

Unit Criteria
University of South Carolina Upstate Department of Psychology
Spring 2018

The Department of Psychology adheres to the University-wide criteria for promotion and tenure (hereafter referred to as promotion, as the criteria for tenure and promotion for Associate Professor are identical) as described in the *Faculty Manual*. Decisions take into account the complete professional record of the candidate, with emphasis on the probationary period (in the case of promotion to Associate Professor) or the review period (in the case of promotion to Professor), and the quality and quantity of the evidence. Additionally, it is recognized that some activities may encompass one or more areas of professional work and, therefore, the candidate may include evidence from a single activity to address effectiveness in teaching, scholarship and/or service. In cases in which a particular activity comprises more than one area of professional work, or includes multi-faceted work, the candidate may elect the category(ies) to which the activity (in part, or as a whole) applies. Differences among candidates are recognized and valued.

In all areas of faculty performance, examples of documentation are not intended to be all inclusive, but only illustrative of the diversity of types and levels of activities that describe elements of performance. The following lists of evidence are not meant to be exhaustive; additional evidence may be provided. Further, it is not expected that a candidate perform all activities included in the following lists.

CRITERIA FOR APPOINTMENT AND PROMOTION

To be eligible for the rank of Associate Professor, all faculty members must have:

1. An earned doctorate in the primary teaching field or an earned doctorate with a master's degree in the primary teaching field.
2. A minimum of five years of relevant experience. Relevant experience should include full-time teaching* experience at the rank of Assistant Professor or higher.
3. A record of highly effective performance in teaching, effective performance in scholarship, and effective performance in service.

To be eligible for the rank of Professor, all faculty members must have:

1. An earned doctorate in the primary teaching field or an earned doctorate with a master's degree in the primary teaching field.
2. A minimum of nine years of relevant experience.
3. A record of excellence in teaching.
4. A record of highly effective performance in scholarship or service and effective performance in the other category.

A. TEACHING

Teaching in its various forms is the primary responsibility of any faculty member; therefore, responsibility for the intellectual development of students requires that the University maintain and reward excellence in teaching. Teaching involves communicating knowledge to students and fostering in them the intellectual curiosity to continue the quest for knowledge. For the purposes of administrative review and promotion, teaching and advising will be evaluated in

terms of interactions that occur in the classroom, the laboratory, the office, at internship sites, in virtual interactions made possible by technology, or in the community. Specific requirements for promotion are stated in Section A2 of this document.

1. EVIDENCE OF EFFECTIVENESS IN TEACHING

Candidates for evaluation will provide a narrative outlining their teaching accomplishments for the review period** in question. The following are examples of evidence that may be used to document teaching effectiveness:

Classroom:

- syllabi, reading lists, policy statements, grading procedures, course goals and objectives
- samples of supplementary course materials
- student opinion poll forms from all courses taught during each calendar year; written comments must be included
- samples of tests, exams, or other assignments
- peer reviews of teaching by colleagues and/or administrators

Advising:

- advising data (hours scheduled, number of students advised, participation in orientation sessions, etc.)
- advisee evaluations/feedback
- participation in advising workshops
- post-graduation planning (i.e., career and/or graduate school advising)
- mid-term/post-semester grade check-ins

Community-Engaged Teaching:

- community-based research and/or service learning within the classroom environment
- online and off-campus educational engagement
- active involvement in pre-college programs for K-12 youth
- conducting occupational short course, certificate, and licensure programs
- international teaching with community engagement components
- conducting conferences, seminars, not-for-credit classes, and workshops
- active participation in educational enrichment programs (e.g., Preface Program, Admitted Students Day, AGOGE) for the university community, alumni, and/or general public
- acting as a clinical supervisor

Additional Teaching Evidence:

- administrative reviews
- teaching, advising, mentoring awards and/or acknowledgements
- letters from students

2. CRITERIA FOR EVALUATING EFFECTIVENESS IN TEACHING

a. An effective teacher will do all of the following:

