TENURE AND PROMOTION CRITERIA AND POLICIES

DEPARTMENT OF EDUCATIONAL STUDIES

COLLEGE OF EDUCATION

THE UNIVERSITY OF SOUTH CAROLINA

COLUMBIA

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DEPARTMENT OF EDUCATIONAL STUDIES
Tenure and Promotion Criteria and Policies

Tenure and Promotion Criteria

Candidates are evaluated for tenure, promotion, or both in the areas of scholarship, teaching, and service. Performance is defined according to the following standards: "Outstanding," "Excellent," " Good," "Fair," and "Unacceptable." Candidates must meet required standards of performance in the areas of scholarship, teaching, and service relative to the rank for which they seek tenure, promotion, or both. Consistency and durability of performance are additional factors in evaluating candidates for tenure.

Promotion to Associate Professor will be recommended when the candidate (1) completes at least his or her second year as an assistant professor at the University of South Carolina; and (2) demonstrates excellent or better performance in scholarship, and good or better performance in the areas of teaching and service. Criteria for promotion to associate professor require evidence of progress toward establishing a national or international reputation in a field. A candidate who is going up for his or her first promotion may use either the criteria in place when the candidate was hired or the criteria in place when the candidate is seeking his or her first promotion.

Promotion to Professor will be recommended when the candidate (1) completes at least his or her fourth year as an associate professor at the University of South Carolina; and (2) demonstrates outstanding performance in scholarship, excellent or better performance in teaching and good or better performance in service. Criteria for promotion to professor require evidence of a national or international reputation in a field.

Tenure at the rank of Associate Professor will be recommended when the candidate (1) completes at least his or her fourth year at in a tenure track position with at least two years at the University of South Carolina; (2) demonstrates excellent or better performance in scholarship, and good or better performance in teaching and service; and (3) displays consistency and durability of performance in scholarship, teaching, and service. Criteria for tenure at the rank of associate professor require evidence of progress toward establishing a national or international reputation in a field.

Tenure at the rank of Professor will be recommended when the candidate (1) completes at least his or her fourth year at the University of South Carolina in a tenure track position; (2) demonstrates outstanding performance in scholarship, excellent or better performance in either teaching or service, and good or better performance in the third area; and (3) displays consistency and durability of performance in scholarship, teaching, and service. Criteria for tenure at the rank of professor require evidence of a national or international reputation in a field.

In some cases (e.g., hiring a senior faculty member), time and accomplishments in a faculty position at another educational institution may replace minimum time of service at USC and a candidate may be recommended for tenure on appointment.

In situations in which a faculty member holds a joint appointment, the criteria for granting tenure or promotion to the jointly appointed faculty member shall be those of the primary unit. For faculty members holding joint appointments, each secondary unit must be given an opportunity to propose outside evaluators and to comment on evaluators proposed by the primary unit. Primary and secondary units should work together to obtain a suitable and representative group of evaluators. An evaluation must be solicited from at least one evaluator nominated or approved by each secondary unit. Thus, when a jointly appointed faculty member's primary unit is Educational Studies, the faculty member will follow the Department's criteria for tenure and promotion. When a jointly appointed faculty member's secondary unit is the Department of Educational Studies, the Department's Tenure and Promotion Committee will work collaboratively with the primary unit to select a suitable and representative group of evaluators.

Scholarship

Scholarship is of primary importance in the Department of Educational Studies. Faculty members are expected to maintain a continuous record of peer-reviewed work that contributes to the knowledge base in the faculty member's respective discipline. Of major importance are peer-reviewed articles in high-quality journals, research grants or scholarly projects with external support, authored or edited books, book chapters, and monographs with recognized publishers. Due to the diversity of the disciplines (i.e., Counselor Education, Educational Foundations and Inquiry, Educational Psychology and Research, Educational Technology and Special Education) represented in this unit, the distribution of scholarly activities may vary.

Outstanding: The candidate's core research agenda is clearly defined by scholarly activity in Category "A" that may be further supported by activity in Category "B" (see below). Due to the diversity of the disciplines represented in this unit, a distribution of candidate's scholarly activities in Category "A" may vary. His or her work should include refereed articles in top-tier journals. Depending on the candidate's discipline, his or her work should include authored or edited books published by well-respected university or commercial presses and/or peer-reviewed research grants or scholarly projects with external support. Sole- and/or lead-author publications clearly demonstrate the candidate's status as a respected scholar. Scholarship should be focused in a well-defined area. In regard to research and scholarship, output is of very high quality, and a national/international reputation is evident. A majority of colleagues and external reviewers verify that the candidate's oeuvre is of national/international repute.

