Unit Criteria
University of South Carolina Upstate

DIVISION OF NATURAL SCIENCES AND ENGINEERING

In promotion and tenure decisions, the value placed upon any aspect of the candidate's record must depend upon a judgment of its quality. The record must show significant achievements and give promise of continuing accomplishments. The Division of Natural Sciences and Engineering acknowledges that the diverse nature of what is being evaluated does not easily lend itself to quantification in the assessment process. Therefore, no fixed minimum number of products will be an absolute condition of receiving promotion and/or tenure. At the same time, concrete evidence of progress and continuity of effort in all categories is required. Teaching effectiveness is the most important element in considerations of promotion and tenure at USC Upstate; nevertheless, peer-reviewed scholarly work is expected for promotion and/or tenure.

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). The lists of examples on the following pages demonstrate opportunities for achievement in the areas of teaching, scholarship and creativity, and service. These lists are not exhaustive; other evidence may be provided and will be considered and ranked by the unit Peer Review committee based upon its quality and contribution to the field, university, or community. Further, the lists are not to be considered checklists, as it is not expected that any one candidate would be able to achieve all items and/or all rankings listed. Items are ranked hierarchically according to their significance and impact in determining the candidate's suitability for promotion and/or tenure. It is expected that successful candidates for tenure and promotion to Associate Professor (*highly effective* rank in teaching and *effective* in scholarship and service) or promotion to Professor (*excellence* in teaching, *highly effective* contributions to service or scholarship and creativity, and *effective* contributions to the other category) should demonstrate a clear record of accomplishments following the guidelines for each category as provided in the "Alignment with *Faculty Manual* evaluative terms" section below. In all instances, reasonable documentation of workload and effort must be provided.

Items identified as *uniquely valued* are exceptional achievements and any one meets or exceeds the requirements for promotion and/or tenure in that overall category, regardless of rank or promotion sought, provided that any specific requirements for an *effective* ranking in that category, as listed in the "Alignment with *Faculty Manual* evaluative terms" section below, have also been achieved.

Items that qualify for more than one category (e.g. scholarship <u>and</u> service) cannot be used for credit in both categories. In this case, candidates must elect the category to which the activity applies.

These criteria apply for faculty hired in 2018 and thereafter. Candidates hired prior to this date may elect to use these criteria by indicating such on the Cover Page in the Summary File. The standards for promotion and tenure in the *Faculty Manual* are contractual, and existing faculty are subject to the regulations in the *Faculty Manual*.

TEACHING

During the evaluation of teaching effectiveness, consideration will be given to the type of course, the number of preparations per semester, course enrollments, and/or the number of new preparations. As workload for many of the items listed below may vary from year to year, the candidate should clearly document the time and resource involvement for items. The Peer Review committee may make adjustments to the rankings for items based on the workload documentation. For example, an item ranked as *highly valued* may be adjusted to *most highly valued* if the workload over a given time period was inordinately high, and vice versa.

Uniquely valued
Teaching award of recognized value and significance (e.g., USC Upstate or professional society)
Receipt and completion of a Fulbright Scholarship primarily focused on teaching

Most highly valued
Favorable in-class teaching evaluation by administrator or peers
New course development (including online development)
Significant redesign or enrichment of existing courses or laboratories for the purpose of improving student learning, service learning, retention, community engagement, or rigor
Undergraduate research or independent studies mentored by the faculty member
Program or curriculum development

Highly valued
Teaching award nominations (excluding self-nominations)
History of positive or improving Student Opinion Polls, factoring in the type of course taught
Favorable evaluations of teaching by administrator and/or Peer Review Committee
Implementation of innovative teaching techniques
Substantive modification of existing courses or laboratories for the purpose of improving student learning, service learning, retention, community engagement, or rigor
Providing pedagogically meaningful activities outside normal classroom hours for the purpose of improving student learning, service learning, community engagement, or retention
Effective and engaged academic advising

Valued
Internships directed by the faculty member
Courses audited, workshops attended, or other measures taken to increase one's knowledge base or teaching skills
Letters/communications of support from students
Availability to students
Minor modification of existing courses or laboratories to update or modernize material, content, or presentation for the purpose of improving student learning, service learning, community engagement, or retention

SCHOLARSHIP AND CREATIVITY

       The Division acknowledges the value and necessity of collaboration in scholarly endeavors in the natural sciences. Faculty members are expected to find attainable outlets for productive scholarship, which may include collaboration with colleagues, either within or across disciplines, as well as the scholarship of teaching. As a metropolitan university, the Division of Natural Sciences also recognizes the value of publicly engaged/community-based scholarship. Such scholarship may involve collaborations with public or private entities to enhance public knowledge or to serve the public good. Scholarly and creative products resulting from collaborations and/or shared intellectual contributions should be valued as equal or similar to individual scholarly works. Authorship order should have no bearing on the evaluation of the contribution of the candidate to the work.

