

USC Upstate
Languages, Literature, and Composition
Unit Criteria for Scholarship and Creative Activity

The division promotes the scholarly and creative activity of its faculty, and our tenure-track and tenured members demonstrate a commitment to research and artistic production as fits with the University's mission, division mission, teaching loads, and service. Faculty will be assessed for tenure and promotion on the basis of the quality and quantity of their sustained and ongoing scholarly and creative activities through peer-reviewed publications, presentations, and other demonstrations of disciplinary contributions.

Peer-reviewed publications include but are not limited to the following:

- books,
- edited collections,
- journal articles,
- book chapters,
- and substantive book reviews.

These are listed in their relative order of value, but the category and length of each contribution are only two indications of significance. Other factors affect the relative merit of a publication, including but not limited to the following:

- peer review,
- acceptance rate,
- prestige of journal or publication venue,
- circulation,
- (inter)national or regional scope,
- nature and accessibility of research materials,
- subsequent citations or reviews,
- awards,
- and co-authorship.

Faculty whose work is entirely or partially in creative writing should include peer-reviewed artistic publications, describing them according to the prior criteria. All candidates must describe each publication and provide reasonable evidence and explanation to justify its merit for reviewers outside of their disciplines.

Within some fields, proceedings and abstracts may be included, as can translations, awarded grants, encyclopedia entries, academic digital resources, and other scholarly and creative works. These should be described in terms of length and significance comparable with the previous list of publication categories. Scholarly and creative production accepted by a journal but not yet in print will count as a publication. Scholarly and creative production submitted or in progress provides evidence of continued effort, but does not equate with or substitute for publication. The lengthy production and review process for books presents challenges for their assessment, and although a book contract represents significant work, it may not equate with publication. Also, peer-reviewed work contributing to promotion from Assistant to Associate Professor cannot be used again in promotion from Associate to Full Professor. Candidates must specify the status of a book manuscript to ensure its accurate and fair assessment in the promotion and tenure process. In some cases, exclusively online journals may be equal to print journals, and candidates should provide evidence of equivalent significance in these instances. Textbooks generally count as teaching and service to the profession; if categorized as scholarly and creative activities, they must be justified clearly on the basis of their original scholarly or creative contribution and significance to the field based on the press, reception, and other factors.

In addition to peer-reviewed publications, presentations at international, national, and regional conferences present another vital measure of scholarship and creative activity, and tenure-track

and tenured faculty are expected to participate in the organizations relevant to their fields of study. Professional activities also include organizing conferences, chairing panels, conducting workshops and seminars, reviewing manuscripts and grants, conducting public readings, and completing other documented work. Presentations and similar activities that take place at USC Upstate must be justified credibly as being distinct from contributions to service or teaching. If the same research is presented multiple times in nearly identical form—such as a conference paper published in proceedings—it should only be declared once in the candidate’s materials, though its other versions may be indicated.

Less than Satisfactory: The candidate does not demonstrate a sustained and ongoing record of scholarly and creative peer-reviewed publications and presentations, or the quality and quantity of that record does not meet the criteria for an evaluation of Effective.

Effective: Under most circumstances, the candidate has published at least two peer-reviewed articles or chapters in respected journals, books, or both. In some cases, a candidate may have published only one article if it has proven particularly distinguished, or if he or she has an extensive record of other substantive, peer-reviewed published work. The candidate has presented consistently, generally at three or more professional conferences, and served on panels or otherwise participated in the organizational activities of the relevant field.

Highly Effective: The candidate exceeds the criteria of the previous category and has published more extensively in respected journals, books, or both. Typically, at least one publication extends beyond the candidate’s dissertation work, and the candidate’s production generally includes at least three peer-reviewed articles or book chapters, or fewer if the candidate’s record includes particularly distinguished or influential publications. The candidate has presented at national and international conferences, and he or she 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. Other scholars may have recognized the contributions of the candidate through reviews or citations.

