

## **HPPA Mission and Promotion and Tenure Criteria**

Approved December 8, 2014

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### **History, Political Science, Philosophy, and American Studies**

#### **Mission Statement**

The mission of the Department of History, Political Science, Philosophy, and American Studies is to increase students' knowledge of ethical, historical, political and cultural environments. The members of the faculty accomplish this mission by providing courses that fulfill general education requirements and by offering majors, minors, and cognate courses. Our faculty expose students to the study of social diversity and intellectual thought and provide a conceptual framework for comprehending the global community. Through internships, independent studies, and community service, the department provides opportunities to connect academic understanding with practical experience.

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#### **CRITERIA FOR PROMOTION AND TENURE**

##### **History, Political Science, Philosophy, American Studies (HPPA)**

For promotion and tenure, the candidate's record must demonstrate significant accomplishment and give promise of further achievement. Decisions take into account the complete professional record and discipline of the candidate and the quality and quantity of the evidence. With the exception of the mandatory peer review of teaching, it is neither expected nor desired that a candidate provide evidence for all the criteria listed. The following criteria are not exhaustive; other evidence may be provided. Criteria are not listed in rank order.

#### **TEACHING EFFECTIVENESS**

- Student Evaluations<sup>1</sup>
- Mandatory peer reviews of teaching
- Quality of syllabi and course materials
- New course development (traditional and online)
- Course enrichment (traditional and online)
- Development of teaching software
- Use of formative mid-semester evaluations
- Experiential learning activities
- Teaching awards and nominations
- Student Advisement
- Availability to students
- Supervision of Independent Studies
- Supervision of Internships (not taught as part of regular course load)
- Directing/Mentoring Student Undergraduate Research

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<sup>1</sup> Student opinion polls are required for annual review as well as for promotion and tenure. Current S.O.P. forms are geared to traditional courses and are inadequate for evaluating online classes. It is recommended the Peer Review Committee develop an equitable protocol for interpreting the differences between student evaluations from standard face to face courses and those from online classes.

- Directing/Mentoring Service Learning Courses/Activities
- Conducting Non-scheduled courses
- Course Coordinator/Scheduler
- Experimentation with innovative teaching techniques

#### TEACHING DEVELOPMENT ACTIVITY

- Attended/Presented at pedagogically-themed Conferences and Panels
- Observed/Reviewed a Colleague Teaching
- Peer Observation
- Participation in pedagogically-themed Symposia, Seminars, Webinars and Workshops
- Efforts to increase knowledge base or teaching skills

#### SERVICE

##### *Service to the University, College and Department*

- Active involvement with Department, College, or University committees, task forces, or projects
- Active participation with a student organization
- Collegiality (e.g., sharing appropriately in department workload)
- Experiential learning activities
- Service Learning Courses/Activities
- Serving on Faculty Senate
- Serving as representative of one's profession or unit at recruiting fairs, career fairs, etc.
- Coordinating or supervising a minor program
- Writing letters of recommendation

##### *Service to the University System*

##### *Service to the Community*

- Active membership in and contribution of discipline-related expertise to community programs, organizations, and media
- Presentations for clubs, organizations, schools, etc.
- Serving as an expert witness

##### *Service to One's Profession*

- Active involvement in a professional organization
- Serving as editor, reviewer, or advisor within one's profession

##### *Consulting*

#### SCHOLARSHIP AND CREATIVITY

- Refereed Publications (e.g., articles, monographs, book chapters, conference proceedings)
- Presentations at professional and scholarly meetings and colloquia; served as chair, commentator or respondent at professional and scholarly meetings and colloquia
- Scholarly translations (including but not limited to primary sources, journal literature, etc.)
- Peer-reviewed Encyclopedia articles and essays

- Professional Development (e.g., professional memberships, conference attendance, continuing education credit)
- Achieved and/or maintained professional certification or competence
- Discipline-related creative work (e.g. novels, performances, simulations, documentary film)
- Peer-reviewed New Media
- Peer-reviewed Exhibits
- Published reviews (e.g., of books and book chapters, texts, review panel member)
- Major Grants and Fellowships (e.g. research grants, competitive fellowships) received
- Editorial activities (e.g., Journal editor, editor of a journal special issue)
- Major awards (e.g., book prizes, research honors)
- Manuscripts submitted for review
- Work in progress

The criteria below are not weighted as heavily as those preceding.

- Collaborative student research
- Grants and Fellowships (e.g. TAPS, research grants, competitive fellowships, member of grant review panel) submitted, funded or reviewed
- Editorial activities (e.g., book review editor, editorial board member)
- Non-refereed publications (e.g., books, articles)
- Manuscripts Reviewed
- Research-oriented travel
- Citations and recognition of Academic expertise
- Awards (e.g., book prizes, research honors)

### **CRITERIA FOR PROMOTION AND APPOINTMENT OF TEACHING FACULTY**

The History, Political Science, Philosophy, and American Studies criteria are the same as those for USC Upstate and are found in the *Faculty Manual*.

### **Definitions of Evaluative Terms**

**Excellent.** Persons considered to be excellent significantly exceed the normal requirements of their position; the quality of their performance is such to make it worthy of special note. Their level of performance indicates extra thought, time, effort, and imagination; they make important contributions to the University and its mission. Refer to the individual unit criteria for examples of specific performance indicators.

**Highly Effective.** The category of highly effective is reserved for persons whose performance exceeds the normal requirements of their position. The quality of their performance makes significant contributions to the University and its mission. Refer to the individual unit criteria for examples of specific performance indicators.

**Effective.** The category of effective is reserved for persons whose performance clearly meets the requirements of their position. Their accomplishments support the mission of the University. Refer to the individual unit criteria for examples of specific performance indicators.

**Less than Satisfactory.** Less than satisfactory is applied to those persons whose performance fails to meet the requirements of their position. Continued performance at this level would clearly impede the mission of the university. Refer to the individual unit criteria for examples of specific performance indicators.