# Appointment and Promotion Guidelines
## College of Pharmacy
## University of South Carolina
## for
## Professional-Track Faculty
### April 1, 2022

| Rank | Professional-Track | | Scholarship | Teaching | Service/Clinical Practice |
|---|---|---|---|---|---|
| **Associate Professor** | **Research** | | Good or Excellent* | Good or Excellent* | Good |
| | | | | | |
| | **Clinical** | | Good or Excellent* | Good | Good or Excellent* |
| | | | | | |
| **Professor** | **Research** | | Excellent or Outstanding** | Excellent or Outstanding** | Excellent |
| | | | | | |
| | **Clinical** | | Excellent or Outstanding** | Excellent | Excellent or Outstanding** |
| | | | | | |

*, candidate must be rated at least Excellent in one category, and Good in the other.

**, candidate must be rated at least Outstanding in one category, and Excellent in the other.

*Reviewed and conditionally approved by the UCPTF on March 31, 2022*

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# INTRODUCTION

56

The College of Pharmacy (COP) is an academic unit of the University of South Carolina (UofSC). As
58    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 COP;
60    and "Unit Chair" refers to the Chair of the COP Committee on Professional Track faculty.

        Appointment and promotion are processes that serve both university and the candidate. The
62    university is committed to the conduct of scholarship and dissemination of knowledge, the imparting of
knowledge through teaching, and service to community, state, and nation through the contribution of
64    faculty time and expertise. Promotion is the recognition of achievements and of promise that the
individual is capable of continued professional growth and contribution to the missions of the COP and
66    the UofSC. The process of promotion ensures that the COP and UofSC - through its faculty - will perform
in these areas at the highest level. It is a system of accountability that assures quality scholarship, teaching,
68    and service.

        The faculty member benefits by having the procedures and criteria for appointment and promotion
70    stated clearly. The COP and Universities' response to faculty performance will be based on the degree to
which performance meets criteria - with decisions for promotion being made without regard to age, sex,
72    race/ethnicity, creed, or religion. The policy of the COP is to recommend faculty members for promotion
solely on the basis of merit. To this end, the COP has established criteria for committees and
74    administration to evaluate its professional-track faculty members for promotion.


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# COMMITTEE on PROFESSIONAL-TRACK FACULTY

78          The **COP Committee on Professional Track Faculty** will consist of Professional-Track Clinical
and Research Associate Professors and Professional-Track Clinical and Research Professors. There will
80   also be one member elected from the COP Tenure and Promotion Committee.  The Chair of the COP
Committee on Professional Track Faculty ("committee") will be elected by the members of the
82   committee for a one-year term; and must be a Clinical or Research Professor and may not concurrently
hold an administrative position, such as Dean, Assistant or Associate Dean, Provost, or Department
84   Chair. In the event there is not a professional track Professor, then the Chair of the Tenure and Promotion
committee will serve as Chair of the Committee on Professional Track Faculty. Decisions of the
86   committee will be by majority vote of all members. A quorum shall be defined as a simple majority of
those present physically or through various forms of communication. Voting may be conducted via mail
88   or secure electronic communications at the discretion of the Committee Chair. A majority vote is defined
as at least one vote more than half of the total votes cast as "in favor" or "against" (i.e. abstentions do
90   not count toward the determination of a majority).
            *Voting Privilege:* Only faculty at the associate professor or professor rank may vote on promotion
92   decisions at the unit level. Professional-Track Associate Professors and Professional-Track Professors
may vote at the level of a Professional-Track Associate Professor; while only Professional-Track
94   Professors may vote at the level of Professional-Track Professor.  There will be a minimum of five voting
faculty for promotion.  In the event that five faculty are not in a position to vote, then the chair of the
96   Committee on Professional Track Faculty will recruit Professors from the COP Tenure and Promotion
Committee.  Faculty who have joint appointments can only vote if the UofSC COP is the primary unit.
98   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 unit Chair prior to the beginning of the leave. Faculty
100  who will make an administrative recommendation on a file, e.g., Department Chair and COP Dean, will
not vote as part of the COP Committee on Professional Track Faculty - although they can participate in
102  the discussion of the candidate prior to the vote if invited by the unit Chair to attend the meeting. The COP
Dean is precluded from voting at the committee level on all candidates; Department Chairs are precluded
104  from voting at the committee level for those candidates within their departments for whom they make an
administrative recommendation as Department Chair.
106

