

**USC Upstate**  
**The Department Of Sociology, Criminal Justice, and Women's Studies**

**Unit Criteria**

The Department of Sociology, Criminal Justice, and Women's Studies recognizes the importance of a work environment that encourages and supports tenure-track and tenured members in their effort to sustain reasonable levels of productivity by providing clear performance indicators. The following descriptions adhere to and elaborate on the University-wide criteria for promotion and tenure as described in the *Faculty Manual*.

In addition to the rankings described below, USC Upstate requires at least five years of relevant experience for promotion to associate professor and at least nine years of relevant experience for promotion to full professor. Summary tables and other documentation guidelines can be found on the USC Upstate website for [faculty governance](#). We encourage new department members to familiarize themselves with this important information.

**TEACHING EFFECTIVENESS**

To be eligible for tenure and the rank of associate professor, faculty members must at a minimum possess a record of *highly effective* in teaching. Promotion to the rank of full professor requires a record of *excellence* in teaching.

The main responsibility of USC Upstate faculty is teaching. Our tenure-track and tenured members will be assessed for tenure and promotion on the basis of course and program development, teaching methodology, teaching performance, and supervision of student research. The Department of Sociology, Criminal Justice, and Women's Studies recognizes that excellence in teaching may be achieved in different ways: what works best for one instructor may differ from what works best for another; what works best for one type of course may differ from what works best for another. Although there is no single best approach to teaching, there are certain core guiding principles indicative of teaching effectiveness, reflected in the rankings below.

*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:* The candidate can provide some evidence of teaching effectiveness, albeit unevenly. For example, course materials may vary in quality. The candidate has received some positive performance reviews from students, peers, and administrators, and teaching documentation exhibits both strengths and weaknesses. Other examples include but are not limited to uncorrected patterns of insufficient preparation, course rigor, student engagement, or availability outside of class, or student opinion poll averages consistently below 3.0. These mixed results fall below preferred levels of course development and delivery. While demonstrating improvement over time is valued, it is not equivalent to demonstrating a consistently successful teaching performance.

*Highly Effective:* The candidate exceeds the criteria of the previous category and has demonstrated a sustained and ongoing record of successful teaching. The candidate produces consistently high quality course materials. The candidate has received generally positive reviews from students, peers, and administrators. Student opinion poll averages are consistently above 3.0. Evidence could include use of midterm evaluations; peer review of classroom performance; or recognition from current or former advisees, including alumni.

*Excellent:* The candidate exceeds the criteria of the previous categories by performing consistently with exceptional quality. He or she demonstrates a record of creative or innovative teaching methods, new course proposals or curricular development, development of new programs, or curricular revisions to existing programs. Additionally, the candidate may have received a teaching award or external or internal grant for curriculum or pedagogical development, or may demonstrate a record of teaching writing-intensive, service-learning, or other types of labor-intensive courses. Student, peer, and administrative reviews consistently recognize the candidate's exceptional contribution to teaching. The candidate documents significant supervision of undergraduate research. While research and scholarship exist as separate categories for faculty evaluation, the candidate may productively demonstrate how his or her scholarly agenda informs and enhances course development and classroom instruction.

## **RESEARCH**

The department recognizes the importance of ongoing research and scholarship among our faculty. This includes the discovery, dissemination, integration, or application of knowledge in chosen fields of expertise through original research and scholarly activity. Our department also values and rewards scholarship that supports innovations in teaching, learning, and engagement (including the publication of textbooks), or which integrates sociological, criminal justice or women's and gender studies perspectives with other disciplines, and thereby contributes to the task of general education and support of the broader liberal arts curriculum.