Excellent: The candidate's scholarly activities are distributed across the "A" and "B" categories. His or her work should include articles in high quality, national journals and presentations at national/international conferences. The candidate is sole or lead author in some of his/her scholarly work. A majority of colleagues and external reviewers verify that the candidate's oeuvre represents a significant step toward national/international recognition.

Good: The candidate's scholarly activities are distributed primarily in the "B" category, including occasional articles published in refereed, but not necessarily national journals. A majority of colleagues and external reviewers verify that the candidate's oeuvre indicates some progress toward achieving national/international reputation, but additional scholarship in category "A" is necessary for further progress.

Fair: The candidate's scholarly activities are concentrated in the "B" categories. Articles and presentations are limited and do not indicate a well-developed research agenda. Colleagues and peer reviewers verify that the candidate's work is not likely to achieve national/international recognition.

Unacceptable: The candidate's scholarly activities are not evident in either category "A" or "B." Colleagues and external reviewers verify that the candidate's performance does not qualify him/her for regular faculty status in the Department of Educational Studies.

Scholarship activities include the following:

Category A
- Authored and edited books
- Refereed journal articles
- Research grants or scholarly projects with external support
- Book chapters
- Invited articles for thematic issues of a refereed journal
- Monographs

Category B
- Presentations at professional and scholarly meetings
- Colloquia at other universities and academic conference presentations
- Editorship of professional journals
- Evaluation, grant, and other technical documents
- Government and agency publications
- Evidence of clinical site development for research purposes
- Original curriculum products (e.g., CD ROM's, videos, tests, clinical instruction documents)
- Publications in conference proceedings
- Reprints of articles in books of readings that are peer reviewed
- Book reviews
- Non-refereed professional publications

Teaching

The Department of Educational Studies places a priority on teaching. Teaching refers to all forms of university-level instructional activities on and off campus, including teaching assigned courses, conducting doctoral and peer seminars, engaging in course and program development, and training educators and community groups. Further, clinical teaching and supervision are recognized and valued for contributing to effective instruction in the department. Due to the diversity of the disciplines represented in this unit, the distribution of teaching activities may vary. Instructional activities may also include academic advising, grants and awards that enhance teaching, directing and/or membership on doctoral committees, and the development as well as implementation of course materials.

Outstanding: The candidate presents the following documentation: (1) 75% of course means on the items of the College of Education Student Evaluation are at or above 4.2 on a 5-point scale over the last four years; (2) faculty peer reviews that testify to outstanding teaching three of the

last four years; and (3) supervision of at least one dissertation during the last four years (see note at the end of Teaching). In addition, the candidate shall document outstanding teaching via four of the following during the last four years: (1) presentation of teaching workshops at national venues; (2) textbook authorship; (3) development of innovative instructional strategies (e.g., converting a live course to an online course, incorporating new technology in a course); (4) development of new courses or programs; (5) grant awards for instructional improvement; (6) teaching awards; (7) appointment to guest lectureships at other institutions of higher learning or other colleges at USC; (8) "value-added" evidence (i.e., pretest-posttest results) for one course per year over the last four years; and (9) exceptional teaching/mentoring activities including publishing with students.

Excellent: The candidate presents the following documentation: (1) 50% of course means on the items of the College of Education Student Evaluation are at or above 4.2 on a 5-point scale over the last four years; and (2) faculty peer reviews that testify to excellent instruction in three of the last four years; and (3) supervision of at least one dissertation during the last four years (see note at the end of Teaching). In addition, the candidate shall document excellent teaching via two of the following during the last four years: (1) presentation of teaching workshops at national venues; (2) textbook authorship; (3) development of innovative instructional strategies; (4) development of new courses or programs or significant revision of existing courses (5) grant awards for instructional improvement; (6) teaching awards; (7) appointment to guest lectureships at other institutions of higher learning or other colleges at USC; and (8) "value-added" evidence (i.e., pretest-posttest results) for one course per year over the last four years; and (9) exceptional teaching/mentoring activities including publishing with students.

