



Tenure and Promotion Guidelines

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Table 1. Requirements for Promotion and/or Tenure in the COP:

		Scholarship	Teaching	Service
Associate Professor				
	Academic Investigator	Excellent	Good	Good
	Academic Educator/Clinician	Good or Excellent*	Good or Excellent*	Good
Professor				
	Academic Investigator	Outstanding	Excellent	Good
	Academic Educator/Clinician	Outstanding or Excellent**	Outstanding or Excellent**	Good

*, candidate must be rated at least Excellent in either scholarship or teaching, and at least Good in the second area (scholarship or teaching), and at least Good in service.

**, candidate must be rated as Outstanding in either scholarship or teaching, at least Excellent in the second area (scholarship or teaching), and at least Good in service

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INTRODUCTION

The College of Pharmacy (COP) is an academic unit of the University of South Carolina (UofSC). As such, the policies and procedures outlined in this document are designed to be consistent with those of the University as published in the Faculty Manual. Throughout this document, “Unit” refers to the UofSC COP, and “ T&P Chair” refers to the Chair of the COP Tenure and Promotion Committee (herein referred to as T&P Committee).

Tenure and Promotion are processes that serve the University and the individual faculty member. The COP and the University are committed to conducting scholarship and disseminating knowledge, imparting knowledge through teaching, and service to community, state, and nation through the contribution of faculty time and expertise. Tenure and Promotion are recognition of achievements and of promise that the individual is capable of continued professional growth and contribution to the missions of the COP and the University. The Tenure and Promotion process ensures that the COP and the University, through its faculty, will perform in these areas at the highest level. It is a system of accountability that assures quality scholarship, teaching and service. The faculty member benefits by having the procedures and criteria for Tenure and Promotion stated clearly. It is the policy of the University of South Carolina to ensure all qualified candidates for faculty positions to be considered on the basis of qualifications without regard to race, color, national origin, sex, gender, age, religion, disability, sexual orientation, genetics, or protected veteran status.

THE PROCESS:

The Calendar, outlining the process and the specific due dates are published every year on the UofSC Provost Website.

ELIGIBILITY FOR TENURE AND/OR PROMOTION

To be eligible for Tenure or Promotion, the faculty candidate must have a primary appointment or tenure line within the COP. Faculty who hold the rank of Assistant Professor normally will not be recommended for Tenure and/or Promotion until they are at least in their fourth year as Assistant Professor at UofSC. Faculty who hold the rank of Associate Professor or Professor normally will not be recommended for Tenure and/or Promotion until they are at least in their third year as Associate Professor or Professor. Faculty members appointed at the rank of Associate Professor or Professor who have held a tenured appointment at another university may be considered for tenure at the time of appointment.

THE FILE

The candidate’s Tenure and Promotion file constitutes the evidence provided by the candidate to support the claim that the record satisfies the criteria. It is the responsibility of the candidate to develop and maintain a primary Tenure and Promotion file using the most recent UofSC template provided by the Provost’s Office, and to submit it to the T&P Chair according to the published University timetable when being considered for Tenure and/or Promotion. This includes maintaining an accurate record of teaching responsibilities and evaluations, research and scholarly activities, and service functions. The entirety of the candidate’s file should be considered in any Tenure or Promotion decision. However, greater emphasis should be placed on activity reported in the file from last appointment or promotion to the present. The file will be comprised of a primary file that includes the designated university form for Tenure and Promotion, and a secondary file that includes

electronic files of materials that the candidate wishes to provide to support the candidacy. A teaching portfolio may also be submitted as a part of the secondary file in support of the candidate's file. The T&P Chair is responsible for obtaining a teaching summary.

COMMITTEE ON TENURE AND PROMOTION

Composition: The COP Committee on Tenure and Promotion (T&P Committee) will be comprised of all tenured faculty within the College. The T&P Chair must be a tenured Professor, and may not concurrently hold an administrative position, such as Dean, Assistant or Associate Dean, Provost, or Department Chair.