- Post clearly written syllabi (grading procedures outlined, due dates for tests and assignments noted, expectations and objectives listed)
- Be available to students (hold office hours, return email in a timely manner, keep appointments, respond to advisees outside of the advising/registration

time period)

- Incorporate writing into coursework
 - Provide summative learning experiences for students (i.e., evaluate work and assign grades appropriately)
 - Identify areas in their teaching that could be improved and take steps toward improvement
 - Psychology faculty: teach sequence courses in the psychology curriculum (PSYC 101, 225, 325, 400-level, or 502)
 - Child Advocacy Studies faculty: teach sequence courses in the CAST curriculum (CAST 301, 401, 402, or 499)
 - Participate in OARs
- b. A highly effective teacher will do all of the things listed above and some of the following:
- Make use of innovative teaching methods
 - Provide formative learning opportunities for students (i.e., evaluate/assign coursework for both the assessment of learning and to bolster the process of learning, including mid-term grade feedback)
 - Have peers observe their teaching
 - Design new courses and/or significantly redesign courses
 - Develop courses to promote learning in a variety of formats/settings (e.g., online, active learning, service learning, international, distance education, experiential opportunities)
 - Integrate technology in classroom teaching
 - Take steps to address problems identified by themselves, during peer observations of teaching, or in SOPs
 - Attend teaching improvement seminars or workshops
 - Write letters of recommendation for students
 - Be nominated for teaching, advising, mentoring awards
 - Routinely attend student-related departmental events (e.g., Psi Chi Inductions, Poster Fairs, Senior Seminar Presentations, Internship Presentations)
 - Supervise student research assistants on faculty research projects
 - Apply for Sponsored Awards for student research assistants
- c. An excellent teacher is consistently student-oriented and demonstrates a concerted effort to develop students' potential. In addition to doing all of the things listed under effective teaching, an excellent teacher will show a consistent pattern of doing a significant number of items listed under highly effective teaching, and will do some of the following:
- Be flexible and responsive to departmental needs (e.g., teach courses at non-traditional times, and/or in a variety of formats; cover unexpected/last minute teaching needs through guest lectures, long-term substitute teaching, and/or course overloads)
 - Teach a breadth of courses
 - Engage in departmental curricular revision and program development/revision, as appropriate
 - Engage in international teaching exchanges
 - Engage in community-based teaching

- Supervise student-driven research projects
- Follow up with advisees after grades are posted
- Reach out to students at all levels of preparedness, particularly at-risk students
- Work on post-graduation plans with students
- Have students present at conferences, publish research, or win research awards
- Be a finalist for/winner of teaching, advising, and/or mentoring awards

B. SCHOLARSHIP

Scholarship contributions include endeavors on the part of the faculty member which lead to a robust combination of some or all of the following factors: (1) discovery of new knowledge, (2) community engaged/public scholarship, (3) development of pedagogical innovative techniques, (4) presentations at professional conferences, (5) publication of one's research findings and scholarly views, (6) grant writing, and (7) keeping current in one's field. Generally, we adopt a broad interpretation of scholarship and creativity, one that accommodates the highly diverse field of psychology and the wide variety of interests of the faculty of the department of psychology. Additionally, we acknowledge the value and necessity of collaboration in scholarly endeavors. Scholarly and creative products resulting from collaborations and/or shared intellectual contributions should be valued similarly to individual scholarly works. Specific requirements for promotion are stated in Section B2 of this document.