Good: The candidate presents the following documentation: (1) 75% of course means on the on the items of the College of Education Student Evaluation are at or above 3.7 on a 5-point scale over the last four years; and (2) faculty peer reviews that testify to good teaching during three of the last four years. In addition, the candidate shall document good teaching via one of the following during the last four years: (1) dissertation supervision or committee membership; (2) presentation of teaching workshops at national venues; (3) textbook authorship; (4) development of innovative instructional strategies; (5) development of new courses or programs or significant revision of existing courses; (6) grant awards for instructional improvement; (7) teaching awards; (8) appointment to guest lectureships at other institutions of higher learning or other colleges at USC; (9) "value-added" evidence (i.e., pretest-posttest results) for one course per year over the last four years; and (10) exceptional teaching/mentoring activities including publishing with students.

Fair: The candidate presents the following documentation: (1) 50% of course means on the items of the College of Education Course Evaluation are at or above 3.7 on a 5-point scale over the last four years; and (2) faculty peer reviews that testify to fair teaching three of the last four years. In addition, the candidate shall document fair teaching via one of the following during the last four years: (1) dissertation supervision or committee membership; (2) presentation of teaching workshops at national venues; (3) textbook authorship; (4) development of innovative instructional strategies; (5) development of new courses or programs or significant revision of existing courses; (6) grants for instructional improvement; (7) teaching awards; (8) appointment to guest lectureships at other institutions of higher learning; and (9) "value-added" evidence (i.e., pretest-posttest results) for one course per year over the last four years.

Unacceptable: The candidate presents the following documentation: (1) 50% of course means on the items of the College of Education Course Evaluation are below 3.7 on a 5-point scale over the last four years; and (2) faculty peer reviews that testify to unacceptable teaching three of the last four years. In addition, the candidate presents no documentation regarding any of the following during the last four years: (1) dissertation supervision or committee membership; (2) presentation of teaching workshops at national venues; (3) textbook authorship; (4) development of innovative instructional strategies; (5) development of new courses or programs or significant revision of existing courses; (6) grants for instructional improvement; (7) teaching awards;   (8) appointment to guest lectureships at other institutions of higher learning; and (9) "value added" evidence (i.e., pretest-posttest results) for one course per year over the last four years.

Note: If the candidate's program does not offer the Ph.D., or if low enrollment in the program precludes supervision, the candidate may meet this requirement by extensive committee memberships within and without the program.

Service

The faculty of the Department of Educational Studies recognizes a responsibility to provide service to the University, the community, and the profession. As an academic unit within the University, faculty members participate in a broad range of campus intellectual, social, and governance activities. In addition, faculty members extend their expertise to service activities that support their profession and their professional development. Since the Department of Educational Studies merges the roles of both a professional school and academic department and includes a diversity of disciplines, faculty engage in a broad range of professional and community service activities that connect the Department to schools and other service agencies and that contribute to clinical experiences and training of University students.

Outstanding: The candidate demonstrates a sustained record of outstanding service by documenting *involvement* in activities in three of the four service categories listed below with *leadership* activities in two of these. A candidate will also be deemed outstanding in service if he or she has served as a department chair, college dean or associate dean, or another prominent position of university leadership for a period of three or more years.

Excellent: The candidate demonstrates a sustained record of excellent service by documenting *involvement* in activities in two of the four service categories listed below and *leadership* activities in one of these.

Good: The candidate demonstrates a sustained record of good service by documenting *involvement* in activities in two of the four service categories listed below.

Fair: The candidate demonstrates a sustained record of fair service by documenting *involvement* in activities in one of the four service categories listed below.

Unacceptable: The candidate is not *involved* in any service activities.

Service activities are grouped in <u>four categories </u>as follows:
- university service: participating on the program, department, college, university level committees;

- community service: applying professional knowledge and expertise for the benefit of educational, community, and civic organizations and agencies;
- professional service: assisting the efforts of professional organizations and maintaining membership on review boards (local, state, regional, national, international); and
- college/university support (e.g., program coordinator of Counselor Education, Educational Foundations and Inquiry, Educational Psychology and Research, Educational Technology and Special Education, author of accreditation reports).