Voting Privilege: Only tenured faculty may vote on Tenure or Promotion decisions at the unit level. Faculty members of equal or higher rank may vote on a candidate for tenure. Only faculty of higher rank may vote on a candidate for promotion. Faculty with joint appointments can only vote if the UofSC College of Pharmacy is the primary unit. Emeriti professors are not eligible to vote. Faculty on leave, e.g., sabbatical, may vote only if written notification of the desire to vote is provided to the T&P Chair prior to the beginning of the leave. Faculty who will make an administrative recommendation on a file, e.g., Department Chair and Dean, will not vote as part of the T&P Committee, although they can participate in the discussion of the candidate prior to the vote if invited by the T&P Chair to attend the meeting. Deans are precluded from voting at the T&P Committee level on all candidates; Department Chairs are precluded from voting at the T&P Committee level for those candidates within their departments for whom they make an administrative recommendation as Department Chair.

NOTIFICATION AND SCHEDULE

Each year, in accordance with UofSC Faculty Manual, all tenure-track, non-tenured faculty are eligible for tenure consideration. Likewise, all faculty below the rank of Professor are eligible for promotion consideration. Based on the published university schedule, the Dean of the COP will notify each eligible faculty of the option for Tenure and/or Promotion during the following academic year. Faculty who wish to be considered must notify the Department Chair and Dean in writing (email or letter) of their intention by the date listed in the university schedule, typically about seven days after the Dean's notification. Names of faculty who have indicated in writing their intention to be considered for Tenure and/or Promotion the following year will be forwarded by the Dean to the T&P Chair by the date included in the university schedule, typically about seven days after receipt of names by the Dean. All faculty in the penultimate year of their probationary period must be considered for tenure by the T&P Committee.

The Provost's Office publishes a schedule, including deadlines, for the Tenure and Promotion process each year. The T&P Chair will provide that timetable to all faculty who wish to be considered for Tenure and/or Promotion. Candidates are responsible for meeting the deadlines on the Tenure and Promotion schedule published by the Provost's Office on matters over which they have control, e.g., submission of the primary and secondary file. The T&P Chair has responsibility in meeting deadlines in all other matters.

SOLICITING LETTERS FROM EXTERNAL REVIEWERS

For all decisions of Tenure and/or Promotion, a candidate's file must include five letters from external reviewers obtained from impartial scholars at peer or aspirant institutions within the field, outside of UofSC. The external reviewers will be selected by the T&P Chair in consultation with tenured faculty at the same or above the rank of the candidate. In cases where the candidate has a joint appointment, the secondary unit will

also be consulted. External reviewers should not include the candidate's dissertation advisor or a close personal friend. In addition, persons who have co-authored publications, collaborated on research, or been colleagues or advisors of the applicant normally should be excluded from consideration as outside evaluators. External reviewers from academic settings must have achieved a rank at or above the rank to which the candidate aspires. External reviewers from nonacademic settings, e.g., government, industry or associations, must be in a position considered commensurate with academic rank to which the candidate aspires. External reviewers should disclose any relationship to the candidate and also provide a brief CV or biography.

The T&P Chair will send a packet to individuals who have agreed to serve as external reviewers. The packet should include the following: 1) a letter requesting evaluation of the candidate's research/scholarship, teaching/clinical activities and service; 2) relevant Unit Tenure and Promotion Criteria; 3) candidate's primary file; and 4) Teaching and Practice Portfolios, where applicable. The purpose of the external review is to obtain an assessment of the candidate's research, teaching and service based on Unit criteria. It is the responsibility of the T&P Chair to follow the university schedule in securing the letters from external reviewers, and placing the obtained letters in the candidate's primary file.

MEETING AND VOTING PROCEDURE

All external letters will be added to the end of the File along with short CVs of each external reviewer. The File to be voted on will be made available to the T&P Committee a minimum of 5 working days before the meeting. If the candidate holds a joint appointment, the File will be made available to tenured faculty in the secondary unit at the same or higher rank as the candidate.

Minimum Needed to Vote: The Unit vote on a candidate's Tenure or Promotion must be made by at least five tenured faculty. If the Unit does not have five eligible faculty for the vote, the Unit must submit to the UCTP for approval a policy to establish a five-member committee, using faculty of eligible rank from other academic Units. If the Unit has at least five eligible faculty, it is the T&P Chair's responsibility to ensure that at least five eligible faculty participate in the Unit vote.