Excellent: The candidate exceeds the criteria of the previous categories, often with the peer-reviewed publication of a scholarly monograph or edited collection with a scholarly press, or through a very strong record of publication in top journals. Additionally, he or she may have a national or international reputation and 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 respected scholarly or literary journal, or conducted similar work. Publications should have received primarily positive reviews and citations.

Qualification: These unit criteria correspond with definitions of evaluative terms and the criteria for promotion and appointment of teaching faculty as listed in the Faculty Manual (6-4 and 6-5, approved by the Board of Trustees 6-2006). Those criteria define the following academic ranks with respect to scholarship and creative activities as follows. Assistant Professors “must possess strong potential for academic development.” To be eligible for promotion to Associate Professor, faculty members must demonstrate “effective contributions [...to] scholarship and creativity.” For promotion to Professor, faculty members must “have made highly effective contributions to service or scholarship and creativity and effective contributions to the other category.” Any changes to the University policy regarding the definitions of evaluative terms or the criteria for promotion and appointment necessitate a renewal of LLC approval for the unit criteria.

In addition, though not clearly indicated in the Faculty Manual, the practice of evaluation for promotion from Assistant Professor to Associate Professor presumes the granting of tenure, and thereafter, only scholarship and creative activity completed since a candidate

submitted his or her tenure file will be considered for promotion to Professor. Therefore, promotion to Full Professor presumes significant work produced since the prior promotion in accordance with the definitions of Effective, Highly Effective, and Excellent.

Finally, as stated in the Faculty Manual, changes in tenure regulations—whether unit criteria as defined here or the application of these unit criteria as described in the Faculty Manual—are not applied retroactively if disadvantageous to the faculty member.

Approved by and valid for LLC faculty hired Fall 2008 and thereafter.

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Unit Criteria for Teaching Effectiveness

The main responsibility of USC Upstate faculty is teaching, and our tenure-track and tenured members will be assessed for tenure and promotion on the basis of the quality of Course and Program Development and Teaching Methodology, Teaching Performance, and Advisement. The quantity of courses, student enrollments, and advisees assigned to each candidate is dependent upon a number of factors, and quantity alone should not be considered evidence of effective teaching. However, candidates should demonstrate their willingness to fulfill assigned teaching and advisement responsibilities. Candidates for tenure and promotion need not address all of the examples listed below, but should provide evidence in each area. Candidates should describe each example to emphasize its significance in documenting teaching effectiveness for reviewers outside of their disciplines.

Evidence of Course and Program Development and Teaching Methodology include, but is not limited to the following: new course proposals or significant revision of existing courses; development of syllabi, course assignments, tests, and other materials that meet discipline-established course objectives; innovation in curricular changes that integrate current developments in the discipline and/or subfield; awards of internal or external grants funding course or pedagogy development; direction of independent studies and/or internships; and coordination of or serving as outside reader for senior seminar. Demonstration of support for undergraduate research is strongly recommended.

Candidates can document teaching performance through formal or informal recognition from students, peer reviews, administrative reviews, meeting with students beyond required minimum office hours, nomination for teaching awards, student opinion polls, administrative summaries of student opinion polls, responses to student work, or other evaluative devices the faculty member designs. Individual student comments on the student opinion polls can be used as evidence of effective teaching, but are not a replacement for the statistical summaries.

Examples of advisement include, but are not limited to, the following: advising students on their schedules and on the requirements of their program of study, advising students regarding internship or study abroad opportunities, writing recommendations and preparing students for post-baccalaureate study or work, mentoring advisees and other students, and receiving recognition from current or former advisees. Candidates in their first year should be exempt from

advisement, and lack of evidence in this category should not affect reviews of their performance in the first year.

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 an 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 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. He or she 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 exists as a separate category for faculty evaluation, the candidate demonstrates how his or her scholarly agenda informs and enhances course development and classroom instruction.

