University, the community, and the profession.

Excellent: The candidate exceeds the criteria of the previous categories, taking on leadership positions in a variety of service opportunities. The candidate's service produces significant results and reflects a substantial contribution of time. The candidate may have provided services to the community or profession based upon the candidate's particular area of expertise. The candidate likely has been recognized by members of the University, the community, and the profession for their service.

Scholarship and Creativity

In certain disciplines, such as art, music, and theatre, distinguished creativity and performance receive consideration equivalent to distinction attained in research and other scholarly endeavors. Additional remuneration for this kind of work does not lessen the worth of such contribution in evaluating a candidate's performance. (USC Upstate *Faculty Manual*, pg. 42-43, approved by the Board of Trustees 12-2016).

- Applied research
- Art exhibition reviews and catalogs
- Artist/Scholar-in-residence status
- Awards and citations
- Book reviews
- Computer/technology or multimedia course ware development

- Digital scholarly engagement
- Editorial activities
- Film or video works
- Invited talk or performance
- Juried art exhibitions or selection for inclusion in collections
- Grants and fellowships
- Music and theatre performances
- Peer-reviewed and non-peer-reviewed journal articles, book chapters, compositions, or authored/edited books
- Presentations, posters, or performances at professional and scholarly meetings/panels/conferences
- Professional development: workshops, additional graduate work
- Professional graphic design or web design projects
- Professional recording of performances
- Public scholarship
- Publication in international, national or regional conference proceedings
- Publishing plays or musical compositions
- Research oriented fieldwork
- Research summaries and abstracts
- Serving as an article or conference paper reviewer
- Supervision of student research or creative activity
- Textbook chapters
- Works of scholarship/creativity in progress
- Writing, directing, choreographing, or composing/arranging works

Less than Satisfactory: The candidate does not demonstrate a sustained and ongoing record of scholarly and/or creative activity, or the quality and quantity of that record does not meet the criteria for evaluation of Effective.

Effective: The faculty candidate in Commercial Music, Theatre, and Visual Arts has published at least two peer-reviewed articles or has successfully produced/published/created at least two artistic/creative endeavors such as but not limited to those listed above. The candidate has presented original research and/or creative work consistently at professional conferences in the form of traditional presentations, poster presentations, panel discussions, or musical/dramatic performances.

Under most circumstances, the Communication faculty candidate has published at least two peer-reviewed journal articles, peer-reviewed book chapters, or peer-reviewed authored/edited books and has a diverse mix of accomplishments from the list above. In some cases, a candidate from Communication may have published only one peer-reviewed publication if it has proven particularly distinguished and if they have an extensive record of other substantive work and a diverse mix from the list above.

Highly Effective: The faculty candidate in all areas exceeds the criteria of the previous category and has multiple publications in respected scholarly/professional outlets or has successfully produced/published/created multiple artistic/creative endeavors such as but not limited to those listed above. Typically, this means that publication extends beyond the candidate's dissertation work. The candidate has presented scholarly/creative work regionally, nationally and/or internationally. They may have organized or chaired panels, given workshops, presented as an invited speaker in

prestigious forums, served as a consultant for groups engaged in significant scholarly endeavors, or evaluated grants for an external organization.

Excellent: The faculty candidate in all areas exceeds the criteria of the previous categories and has published more extensively in respected scholarly/professional outlets or has successfully produced/published/created artistic/creative endeavors on a more extensive basis such as but not limited to those listed above. Additionally, the candidate may have served as a featured speaker at major workshops or conferences, refereed for significant journals or presses, been elected to a leadership position within an important professional organization, served on the editorial board of a scholarly/literary journal, arts organization/company, or conducted similar work.

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