Tenure and Promotion Procedures

This document, in conjunction with the University Faculty Manual (Revised October 5, 2012), constitutes a uniform set of policies and procedures to be followed by the Tenure and Promotion Committee and the Committee of the Whole within the Department of Educational Studies in the College of Education. The Department of Educational Studies adheres to those rules and policies stated in the Faculty Manual of the University of South Carolina and those of the University Committee on Tenure and Promotion. This document serves merely to supplement, with specific policies and procedures, those guidelines as defined by the University.

Committee Structure and Membership

Committee of the Whole

All tenured members of the faculty in the Department of Educational Studies serve on the Tenure and Promotion Committee of the Whole (hereafter referred to as the Committee of the Whole) on tenure and promotion matters. All tenured associate professors and tenured professors are eligible to vote on candidates seeking tenure at and/or promotion to the associate professor level. All tenured professors are eligible to vote on candidates seeking tenure at and/or promotion to the professor level. As the administrator of the department, the Department Chair votes at the chair's level and not with the faculty on tenure and/or promotion requests.

On any occasions when fewer than five faculty members are eligible to vote for a candidate who is seeking tenure at and/or promotion to the level of professor, the tenured full professors will select members outside the Department to achieve a total of five faculty members eligible and able to vote. The candidate's program faculty will submit a list of names of eligible members (tenured, full professors from the University faculty), vitae, and justifications for selection to the Tenure and Promotion Committee. The submitted list must contain two more names than are needed for the selection. To ensure a thorough and fair review, the justifications will address the compatibility of the scholarly pursuits of the proposed committee members and those of the candidate. The selection will be made separately for each candidate, and the outside member may vote for only that specified candidate. Selection is subject to the approval of the Dean.

Tenure and Promotion Committee

An elected subcommittee, the Tenure and Promotion Committee (hereafter referred to as the T&P Committee), organizes the review of candidates seeking tenure and/or promotion. A Chair directs this committee with the assistance of a Chair-Elect.

The T&P Committee consists of nine tenured members, of whom at least five are the rank of professor. If there are fewer than five professors eligible and able to vote, then all eligible professors will serve on the T&P Committee and the total number of nine members will be reduced accordingly. Each program area within the department will be represented by at least one faculty member on the T&P Committee. The Department Chair will serve as an ex officio member. Because the department chair will be making a tenure and promotion decision, and he or she may influence a file only once, the Department Chair shall not attend a meeting or participate in the discussion at which a faculty member's case is being considered by the Unit's tenure and promotion committee. If the Department Chair is invited by the committee chair to a meeting to discuss a candidate's file he or she cannot vote or participate in the discussion to influence the vote. The Committee of the Whole elects the members of the T&P Committee and the T&P Chair-Elect. After serving one year on the T&P Committee, the Chair-Elect becomes the T&P Chair. Each member of the T&P Committee is elected for two years. Elections will be staggered so that approximately one-half of the committee is elected in any one year.

Committee of the Whole Review and Voting Process

♦ Each Committee of the Whole faculty member, prior to the Committee of the Whole meeting, reviews the candidate's file for evidence of the candidate's conformity to the departmental T&P criteria in the areas of scholarship, teaching, and service.

♦ A meeting of the Committee of the Whole will be held so that a designated member of the T&P Committee can present the candidate's file. The file presentation will included the following: biographical information; general summary of the candidate's accomplishments in the areas of scholarship, teaching, and service, and a restating of the criteria for which the application for tenure and/or promotion has been made. The meeting will then be opened for discussion. Upon the conclusion of discussion, Committee of the Whole members receive ballots and instructions for voting and are allotted two working days to submit sealed ballots to the office of the Department Chair. Eligible faculty members evaluate the candidate's teaching, scholarship, and service in relation to departmental criteria and university guidelines.

♦ Eligible faculty members submit their ballots to the Department Chair. The ballot will be cast as a vote of "yes," "no," or "abstain" with a written justification for the vote. The ballot may be signed or left unsigned. The Department Chair will solicit missing ballots, if any, before the T&P Committee meets to count the ballots. The T&P Committee meets to count the ballots no sooner than 24 hours after the ballot deadlines. Full professors count all ballots; associate professors count all ballots except for those candidates seeking promotion to and/or tenure at the level of professor.