Meeting Participation: Meetings at which candidates are considered for Tenure or Promotion are closed to everyone except members of the T&P Committee. If the candidate's department is not represented on the T&P Committee, the T&P Chair will invite the candidate's department chair. In the event the Chair cannot attend, he or she may send a representative (tenured, tenure-track, or non-tenure track) from the department. The representative should be at or above the rank to which the candidate aspires. In addition, by motion, the meeting may be opened to anyone other than the candidate that the body wishes to have present. The invited department chair, or any other invited individual, will participate in the discussion of the candidate for which he or she was invited, and will be excused from any other discussion. The invited person will not vote.

Voting Procedure: Unit committee votes concerning Tenure and/or Promotion must be based on the evidence presented in the tenure and promotion file and the relevant criteria for that candidate. All votes on candidates' tenure or promotion will be conducted by secret ballot. All votes must be accompanied by a written justification of the vote. The justification must be either written on the ballot itself or written on a separate paper affixed to the ballot. Ballots need not be signed, although faculty are not prohibited from doing so.

Each ballot will provide opportunity for committee members to vote in one of three ways: 1) Yes; 2) No; or 3) Abstain. Justification must accompany all ballots, regardless of vote cast. If a committee member votes “Abstain”, s/he should provide rationale for the reason for abstaining but should not offer evaluative comments about whether the candidate meets or does not meet T&P Criteria. The T&P Chair will inform all voting committee members of the date that all votes must be submitted.

Vote and Recommendation by T&P Committee: Votes will be counted by the T&P Chair and the College Dean. The Dean may delegate an Assistant or Associate Dean to serve as a proxy in the Dean’s absence. Abstention votes are not counted. The committee’s vote will be considered supportive of Tenure and/or Promotion if “yes” votes comprise more than one-half (1/2) of all votes counted, i.e., the sum of all “yes” and “no” votes (abstentions are not included in the denominator). The committee’s vote will be considered not supportive of Tenure and/or Promotion if the yes votes comprise less than one-half of all votes counted, i.e., the sum of all “yes” and “no” votes.

Notification of Committee’s Vote: The T&P Chair will notify all candidates in writing as to whether the Unit Tenure and Promotion Committee supported or did not support their application for Tenure and/or Promotion. The T&P Chair will also provide written notification to the Dean and all T&P Committee members of the committee’s decision to support or not support the candidate’s application. Under no circumstance should the numerical vote count be divulged to candidates or committee members.

Positive decision: If the T&P Committee vote yields a positive recommendation, i.e., “yes” votes comprised at least one-half (1/2) of “yes” and “no” votes cast, the T&P Chair supervises the insertion of votes and justifications into the candidates file. The entire electronic file, including primary file, secondary file, and teaching portfolio (if applicable), is delivered by the T&P Chair to the candidate’s Department Chair according to the timetable established in the University Tenure and Promotion calendar. The Department Chair will read the file in its entirety and write a letter justifying either supporting or not supporting the candidate’s request for Tenure and/or Promotion. The letter will be placed in the candidate’s file by the Department Chair, who will then deliver the entire electronic file to the Dean of the College. Likewise, the Dean will read the file in its entirety and write a letter justifying either supporting or not supporting the candidate’s request for Tenure and/or Promotion. The letter will be placed in the candidate’s file by the Dean, who will then forward the entire electronic file to the Provost according to the timetable established in the University Tenure and Promotion calendar.

Negative Decision: If the unit fails to give the candidate a favorable vote, the unit's T&P chair (or if the chair is not privy to the unit proceedings, a designated senior faculty member who was) will notify the candidate promptly and shall, upon request by the candidate, without attributions, provide the candidate with a written synopsis of the discussion and an indication of the strength of the vote of the unit. Only if the candidate files a written appeal will the file be forwarded to the next level of review; i.e., unit administrator or dean

PROBATIONARY PERIOD AND THREE-YEAR REVIEW

All faculty in the tenure track who have not been granted tenure are considered to be in a probationary period. The maximum probationary period for all full-time faculty members appointed at the rank of Assistant Professor is service for seven years at the University of South Carolina. The maximum probationary period for all full-time faculty members appointed at the rank of Associate Professor or Professor is service for six years at the University of South Carolina. All probationary tenure-track faculty must undergo a full review during their third year of service. They must submit their Tenure and Promotion file for review by the T&P Committee according to the timetable established by the University. Letters from external reviewers are not required. Third-year faculty must be given a written comprehensive evaluation of their progress toward Tenure and Promotion. The T&P Chair will forward the evaluation to the Dean.