Qualification: These unit criteria correspond with definitions of evaluative terms and the criteria for promotion and appointment of teaching faculty as listed in the Faculty Manual (6-4 and 6-5, approved by the Board of Trustees 6-2006). Those criteria declare that to be eligible for the rank of Assistant Professor, faculty members must possess strong potential for academic development. To be eligible for the rank of Associate Professor, faculty members must have a record of highly effective teaching. To be eligible for the rank of Professor, faculty members must have a record of excellent teaching. Any changes to the University policy regarding the definitions of evaluative terms or the criteria for promotion and appointment necessitate a renewal of LLC approval for the unit criteria.

In addition, though not clearly indicated in the Faculty Manual, the practice of evaluation for promotion from Assistant Professor to Associate Professor presumes the granting of tenure, and thereafter, only examples of teaching effectiveness completed since a candidate's promotion to Associate Professor will be considered for promotion to Professor.

Finally, as stated in the Faculty Manual, changes in tenure regulations are not applied retroactively if disadvantageous to the faculty member.

Languages, Literature, and Composition

Unit Criteria for Service

The division recognizes the importance of its faculty's service to the division, unit, college, university, university system, community, and profession, and our tenure-track and tenured members demonstrate a commitment to service as fits with the University's mission, division mission, teaching loads, and scholarly and creative activities. Faculty will be assessed for tenure and promotion on the basis of the quality and quantity of their sustained and ongoing service to a variety of committees and projects. As service most closely reflects individual faculty member goals and interests, the division recommends flexibility in evaluation of service to the University, community, and to one's profession. Number of duties, level of responsibility, and amount of time contributed must be considered. Collegiality—the demonstrated ability to work with colleagues within the division and across the university to contribute productively to service opportunities, faculty governance, unit and university mission goals, and community well-being—will be considered.

Examples of service to the division, unit, college, university, and university system include, but are not limited to, the following: serving as a chairperson of a committee; serving on established committees; serving on ad hoc committees and performing ad hoc assignments, such as assessment committees, enrollment management, textbook selection, search committees, budget committees, and curriculum revision committees; participating in and/or contributing to university workshops, conferences, or presentations; and serving as faculty advisor/sponsor to student organizations and/or activities.

Community service can be documented in a number of ways, and the candidate is responsible for documenting the extent and the significance of the service. Candidates may provide information about the time commitment of each example.

Service to the profession includes, but is not limited to, the following: serving in local, state, regional, national, or international professional organizations; preparing professional reports and reviews; serving as an advisor to student groups if not included in service to the institution; serving in public schools and private schools, such as presenting at in-services, consulting, or giving demonstration lessons; serving as a representative of one's profession at university recruiting fairs, public school fairs, or career fairs.

Candidates in their first year may be exempt from committee service, and lack of evidence in this category should not affect reviews of their performance in the first year.

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

Highly Effective: The candidate exceeds the criteria of the previous category and has offered more extensive service to the division, unit, college, university, 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, or 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, or the profession for his or her service.

Qualification: These unit criteria correspond with definitions of evaluative terms and the criteria for promotion and appointment of teaching faculty as listed in the Faculty Manual (6-4 and 6-5, approved by the Board of Trustees 6-2006). Those criteria declare that to be eligible for the rank of Assistant Professor, faculty members must possess strong potential for academic development. To be eligible for the rank of Associate Professor, faculty members must have a record of effective contributions in service. To be eligible for the rank of Professor, faculty members must have a record of highly effective contributions to service or scholarship and creativity and effective contributions in the other category. Any changes to the University policy regarding the definitions of evaluative terms or the criteria for promotion and appointment necessitate a renewal of LLC approval for the unit criteria.

In addition, though not clearly indicated in the Faculty Manual, the practice of evaluation for promotion from Assistant Professor to Associate Professor presumes the granting of tenure, and thereafter, only scholarship and creative activity completed since a candidate's promotion to Associate Professor will be considered for promotion to Professor.

Finally, as stated in the Faculty Manual, changes in tenure regulations are not applied retroactively if disadvantageous to the faculty member.

Approved by and valid for LLC faculty hired Spring 2010 and thereafter.