# APPOINTMENT PROCEDURES
## A. QUALIFICATIONS and Requirements for Appointment
108

### Professional-Track - RESEARCH

110          Research faculty appointments are regular, full-time or part-time appointments of individuals who
have research expertise and experience and evidence of scholarly accomplishment. Research faculty will
112  be engaged primarily in research.  They are expected to garner external funding as a principal investigator
or co-investigator; and to generate refereed publications as a part of their scholarship. Research faculty
114  may also have significant roles in directing technology cores or administrative responsibilities in a Center
or Program.  Research faculty shall have a terminal degree, usually an earned doctorate.
116

**Research Assistant Professor:** An individual appointed in the Professional-Track as a Research Assistant
118  Professor must have a doctorate, or terminal degree in his/her field, and demonstrate a strong potential for

120  development in the candidate's area of research. Applicants must show integrity, good judgment, and reasonable cooperation with others.

122  **Research Associate Professor:** An individual appointed in the Professional-Track as a Research Associate Professor must demonstrate strong performance in the candidate's area of research with
124  evidence of developing a national reputation and the promise of further development as a research scholar. Applicants must show integrity, good judgment, and reasonable cooperation with others. Appointment at
126  this rank will require promotion criteria at the Associate Professor level for Professional-Track – Research to be met; supported by a vote by the COP Committee on Professional-Track Faculty.

128

130  **Research Professor:** An individual appointed in the Professional-Track as a Research Professor must have a record of outstanding performance in research and have a national and/or international reputation in their area of professional expertise. The candidate must have a major intellectual contribution in the
132  area of specialization. Applicants should also have evidence of mentoring students and participating in service-related endeavors; and have at least nine years of effective, relevant service (ACAF 1.06).
134  Applicants must show integrity, good judgment, and reasonable cooperation with others. Appointment at this rank is reserved for individuals with proven stature as a research scholar. Appointment at this rank
136  will require promotion criteria at the Professor level for Professional-Track – Research be met; supported by a vote by the COP Committee on Professional-Track Faculty.

138

## Professional-Track - CLINICAL

140  Clinical Faculty appointments are regular, full-time or part-time appointments of individuals of substantial professional caliber to supervise and instruct students in clinical, field, classroom, or laboratory
142  settings, and/or engage in practice and outreach, and/or have substantial professional caliber to administer academic programs and other administrative activities. Except for Clinical Instructor, Clinical faculty will
144  have an earned doctorate or terminal degree. Education, certification, and licensure of an individual must meet the minimum requirements of the respective accrediting agency or board. The accrediting
146  organization must be recognized by the U.S. Department of Education.

148  **Clinical Instructor:** An individual appointed as a Clinical Instructor is expected to possess at least a master's degree in the teaching discipline. Applicants must show integrity, good judgment, and
150  reasonable cooperation with others. Promotion from this position to clinical assistant professor is at the discretion of the COP Dean, but the candidate must meet the appointment criteria described in the next
152  item.

154  **Clinical Assistant Professor:** An individual appointed as a Clinical Assistant Professor must have strong potential for development as a clinician, teacher, researcher, and/or administrator. Applicants must show
156  integrity, good judgment, and reasonable cooperation with others.

158  **Clinical Associate Professor**: An individual appointed as a Clinical Associate Professor must have a record of strong performance as a clinician, teacher, researcher, and/or administrator; and have strong
160  potential for further development. Applicants must show integrity, good judgment, and reasonable cooperation with others. Appointment at this rank will require promotion criteria at the Associate
162  Professor level for Professional-Track - Clinical to be met; supported by a vote by the COP Committee on Professional-Track Faculty.