♦ The votes are tabulated to determine if the Committee of the Whole recommends or does not recommend candidates for promotion, tenure, or both. Candidates are recommended for promotion, tenure, or both when 50 percent or more of the submitted ballots are "Yes" votes. Abstentions will not be included in determining the existence of a majority vote. Absentee ballots from faculty who have reviewed each candidate's file will be included in the vote.

**Responsibilities of T&P Chair, Department Chair,
Committee of the Whole and T&P Committee**

T&P Responsibilities of Chair of the T&P Committee

The Chair of the T&P Committee shall assume the following responsibilities:

1. The T&P Chair schedules and officiates meetings of the T&P Committee and Committee of the Whole and maintains a file of all non-confidential committee correspondence and activities.

2. The T&P Chair serves as liaison among T&P Committee, Committee of the Whole, the Department Chair, and the candidate(s).

3. The T&P Chair prepares a departmental T&P calendar for distribution to faculty.

4. The T&P Chair schedules a meeting for those candidates who have stated their intent to seek promotion, tenure, or both. This meeting will review T&P deadlines, types of letters of support to be solicited, and specific responsibilities of committees, chairs, and candidates.

5. The T&P Chair (a) appoints an advisor for each candidate; (b) assigns a tenured full professor to prepare the teaching summary of each candidate's teaching materials; and (c) designates a T&P Committee member to present the candidate's file at the Committee of the Whole meeting.

6. The T&P Chair notifies eligible faculty of files to be reviewed and solicits letters from College of Education faculty for candidates' files.

7. The T&P Chair forwards all T&P files to the Department Chair including vote counts, justifications, and T&P Committee summaries of conformity to T&P criteria.

T&P Responsibilities of Department Chair

The Chair of the Department of Educational Studies shall assume the following responsibilities:

1. The Department Chair serves as ex-officio member of the T&P Committee and the Committee of the Whole and serves as liaison with the Dean.

2. The Department Chair ensures that a T&P Chair is elected by the Committee of the Whole.

3. The Department Chair notifies all eligible faculty in writing of their options for tenure and/or promotion review.

4. The Department Chair solicits external reviews, serves as liaison with external reviewers and, upon receipt of the external review, acknowledges in writing the completion of the reviewer's task.

5. The Department Chair maintains candidates' files and ensures that each file is complete.

6. The Department Chair keeps a record of the eligible faculty members who have reviewed candidates' files.

7. The Department Chair notifies candidates in writing of the Committee of the Whole's tenure and/or promotion decision(s) pertaining to them.

8. The Department Chair informs the Department faculty of tenure and/or promotion decisions.

9. The Department Chair receives appeals from candidates who are not recommended for tenure and/or promotion and provides immediate oral explanation to these candidates.

10. The Department Chair notifies the Departmental faculty of such appeals and invites letters to be included in the candidate's file.

11. The Department Chair prepares evaluative letters and forwards all applicable T&P files to the Dean.

Responsibilities of Members of the Committee of the Whole

Members of the Committee of the Whole shall assume the following responsibilities:

1. Members of the Committee of the Whole elect members of the T&P Committee.

2. Members of the Committee of the Whole elect the T&P Chair.

3. Members of the Committee of the Whole read all pertinent T&P files and examine candidates' files to determine conformity of the T&P criteria.

4. Members of the Committee of the Whole attend the Committee of the Whole meeting in which candidate's conformity to T&P criteria is discussed prior to voting.

5. Members of the Committee of the Whole submit ballots and justify each vote based on the candidate's conformity to criteria.

Responsibilities of Members of the T&P Committee

Members of the T&P Committee shall assume the following responsibilities:

1. Members of the T&P Committee select external reviewers from peer institutions for each candidate.

2. Members of the T&P Committee accept the responsibility to present candidates' files at the Committee of the Whole meeting.

Responsibilities of the Candidate

Each candidate for tenure and/or promotion shall assume the following responsibilities:

1. Candidates for tenure and/or promotion advise the Department Chair in writing of his/her decision to apply for tenure and/or promotion.

2. Candidates for tenure and/or promotion attend a meeting called by the Chair of the T&P Committee to review and clarify various aspects of the tenure/promotion process.

3. Candidates for tenure and/or promotion submit a vitae and scholarly materials that will be mailed to external reviewers.

4. Candidates for tenure and/or promotion ensure that their files are complete, conform to University guidelines and submitted online.