TRANSFER FROM TENURE TRACK TO NON-TENURE TRACK

Changing the appointment status of a full-time faculty member to a faculty position not on tenure track is an administrative decision and does not require a new search. However, this change does require the approval of the tenured and tenure-track faculty of the affected unit if a tenure-track faculty member withdraws from the tenure track during the penultimate year without applying for tenure to move to non-tenure track. See also USC Columbia Faculty Manual, Section 2.

TRANSFER FROM NON-TENURE TRACK TO TENURE TRACK

Changing the appointment status of a full-time faculty member who is not on tenure track to tenure track is also an administrative action, not governed by procedures for promotion within the tenure track, and does not require a new search, provided a proper search was conducted initially. However, this change does require the approval of the tenured and tenure-track faculty of the affected unit unless a competitive search is conducted and the non-tenure track faculty member is the candidate of choice for a tenure track position. See also USC Columbia Faculty Manual, Section 2.

The administrative unit should consult with the Office of International Support for Faculty & Staff on possible immigration restrictions or implications for international faculty.

Such a change in status may occur under two circumstances:

1. After having served as a full-time faculty member for not less than two academic years, a faculty member may be considered for reappointment at the appropriate tenure-track rank if the unit criteria for appointment at that rank have been met, and if the faculty member was hired as a result of a proper search;

or

2. The official offer letter sent pursuant to a proper search may specify that a tenure-track appointment is contingent upon satisfaction of contingencies; e.g., documented completion of a terminal degree; otherwise, the initial appointment will be as a faculty member not on tenure track (e.g., instructor, research professor, lecturer, etc.).

TENURE AND PROMOTION CRITERIA:

COP faculty members are expected to contribute to the success of COP by working to achieve an atmosphere in which shared values and collegial relationships facilitate achievement of its missions. COP faculty members are united in a community dedicated to ideals beyond their own discipline, individual interests and short-term rewards. They share their experience and expertise by encouraging new ideas and concepts, teaching, and providing constructive criticism for students and their colleagues. The effectiveness of the COP depends on the ability of its faculty to excel in teaching, research and clinical practice. It is critically important that COP faculty effectively engages in collaborative and translational research and/or educational efforts, and be recognized and rewarded for doing so in the promotion and tenure processes.

PATHS:

Due to the diversity of needs and expectations, COP must have flexibility in faculty appointments to promote national prominence through scholarship in its educational, research, and clinical missions. It is expected that all tenure-track faculty members will contribute in the three primary areas of teaching, scholarship, and service. The COP has two pathways for faculty that have the potential for achievement of Tenure and Promotion that represent primary areas of concentration that are critical for the success of the COP: Academic Investigator or Academic Educator/Clinician.

Academic Investigator- Faculty members with significant time allocated to research principally comprise this category. It is expected that academic investigators will develop a nationally recognized research program supported by independent external funding.

Academic Educator/Clinician- Faculty members with significant time allocated to educational delivery and clinical practice principally comprise this concentration and are considered education/clinical scholars. Academic educators/clinicians have a strong commitment to attaining national distinction through scholarly activity focused on clinical care and education and providing state-of-the-art clinical practice.

At the time of hiring for new faculty members the designation of Academic Investigator or Academic Educator/Clinician will be indicated in the Offer Letter.

DEFINITION OF TERMS::

In rating a candidate's performance in scholarship, teaching/clinical activities, and service, the following terminology shall be used: Outstanding, Excellent, Good, Fair and Unacceptable:

Outstanding: The candidate's performance is far above the minimally effective level. In regard to research and scholarship, output is consistently of very high quality, and a national/international reputation is evident.

Excellent: The candidate significantly exceeds the minimally effective level of performance. In regard to research and scholarship, output is of high quality, and a national/international reputation is clearly possible, if not likely.

Good: The candidate's performance is above the minimally effective level. In regard to research and scholarship, the candidate shows promise of high quality in the future.

Fair: The candidate meets the minimally effective level of performance.

Unacceptable: There are serious concerns that candidate's accomplishments do not meet a minimally effective level of performance.