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**Clinical Professor**: An individual appointed as a Clinical Professor must have a record of superior performance as a clinician, teacher, researcher, and/or administrator, and have at least nine years of effective, relevant service. Applicants must show integrity, good judgment, and reasonable cooperation with others. This rank is reserved for individuals with proven stature. Appointment at this rank will require promotion criteria at the Professor level for Professional-Track - Clinical to be met; supported by a vote by the COP Committee on Professional-Track Faculty.

## B. PROCESS for Appointment

**Appointment to Professional-Track Assistant Professor**

Final approval is by the Dean of the COP. Appointments to the level of Professional-Track Assistant Professor are ordinarily initiated by the Dean, the Department Chair, or a senior faculty member with input from COP faculty of equal or higher rank to the prospective appointee. Nominations and the dossier are forwarded to the Dean. The dossier should contain: the candidate's curriculum vitae; three letters of reference (one of which is a 'Nomination' Letter from a faculty advocate within the COP); and a letter from the Department Chair indicating support for the appointment and rationale for the recommended rank. The dossier will then be evaluated by the COP Dean, who will approve or disapprove of the appointment.

**Appointment to Professional-Track Associate Professor or Professor**

Appointments of Professional-Track faculty at the Associate Professor or Professor level will require review by the COP Committee on Professional Track Faculty before approval. The dossier will be submitted to the Chair of the COP Committee on Professional Track Faculty. The dossier will contain: the curriculum vitae; application materials, including teaching (for research/teaching track; and clinical track) and/or if applicable, clinical (for clinical track) evaluations; three letters of recommendation; and a letter from the Department Chair indicating support for the appointment and rationale for the recommended rank.
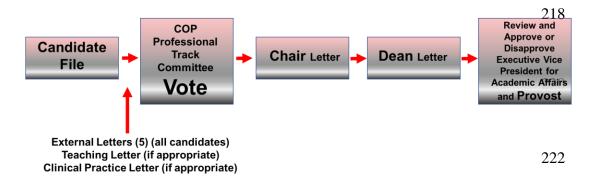
The COP Committee on Professional Track Faculty will evaluate the dossier and vote on the recommended appointment rank. The Chair of the COP Committee on Professional Track Faculty will then forward the vote to the COP Dean along with a letter summarizing support of the candidate for appointment. The dossier will then be evaluated by the COP Dean, who will forward a recommendation letter and the dossier (including votes) to the executive vice president for academic affairs and provost for final approval of the appointment.

## C. OFFER LETTER

All appointments are guided by UofSC Executive Vice President for Academic Affairs and Provost policies ACAF 1.16 and ACAF 1.00. The Offer Letter to be extended to the candidate shall be in writing and shall specify the rank; the track; the beginning; and the ending date of appointment. Appointments shall terminate on the date specified - and no further notice of non-reappointment is required. Termination of employment before the end of the contract or appointment period can be for lack of satisfactory performance, just cause, and/or insufficient funds. Length of appointment must be stated in the offer letter or letter of reappointment may not exceed five (5) years. The appointment may be renewable.  The offer of reappointment is done at the discretion of the appointee's direct supervisor and does not require committee review as long as the appointee is remains at the same or lower rank. The specific track and sub-track must be designated in the offer letter or letter of re-appointment.

# THE PROCESS for PROMOTION

The Calendar, outlining the process and the specific due dates are published every year on the UofSC Provost Website. The below figure outlines the general process for promotion of Professional-Track faculty at the UofSC. Both clinical and research-focus Professional-Track faculty will be eligible for promotion and judged by the criteria outlined in this document. The faculty member ("candidate") will be reviewed by the unit Committee on Professional Track Faculty, the department chair, the dean - and final approval is given by the executive vice president for academic affairs and provost.