       Peer-reviewed publications are expected for promotion and/or tenure, but it is recognized that some publications carry greater weight than others and that some disciplines value peer-reviewed abstracts/presentations at professional conferences as having equal weight to peer-reviewed publication. The intent of these criteria is to reward publications in all such recognized peer-reviewed scientific venues.

       The candidate should clearly document the time, resource involvement, and outcome for items. The Peer Review Committee may make adjustments to the rankings for items based on such documentation. For example, an item ranked as *highly valued* may be adjusted to *most highly valued* if the effort or significance was inordinately high, and vice versa.

Uniquely valued
External (non-USC system) grant awarded to the candidate exceeding $30,000, excluding indirects
Peer-reviewed publication in a top-tier journal (e.g., *Science*, *Nature, Journal of Management*)
USC Upstate Scholarship and Creativity Award
Receipt and completion of a Fulbright Scholarship primarily focused on research/scholarship

Most highly valued
Peer-reviewed publication in a national or international journal, book, or book chapter
Discipline-appropriate peer-reviewed abstract/presentation/paper in international, national,
     or regional professional conference proceedings
Invited review article
Obtaining external funding (non-USC system)
Obtaining USC system funding
Submitting proposal for external funding (non-USC system)
Actively involving undergraduate students in research endeavors that leads to presentation at
     scholarly conferences or peer-reviewed publications
Invited presentation at scholarly conference
Chairing a scholarly session/workshop at a national/regional scholarly or professional conference
Publication/intellectual achievement of significant value to the community

Highly valued
Peer-reviewed publication in a regional journal (e.g., Southeastern Naturalist), book or book
        chapter
Peer-reviewed publication submission
Discipline appropriate peer-reviewed abstract/presentation/paper in state-wide/local
        professional conference proceedings
Obtaining internal (USC Upstate) funding
Actively involving undergraduate student in research endeavor
Submitting proposal for internal funding
Industry/government report
Presentation at scholarly conference
Advisor/supervisor to graduate students

Valued
Peer-reviewed publication in local journal (e.g., The Annual USC Upstate Student Research
        Journal), book, or book chapter
Work in progress
Attendance at scholarly conference

SERVICE

      Service can be defined as activities that benefit various constituents, to include the USC system, university, the faculty member's unit, the community, and their profession. The Division recognizes that service activities reflect a faculty member's skills and interests, so the distribution of service activities may vary among candidates. Therefore, emphasis should be placed on the number of activities, level of responsibility, amount of effort contributed, and (where appropriate) level of engagement. As the workload for many of the items listed below may vary from year to year, the candidate should clearly document the time and resource involvement for items. The Peer Review Committee may make adjustments to the rankings for items based on the workload documentation. For example, an item ranked as *highly valued* may be adjusted to *most highly valued* if the workload over a given time period was inordinately high, and vice versa.

      Candidates in their first year may have a lower expectation for service; this should not affect reviews of their performance in the first year.

University Service
Uniquely valued
Faculty Senate Chair
USC Upstate Service Award
Receipt and completion of a Fulbright Scholarship primarily focused on service

Most highly valued
Chair of university or system-wide committee (standing, ad hoc, search, etc.)

<u>Highly valued</u>
Faculty Senate representative
Member of university or system-wide committee (standing, ad hoc, search, etc.)
Undertaking a study for university benefit
Advisor to a university student organization

<u>Valued</u>
Membership in faculty grievance and/or student Honors Council pools
Discipline-related presentations to university clubs and organizations

Unit Service

<u>Uniquely valued</u>
Division Chair

<u>Most highly valued</u>
Division Assistant Chair
Division Program Coordinator
Chair of unit committee (standing, ad hoc, search, etc.)
Discipline assessment coordinator

<u>Highly valued</u>
Member of unit committee (standing, ad hoc, search, etc.)
Coordinator for multi-section course
Undertaking a study for unit benefit
Effective and engaged advising
Participation in summer recruitment and advising activities while not under contract
Acquisition and/or maintenance of departmental resources (e.g. instruments, models, microscopes, hardware, sample collections, etc.)