National Recognition: In general, a requirement for promotion and/or tenure is demonstration of an increasing national stature of the candidate. Examples of evidence to support national recognition include: reviewer or editorship of scientific or professional journals, awards given by national organizations or associations, election as Fellow in professional organizations, membership on professional societies' committees or election to national office within professional organizations, membership on journal editorial advisory boards, membership on national grant review panels, invited presentations at national meetings, other universities or scholarly institutes, chairing sessions at national meetings, national certifications, reviewer for universities' tenure and promotion files, and invited testimony at governmental, scientific, or legal proceedings. There is no expectation that candidates will show activity in all these areas. It is important that evidence of national recognition be addressed by external reviewers.

Scholarship: COP has a mission of advancing healthcare through scholarship. The emphasis on scholarship defines all aspects of education, research, and clinical practice. Such scholarship is diverse but likely to span one or more of four categories: 1) Scholarship of discovery, 2) Scholarship of integration, 3) Scholarship of application, and 4) Scholarship of teaching. Scholarship is disseminated through publications such as peer-reviewed articles, books, presentations, and other peer-reviewed documentation. The **scholarship of discovery** (research) represents fundamental and applied research as it contributes to the development of new knowledge.. The **scholarship of integration** (practice) involves creative contributions to the critical analysis of knowledge within and across disciplines. The **scholarship of application** (service) applies findings generated through the scholarship of discovery and integration to the practice environment thereby strengthening the ties between academicians and practitioners. The **scholarship of teaching** is creative, contributes to development of reflective knowledge about teaching and learning. Independence and collaboration are both valued aspects of scholarship. Collaboration means that the participant brings an identifiable and significant contribution to the project without which the project could not occur. It is expected that results of these scholarly activities will be published, presented and influence other investigators in that field outside of the COP.

CRITERIA:

A. Assistant Professor. The Assistant Professor rank typically applies to the first appointment in a faculty capacity at the college. Individuals with substantial, relevant experience may receive an initial appointment at a higher rank.

1. Academic Investigator

Requirements for an Assistant Professor include:

- Commitment to and potential for being effectively and consistently engaged in creative scholarly activity of high quality and significance. This may be supported

by first or corresponding authorship on refereed publications or other evidence of a substantial contribution to publications.

- Strong potential for obtaining consistent extramural funding for scholarly activities.
- Commitment to teaching.
- Commitment to service.

2. Academic Educator/Clinician

Requirements for an Assistant Professor include:

- Commitment to and potential for being effectively and consistently engaged in teaching activity of high quality. This is typically supported by evaluation of the candidate's seminar and/or teaching presentation during the interview.
- Developing skills for directing and contributing to publications related to research, education and/or clinical care.
- Commitment to scholarship.
- Commitment to service.
- Commitment to gaining proficiency as a role-model educator.
- Board certification, if applicable.

B. Associate Professor. The Associate Professor rank represents the next level after Assistant Professor. Promotion to, or appointment at, the rank of Associate Professor is appropriate for those individuals who have documented significant accomplishments in scholarship, and typically have growing recognition at the national level. High quality participation in the teaching, service and, where appropriate, professional practice missions of the COP are also essential for faculty at this level.

1. Academic Investigator

To be eligible for promotion to Associate Professor or tenure at Associate Professor, a candidate must be rated at least Excellent in scholarship and at least Good in teaching and service, accompanied by evidence of progress toward establishing a national/international reputation in their field. Requirements for promotion (or appointment) to Associate Professor or tenure at Associate Professor include:

- Emerging national recognition for accomplishments in an academic field.
- Demonstration of support for a research program by serving as principal investigator on national, peer-reviewed, extramural research grants or contracts.
- Active participation in professional, graduate and/or post-graduate education with a record of effective and consistent teaching activity of high quality. This must be supported by positive student and peer evaluations.
- Continued publication of important and original laboratory, educational, clinical and/or outcomes research.
- Service on committees at the Department, COP or University levels.

Although not required, activities listed below are looked upon favorably:

- Is engaged in inter-professional and/or inter-institutional activities related to teaching, research, and/or service.
- Participates in multidisciplinary/inter-professional collaboration, translational efforts and/or knowledge transfer activities such as corporate startups, invention disclosures, licenses and patents, and innovative organizational partnerships.

- Engages in collaborations to secure external funding for innovative research including translational research or educational programs.
- Receives patents or licenses on behalf of the university.
- Engages in international activities (collaborative research, education, service).
- Provides service to scientific or professional organizations.