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| Candidate File | → | COP Professional Track Committee Vote | → | Chair Letter | → | Dean Letter | → | Review and Approve or Disapprove Executive Vice President for Academic Affairs and Provost |

External Letters (5) (all candidates)
Teaching Letter (if appropriate)
Clinical Practice Letter (if appropriate)

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# ELIGIBILITY FOR PROMOTION

To be eligible for promotion, the Professional-Track faculty candidate must have a primary appointment within the UofSC COP (unless the candidate has a joint appointment with another unit approved through a memorandum of understanding). Faculty at the rank of Professional-Track Assistant Professor and have not previously held positions at another academic or research institution normally will not be considered for promotion until they are at least in their fourth (4th) year as Professional-Track Assistant Professor. Faculty at the rank of Professional-Track Associate Professor and have not previously held faculty positions at another academic or research institution normally will not be considered for promotion until they are at least in their third (3rd) year as Professional-Track Associate Professor.

# THE FILE

The candidate's 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 promotion file using the most recent UofSC template provided by the Provost's Office, and to submit it to the unit Chair according to the published University timetable when being considered for promotion. This includes maintaining an accurate record of research and scholarly activities, teaching responsibilities and evaluations, and service functions. The file will be comprised of a primary file that includes the designated university form for promotion (template on the provost website), and a secondary file that includes electronic files of materials that the candidate wishes to provide to support the candidacy. All candidates are encouraged to include a teaching portfolio, and when applicable, a clinical or administrative/leadership portfolio as a part of the secondary file in support of the candidate's primary file. Other documentation of performance (copies of publications, teaching aids, student and peer evaluations of teaching, award letters, chair's statement of departmental service, record of committee service, letters outlining collaborative efforts, record of achievements as technology core director or other

248     administrative duties, etc.) should also be included in the candidate' secondary file.  It is the candidate's responsibility to clearly outline the justification for promotion in their <u>personal statement.</u> As necessary –
250     and dictated by the appointment track (research or clinical) - a summary letter of teaching and/or clinical activity will be solicited from the Unit Chair and will be placed in the primary file before deployment to
252     outside reviewers. The teaching letter will be provided by a professional track or tenure track faculty member at or above the rank that the candidate seeks.   The clinical practice letter will be provided by an
254     individual who is familiar with the specific activities of the candidate.  This individual will be selected by the unit Chair after consultation with the Department Chair.
256

# NOTIFICATION AND SCHEDULE

258         Each year, in accordance with UofSC Faculty Manual, all Professional-Track faculty are eligible for promotion consideration. Based on the published university schedule (Aug 15 start date follows the
260     fall calendar; Jan 1 start date follows the spring calendar), the Dean of the COP will notify each eligible faculty of the option for promotion during the following academic year. Faculty who wish to be
262     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
264     of faculty who have indicated in writing their intention to be considered for promotion the following year will be forwarded by the Dean to the COP Committee on Professional-Track Faculty chair by the date
266     included in the university schedule, typically about seven days after receipt of names by the Dean. These names will also be forwarded to the UofSC Office of the Provost.
268         The Office of the Provost publishes a schedule, including deadlines, for the Promotion process each year. Provided the candidate has met the criteria for minimum time at rank (see above – 'Eligibility
270     for Promotion'), the Professional-Track faculty can follow either timetable published by the UofSC Office of the Provost (fall cycle or spring cycle). The unit Chair will provide the appropriate timetable
272     to all faculty who wish to be considered for promotion. Candidates are responsible for meeting the deadlines on schedule published by the Provost's Office on matters over which they have control, e.g.,
274     submission of the primary and secondary file. The unit Chair has responsibility in meeting deadlines in all other matters.
276

# SOLICITING LETTERS FROM EXTERNAL REVIEWERS

278         For all decisions of promotion, a candidate's file must include five letters from external reviewers
280     obtained from impartial scholars at peer or aspirant institutions within the field - outside of UofSC. The external reviewers will be selected by the Unit Chair in consultation with faculty at the same or above
282     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, residency
284     program director 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
286     from consideration as outside evaluators. There should be no conflict or perceived conflict. External reviewers from academic settings must have achieved a rank at or above the rank to which the candidate
288     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
290     reviewers should disclose any relationship to the candidate and also provide a brief CV or biography.