<u>Valued</u>
Producing departmental reports
Peer mentoring
Participation in recruitment activities while under contract

Community Service/Engagement

<u>Uniquely valued</u>
Chair of a local board or commission or discipline-related major event (e.g. Science Fair)
Service award from a discipline-related organization

<u>Most highly valued</u>
Active membership in and contribution of discipline-related expertise to community programs and organizations
Engaging students in service learning or other service to the community as representatives of the university
Serving on community or business boards or commissions

Serving as a consultant or expert witness
Providing information in field of expertise for media outlets

<u>Highly valued</u>
Serving a community organization as a representative of the university
Discipline-related presentations for community clubs, organizations, or schools
Judging discipline-related competitions

<u>Valued</u>
Active involvement in community programs and civic organizations in a non-university-related capacity

Professional Service

<u>Uniquely valued</u>
Editor of a scholarly journal
Chairing or organizing a regional or national meeting at the highest level of faculty involvement
Leadership role in a national or international professional society
Service award from a national or international professional society

<u>Most highly valued</u>
Leadership role in a regional professional society
Chairing or moderating a session at a professional society meeting
Chair of a national or international professional society committee
Grant proposal reviewer for major funding agency (e.g. NIH, NSF, Gates Foundation, etc.)
Organizing a session, symposium, or workshop at a professional society meeting

<u>Highly valued</u>
Grant proposal reviewer
Peer-reviewer for scholarly journal or other publication/conference
External reviewer for a promotion and tenure file
Member of a national or international professional society committee

<u>Valued</u>
Textbook/textbook chapter reviewer
Participation in activities of a professional society
Serving on graduate student committees

ALIGNMENT WITH *FACULTY MANUAL* EVALUATIVE TERMS

The descriptors for the rankings used in the Unit Criteria differ from the ratings in the *Faculty Manual* and on the *Peer Review* forms. The following guidelines are meant to help align the two conventions for each category. Because the items provided in the lists above are ranked hierarchically, those rated higher than others carry more weight, so an increased number of these in a candidate's record should positively impact their rating. For example, a record with several *most highly valued* items would generally receive a higher rating than one with no such items.

Teaching

Less than satisfactory: The candidate fails to demonstrate an ongoing and sustained record of effective teaching as evidenced by very few or no accomplishments from any of the rankings.

Effective: The candidate's teaching record consists primarily of items categorized as *highly valued* with some *valued* accomplishments.

Highly effective: The candidate's teaching record exceeds the criteria from the ranking above. It should consist of a mixture of items categorized as *highly valued* and *valued* with at least one *most highly* valued item.

Excellent: The candidate's teaching record exceeds the criteria from the rankings above and consists of an overall balance of accomplishments, including multiple items categorized as *most highly valued* with a sufficient number from other rankings, indicating performance at the highest level. A candidate with a *uniquely valued* item is to be considered to have earned a ranking of *excellent* in this category.

Scholarship

Less than satisfactory: The candidate fails to demonstrate an ongoing and sustained record of scholarship as evidenced by very few or no accomplishments from any of the rankings. This may include a lack of peer-review publications.

Effective: The candidate's scholarship record consists primarily of items from the *highly valued list*, with some *valued* accomplishments. In addition, to be rated *effective*, the candidate must publish in peer-reviewed regional, national, or international journals as categorized in the m*ost highly valued* list. Typically, one peer-reviewed publication is not sufficient for a rating of *effective*. If the candidate has only one peer-reviewed publication, substantial evidence of additional scholarship activity is required to support the *effective* rating.

Highly effective: The candidate's scholarship record exceeds the criteria from the ranking above. It should consist of a mixture of items categorized as *highly valued* and *most highly valued*.

Excellent: The candidate's scholarship record exceeds the criteria from the rankings above. It should consist of accomplishments indicating performance at the highest level, including multiple items categorized as *most highly valued.* Multiple peer-reviewed publications in regional, national, or international journals are necessary to achieve this rating. A candidate with a *uniquely valued* item is to be considered to have earned a ranking of *excellent* in the scholarship category if the requirement for a peer-reviewed publication under the *effective* ranking has been achieved.

Service

Less than satisfactory: The candidate fails to demonstrate an ongoing and sustained record of service to the university, the unit, the community, or one's profession as evidenced by very few or no accomplishments from any of the rankings.

Effective: The candidate's service record consists primarily of items categorized as *highly valued* with some *valued* accomplishments. At least one of the items must be university or unit committee service.

Highly effective: The candidate's service record exceeds the criteria from the ranking above. It should consist of a mixture of items categorized as *highly valued* and *most highly valued*, in addition to the university or unit committee service required for the *effective* rating.

Excellent: The candidate's service record exceeds the criteria from the rankings above. It should consist of accomplishments indicating performance at the highest level, including multiple items categorized as *most highly valued*. A candidate with a *uniquely valued* item is to be considered to have earned a ranking of *excellent* in the service category if the requirement for university or unit committee service under the *effective* ranking has also been achieved.

 Submitted for review: March 20, 2018
Approved by NSE faculty: March 23, 2018