1. EVIDENCE OF EFFECTIVENESS IN SCHOLARSHIP

Candidates for evaluation will provide a narrative outlining their scholarly accomplishments for the review period** in question. A list of evidence that may be used to document scholarship includes:

Scholarly Publications:

- journal articles
- books
- book chapters
- edited volumes
- technical reports
- textbooks, workbooks, study guides, and other published pedagogical materials
- documented work in progress

Scholarly Presentations:

- presentations at professional meetings (conference papers, poster presentations, and abstracts)
- documented work in progress

Community Engaged Research:

- community-based, participatory research
- community impact and/or applied research
- contractual research
- demonstration projects
- needs assessments
- program evaluations

- report generation

Mentored Student Scholarship:

- supervision of student research
- student presentations at conferences, research publications, or scholarly awards
- scholarly student grants (e.g., Magellan Scholarship, Research Assistantship)

Additional Scholarly Evidence:

- professional development (e.g., supervised clinical practice, clinical practice, attaining or maintaining certification in areas of specialization, professional memberships, conference attendance, continuing education credit)
- reviews (e.g., manuscripts, books and book chapters, texts, grants, review panel member)
- grants and fellowships (e.g., research grants, competitive fellowships, member of grant review panel), including non-funded/awarded proposals and submissions;
- citations
- awards (research honors, book prizes)
- other creative works, including computer software, audio-visual materials, etc.

2. CRITERIA FOR EVALUATING EFFECTIVENESS IN SCHOLARSHIP

- Effective performance in scholarship is defined as two intellectual contributions during the review period** from among those outlined in Section B1 of this document, at least one of which must be a peer-reviewed journal article.
- Highly effective performance in scholarship is defined as three intellectual contributions during the review period** from among those outlined in Section B1 of this document, at least one of which must be a peer-reviewed journal article.
- Excellent performance in scholarship is defined as three or more intellectual contributions during the review period** from among those outlined in Section B1 of this document, at least two of which must be peer-reviewed journal articles.

C. SERVICE

Service to the University, profession, and community falls within the responsibilities of a faculty member and is essential to the fulfillment of the University's responsibilities to the academic community and to the attainment of institutional goals. Each faculty member is expected to cooperate in supporting the mission and the goals of the unit and the University. Specific requirements for promotion are stated in Section C2 of this document.

1. EVIDENCE OF EFFECTIVENESS IN SERVICE

Candidates for evaluation may provide a narrative outlining their service activity for the review period** in question. A list of activities that may be used to document the category of service includes:

Service to the University:

- active involvement on department or university committees or projects
- serving on Faculty Senate
- serving as a faculty mentor

- active participation with student organizations
- departmental citizenship (e.g., shares appropriately in division workload)
- serving as a representative of one's profession at university recruiting fairs (e.g., Open House, Fab Friday, Admitted Students Day, Majors Fair), public school career fairs, etc.
- serving as a member on search committees for one's own division or department or serving as the outside member for other divisions or departments
- awards for University service

Service to the Profession:

- active involvement in a professional organization
- editorial activities (editor, editorial board member)
- chairing or serving as a discussant on a panel at professional meetings; or moderating paper or poster sessions
- judging official for research-based awards
- review manuscripts, books, and/or grants
- external service to other academic institutions (e.g., IRB/IACUC member, faculty candidate reviewer, program evaluations)
- awards for professional service

Service to the Community:

- active membership in community programs or organizations (e.g., advisory boards and other disciplinary-related service to community organizations)
- presentations for clubs, organizations, schools, etc.
- serving as a professional consultant
- serving as an expert witness
- diagnostic services
- clinical practice
- policy analysis
- conducting professional workshops and seminars, organizing conferences
- making media appearances
- developing materials for general public audiences
- using professional expertise to serve local, state, and regional needs
- awards for community service

2. CRITERIA FOR EFFECTIVENESS IN SERVICE

- a. Effective performance in service includes at least two activities during the review period** from among those activities listed in Section C1 of this document.
- b. Highly effective performance in service includes at least three activities during the review period** from among those activities listed in Section C1 of this document.
- c. Excellent performance in service includes at least three activities during the review period** from among those listed in Section C1 of this document (to encompass at least two of the three areas of service – University, Professional, and/or Community).

*Full-time teaching is defined as six or more hours per semester.

**For promotion to Associate Professor, the review period is the probationary period. For promotion to Professor, the review period is the time since the previous promotion (to include the penultimate year).