2. Academic Educator/Clinician

To be eligible for promotion to Associate Professor or tenure at Associate Professor, a candidate must be rated at least Excellent in scholarship or teaching and at least Good in the remaining areas, accompanied by evidence of progress toward establishing a national/international reputation in their field. Requirements for promotion (or

appointment) to Associate Professor or tenure at Associate Professor include:

- A record of effective and consistent teaching activity of high quality. This must be supported by positive student/resident and peer evaluations.
- A record of achievement in the area of scholarship with continued publication of important and original clinical, educational, outcomes and/or laboratory findings.
- Service on committees at the Department, COP or University levels.
- Service to scientific or professional organizations.
- If applicable for a practitioner's clinical specialty, Board certification is expected.
- Established reputation inside and outside the local institution or practice community as an authority in the faculty member's area of expertise.
- Organization of clinical services to provide a setting for pharmacy education.

Although not required, factors listed below are looked upon favorably:

- Is engaged in inter-professional and/or inter-institutional activities related to teaching, research and/or service.
- Participates in community-based service learning activities.
- Is actively involved in collaborative clinical practice and participation in clinical research.
- Engages in international activities (collaborative research, education, service).
- Participates as an Investigator on peer-reviewed grant support for research (suggested, but not required).

C. Professor. The rank of Professor is reserved for those individuals who are clearly advanced in their area(s) of academic emphasis and have evidence of national or international stature in a field. Promotion (or appointment) at the rank of Professor is based on demonstration of significant and sustained impact of the individual's work within their defined area(s) of scholarship and/or teaching. This is reflected by a body of work consistent with sustained excellence that establishes a reputation of leadership that is national or international in scope. Continued participation in the scholarly teaching, service and practice (as appropriate) missions of the COP is also essential for faculty at the rank of Professor. The record should show growth in the quantity and quality of professional activities since promotion or appointment as an Associate Professor.

1. Academic Investigator

To be eligible for promotion to Professor or tenure at Professor, a candidate must be rated as Outstanding in scholarship, and at least Excellent in teaching and at least

Good in service, and provide evidence of a national/international stature in their field.

Requirements for promotion (or appointment) to Professor include:

- National or international recognition for accomplishments in an academic field.
- Sustained support of a research program, typically demonstrated by serving as a principal investigator on national, peer-reviewed, extramural research grants or contracts.
- Continued publication of important and original scholarship/research.
- Sustained high-quality performance in COP teaching activities that are typically supported by positive student and peer evaluations, including training of graduate students and/or post-graduates.
- Leadership roles on key committees at the Department, COP or University levels.
- Service on national professional associations, grant review panels, or editorial boards.

Although not required, factors listed below are looked upon favorably:

- Is engaged in inter-professional and/or inter-institutional activities related to teaching, research, and/or service.
- Participates in multidisciplinary/inter-professional collaboration, translational efforts and/or knowledge transfer activities such as corporate startups, invention disclosures, licenses and patents, and innovative organizational partnerships.
- Is clearly recognized as a mentor of junior faculty and promotes collaborative and translational research activities.
- Demonstrates entrepreneurship through innovative organizational partnerships.
- Is a recognized leader in one or more collaborative clinical practice and translational research efforts?
- Shows evidence of continuous significant peer-reviewed funding as principal investigator to support a defined area of research, including collaborative and/or translational research.
- Receives patents or licenses on behalf of the university.
- Is engaged in international activities (collaborative research, education, service).

2. Academic Educator/Clinician

To be eligible for promotion to Professor or tenure at Professor, a candidate must be rated as Outstanding in either scholarship or teaching and at least Excellent in the second area (scholarship or teaching), and at least Good in service, and provide evidence of national/international stature in their field. Requirements for promotion (or appointment) to Professor include:

- A record of effective and consistent teaching activity of high quality. This must be supported by positive student/resident and peer evaluations.
- National or international recognition for scholarly accomplishments.
- Sustained scholarly activities, demonstrated by participation as an investigator on multiple service projects and/or peer-reviewed grants.
- Continued publication of important and original clinical, educational, outcomes and/or laboratory investigations.
- Leadership in COP teaching activities, including training of professional or graduate students and/or post-graduates.