Research is assessed on the basis of sustained and ongoing scholarship in the individual faculty member's discipline through refereed publications, presentations at scholarly conferences, and other demonstrations of disciplinary contributions. Research should be documented not only quantitatively but also qualitatively. Candidates seeking tenure and promotion or who are scheduled for a probationary period review must provide concrete evidence of scholarly productivity that represents a clear research agenda in a relevant discipline. The candidate is expected to make a clear case for relevance to the discipline. New initiatives must have been undertaken during the review period. The department does not provide a list of ranked journals; it is expected that the candidate will make a case to demonstrate the significance of the journal, for example by referencing acceptance rates, impact factor, or other indicators of the journal's significance. In the case of multi-authored publications, the candidate should describe what portion of the work was his/her responsibility. Additional ways to indicate significance of the work include but are not limited to documenting citations of the candidate's work by other

scholars, syllabi that include the candidate's publications as assigned reading, or external grants or other awards recognizing the value of the candidate's research.

Faculty members must at a minimum possess a record of *effective* contributions to scholarship to be eligible for tenure and the rank of associate professor, and a record of *highly effective* contributions to scholarship to be eligible for promotion to the rank of full professor.

*Less than Satisfactory.* The candidate does not provide a record of sustained and ongoing scholarship through refereed publications, presentations at professional and scholarly meetings, and other demonstrations of disciplinary contributions, or the record of scholarship does not reflect the quantity or quality necessary to be considered *effective*.

*Effective.* While recognizing variations in disciplinary contributions, the department has set a fixed minimum of one peer-reviewed journal article and a record of other substantive research activities (examples include but are not limited to book chapters, conference presentations, book reviews or review essays, encyclopedia entries).

*Highly Effective.* The candidate has exceeded the criteria for the preceding category and has a record of sustained and ongoing scholarship in a relevant discipline. In most cases, the candidate has at least two articles in peer-reviewed journals or one scholarly monograph and a record of other substantive research activities (examples include but are not limited to book chapters, book reviews or review essays, encyclopedia entries). The candidate also demonstrates a record of presentations at scholarly conferences.

*Excellent.* The candidate has exceeded the criteria for the preceding category by publishing several articles in peer-reviewed journals or a combination of articles and a scholarly monograph, and a record of other substantive research activities (examples include but are not limited to book chapters, book reviews or review essays, encyclopedia entries), in addition to making regular presentations at scholarly conferences.

## **SERVICE**

To be eligible for tenure and the rank of associate or full professor, faculty members must at a minimum possess a record of *effective* contributions to service.

Service is assessed on a wide range of possible levels: USC system, USC Upstate committees, USC Upstate advisement, USC Upstate student organizations, community services, professional service, consulting service, and other (professional development, which is a valued service activity that does not appear as a discrete category, would fall under "other," for example). Candidates are not expected to contribute to each of these levels but should develop an array of service commitments that reflects the individual faculty member's strengths and interests. All faculty members are expected to demonstrate collegiality through willingness to serve as needed, within reason.

Service should be documented not only quantitatively but also qualitatively, as consideration will be given not only to how many service items appear in the application

binder but also to the substance of the contribution: the amount of time and labor involved, the level of importance or difficulty of the task, and the specific contributions made by the faculty member.

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 provide significant and sustained service to the department, college, university, student organizations, community, or profession.

*Effective.* The candidate has contributed significant and sustained service in at least two categories of service, and can document active membership on committees or in professional organizations. After the initial year, candidates in programs with majors will also have advised students.

*Highly Effective.* The candidate has exceeded the criteria for the preceding category and has contributed significant and sustained service in more than two categories of service, and can document extensive involvement in significant or high-volume committees, successful student organizations, community organization boards, or professional organizations, along with a record of effective advising. The candidate is called upon to contribute his/her expertise in presentations for clubs, organizations, or schools, or as a manuscript reviewer for journals or academic presses.

*Excellent.* The candidate has exceeded the criteria for the preceding category and has contributed significant and sustained service in multiple areas of assessment. In addition to the breadth of commitment, the candidate has taken on leadership positions by chairing significant committees on campus, serving as an officer in a professional organization, or serving on the editorial board of an academic journal. The candidate has distinguished him/herself through service that produces significant results, and may have been recognized by the university, community, or profession for high quality service.