- Leadership roles on key committees at the Department, COP or University levels.
- Service in national professional associations, study sections, or editorial boards.
- If applicable for a practitioner's clinical specialty, board certification is expected.

Although not required, activities listed below are looked upon favorably:

- Is a leader in one or more multidisciplinary/transdisciplinary/interprofessional collaborative educational program(s).
- Demonstrates leadership in community based service learning activities.
- Is a recognized leader in one or more collaborative clinical practice and translational research efforts.
- Is primary author of publications focused on educational methods and collaborative multidisciplinary/interprofessional education efforts.
- Is significantly involved as a mentor within the college, university and the faculty member's professional area.
- Is engaged in international activities (collaborative research, education, service).
- Serves as a Principal Investigator on an externally funded project.

ASSESSMENT and EVALUATION

Assessment of Faculty. The COP recognizes that faculty activity typically includes effort in multiple areas including scholarship, teaching, service to institution and profession, and for many faculty members, professional practice. In all instances, an appropriate assessment of a faculty member's professional effort requires that the activities be considered in their entirety, with each component contributing to an overall assessment. Time and accomplishments in a faculty position at another educational institution will be considered in evaluating a candidate for tenure and/or promotion. For tenure at any rank, evidence of consistency and durability of performance in their primary activity is required.

Evaluation of Scholarship. The following criteria and guidelines are used in the evaluation of the Candidate's progress and accomplishments in Scholarship. Being consistently and effectively engaged in creative activity of high quality and significance is a basic requirement for maintaining and enhancing professional achievement of any faculty member. While a quantitative assessment provides one indication of productivity, it is recognized that exceptional quality can also be a strong indicator of productivity. First, the measures of quantity and quality of published refereed manuscripts are used as indicators of excellence in scholarship of the Candidate. Second, academic investigators are expected to generate consistent and sufficient national extramural funding to support and grow a competitive research program. National, competitive, peer-reviewed grants and contracts are generally considered a major indicator of effective scholarship. Third, collaborative and translational activities are encouraged. As described by the NIH, translational research encompasses activities in the bench-to-bedside and bedside-to-practice arenas. Fourth, faculty entrepreneurship is encouraged. Such initiatives bring economic resources and visibility to our universities, contribute to the public welfare in South Carolina, and are tangible benchmarks demonstrating the successful application of university research to health care needs. Examples of entrepreneurship include submission of invention disclosures, receipt of patents or licenses on behalf of the university, small business innovation awards and other translational research grants.

It is generally expected that the publications of Academic Investigators will be primarily

comprised of reports of original research. Publications of Academic Educators/Clinicians may be comprised of original case reports and evaluative descriptions of practice and teaching innovations, as well as original research. Original reports of fundamental and applied research, evaluations of teaching and practice innovations, and original case reports are weighted more heavily than review articles, repetitive case reports, and book chapters which are, in turn, weighted more heavily than abstracts and monographs. The candidate's role in multi-authored publications should be described.

Fair scholarship is defined as a record of activity that could lead to making a contribution to one's academic discipline or profession.

Good scholarship is defined as a record of activity that has contributed to one's academic discipline or profession. For academic investigators, there should be evidence that the candidate is working to establish a coherent research program that could translate into a national reputation of scholarship, and there should be evidence of obtaining sufficient research funding to support the candidate's research agenda. For both academic investigators and academic educators/clinicians the candidate's work is of high quality, as indicated by journal reputation, and outside reviewers' comments.

Excellent scholarship is defined as a record of consistent and durable activity that makes an important contribution to one's academic discipline or profession. For academic investigators, there should be evidence that the candidate has established a coherent research program, that the candidate is establishing a national reputation of scholarship, and that the candidate's work is of high quality, as indicated by journal reputation, level, and type of funding, and outside reviewers' comments. There should be evidence of consistent and sufficient national extramural funding to support and grow a competitive research program. For academic educator/clinicians, there should be evidence of a national reputation of scholarship, and that the candidate's work is of high quality, as indicated by productivity (publication number) and high quality (publications in peer-reviewed journals), and outside reviewers' comments.

For a rating of **outstanding scholarship**, the candidate must demonstrate a consistent record of scholarship that is distinguished, and makes a substantial contribution to one's academic discipline or profession. The record should show growth that substantially exceeds the criteria for promotion or appointment at the Associate Professor level and that of excellent scholarship (see above). For both academic investigators and academic educator/clinicians, there should be evidence that the candidate has established a national or international reputation of scholarship. For academic investigators, the candidate's work should be well established in a particular field as evidenced by productivity (publication number) and very high quality (publications in peer-reviewed journals), type and source of research funding, and outside reviewers' comments. For academic educators/clinicians, there should be evidence of a national reputation of scholarship, and that the candidate's work is of very high quality, as indicated by productivity (publication number) and high quality (publications in peer-reviewed journals) and outside reviewers' comments.

Evaluation of Teaching/Educational Activities. Performance in teaching is documented by student and/or resident- and peer-review teaching evaluations. The COP utilizes quantitative student evaluations as one measure of a faculty member's teaching

effectiveness. However, it is recognized that while student and peer assessments are important, quality teaching can occur in the presence of less than optimal student evaluations due to class size, the elective or required nature of the course, the degree of challenge inherent in the course, and additional factors. Peer evaluations are also useful for evaluating effective teaching. Other elements of teaching performance include, but are not limited to, such issues as teaching load, service as a coordinator of team-taught courses, teaching in other curricula outside of the COP, involvement in inter-professional education, curricular development, non-traditional teaching within the professional degree program (e.g., mentoring honors or independent study students in a scholarly setting). In addition, the training of graduate students, fellows, and residents outside the classroom setting, as well as participation in other forms of student mentoring relationships such as thesis or dissertation advisory committees, constitute important areas of teaching.

The primary file must include a teaching summary, prepared by the unit. The teaching summary shall include a summary of the candidate's peer and student evaluations, conducted throughout the faculty member's tenure-track or tenured appointment at the university with particular emphasis placed on the teaching which occurred during the review period. The summary should give context to student evaluations of the faculty member's classroom teaching by noting whether evaluations of a particular class historically have been low; how a faculty member's evaluation compares with other faculty members who have taught the same course or whether poor evaluation scores are correlated to a faculty member's strict grading standards or some other standard. Copies of peer evaluations conducted within the unit are required to be included in the candidate's primary file.

Fair teaching is defined as a record of average peer reviews and learner evaluations as judged from the qualitative and narrative evidence. Quantitative evidence of fair teaching is an average score of **at least 3.0 on a 5 point scale**. A teaching portfolio may be included in support of fair teaching.

Good teaching is defined as a record of positive peer reviews and student and/or resident teaching evaluations as judged from the qualitative and narrative evidence. Quantitative evidence of good teaching is an average score of **at least 3.5 on a 5 point scale**. A teaching portfolio should be included in support of good teaching.

Excellent teaching is defined as a record of positive peer reviews and student and/or resident teaching evaluations as judged from the qualitative and narrative evidence. Quantitative evidence of excellent teaching is an average score of **at least 4.0 on a 5 point scale**. A teaching portfolio should be included in support of excellent teaching.

Outstanding teaching is defined as a record of exceptional peer reviews and student and/or resident teaching evaluations as judged from the qualitative and narrative evidence. Quantitative evidence of outstanding teaching is an average score of **at least 4.5 on a 5 point scale**. Other evidence includes innovative teaching awards or peer-reviewed publications regarding the scholarship of teaching. A teaching portfolio should be included in support of outstanding teaching.

Evaluation of Service. Typically, it is expected that all tenure-track faculty will contribute

service to the Department, the COP and the University. Service to the biomedical professions is also identified as time and effort given to local, state, regional, national or international professional organizations. Professional service to the community is also of value. Clinical service will also be evaluated.

Fair service is defined as limited participation in service provided to the College or to either State, University, national or professional organizations.

Good service is defined as demonstration of active participation in service provided to the College and to either State, University, national or professional organizations. This may include active membership on college, university, state or national professional society committees or task forces.

Excellent service is defined as demonstration of leadership in the service provided to the College and to either the State, University, national or professional organizations. This may include chairing College committees, and serving in positions of influence and responsibility at the University, state, or national professional level.

Outstanding service is defined as demonstration of continued leadership in service provided to the College and University. In addition, outstanding service also includes continued leadership at national/international professional organizations. This may include chairing committees and serving in positions of influence and responsibility at the College, University, and National/International level.