The unit 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 activities, and service/ clinical practice activities; 2) relevant promotion criteria; and 3) candidate's primary file – including a letter summarizing teaching, clinical, and/or administrative/leadership activities. The purpose of the external review is to obtain an assessment of the candidate's research, teaching and service/clinical activities based on unit criteria. It is the responsibility of the unit 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 COP Committee on Professional Track Faculty on a minimum of 5 working days before the meeting. If the candidate holds a joint appointment, the file will be made available to professional 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 promotion must be made by at least five faculty. If the unit does not have five eligible faculty for the vote, the unit must submit to the provost 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 unit 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 promotion are closed to everyone except members of the COP Committee on Professional Track Faculty; and excluding the candidate themselves. If the candidate's department is not represented on the committee, the unit chair will invite the candidate's department chair. In the event the department chair cannot attend, he or she may send a representative (tenure track or professional 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 promotion must be based on the evidence presented in the promotion file and the relevant criteria for that candidate. All votes on candidates' 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 unit criteria. The unit chair will inform all voting committee members of the date that all votes must be submitted.

*Vote and Recommendation by committee:* Votes will be counted by the COP Committee on Professional Track Faculty chair and the COP 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 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 promotion if the yes votes comprise one-half or less than one-half of all votes counted, i.e., the sum of all "yes" and "no" votes.

*Notification of Committee's Vote:* The COP Committee on Professional Track Faculty chair will notify all candidates in writing as to whether the COP Committee on Professional Track Faculty supported or did not support their application for promotion. The unit chair will also provide written notification to the Dean and all committee members of the committee's decision to support or not support the candidate's application. The numerical vote will <u>not</u> be included in the written notification to the candidate, committee, and COP Dean.

*Positive decision:* If the COP Committee on Professional Track Faculty vote yields a positive recommendation, i.e., "yes" votes comprised more than one-half (1/2) of "yes" and "no" votes cast, the unit Chair supervises the insertion of votes and justifications into the candidate's file. The entire electronic file, including primary file and secondary files, is delivered by the unit Chair to the candidate's Department Chair according to the timetable established in the University 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 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 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 promotion calendar.

*Negative Decision:* If the COP Committee on Professional Track Faculty fails to give the candidate a favorable vote, the committee Chair will notify the candidate promptly and shall - upon request by the candidate and without attributions - provide the candidate with a written synopsis of the discussion and an indication of the strength of the vote of the unit's COP Committee on Professional Track Faculty. 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.

# TRANSFER FROM TENURE TRACK TO PROFESSIONAL TRACK

Procedures are in accordance with UofSC Executive Vice President for Academic Affairs and Provost policy ACAF 1.18. Changing the appointment status of a full-time faculty member to a faculty position not on Professional-Track is an administrative decision and does not require a new search. However, this change does require the approval of the COP Tenure and Promotions Committee 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 Professional-Track. Approval or disapproval and rationale for this will be indicated by a letter from the committee Chair. Additionally, tenured faculty members at any rank who change their employment status from full-time to part-time relinquish their tenure. When appropriate, the administrative unit should consult with the Office of International Scholars on possible immigration restrictions or implications for international faculty changing to professional-tenure track.

# TRANSFER FROM PROFESSIONAL-TRACK TO TENURE TRACK

Procedures are in accordance with UofSC Executive Vice President for Academic Affairs and Provost policie ACAF 1.18. 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 COP Tenure and Promotions Committee of the affected unit unless a competitive search is conducted and the Professional-Track faculty member is the candidate of choice for a tenure track position.

# CRITERIA PROFESSIONAL-TRACK PATHS

Due to the diversity of needs and expectations, the COP must have flexibility in faculty appointments to promote national prominence through scholarship in its educational, research, service, and clinical missions. It is expected that all Professional-Track faculty members will contribute in the three primary areas of scholarship, teaching, and service/ clinical activities. The COP has two pathways for faculty promotion that represent primary areas of concentration that are critical for the success of the COP:

***Professional-Track - RESEARCH*** - Faculty members with significant time allocated to research principally comprise this category and are considered research/education scholars.

***Professional-Track - CLINICAL*** - Faculty members with significant time allocated to educational delivery and clinical practice principally comprise this category and are considered education/clinical scholars.

# DEFINITION OF TERMS

In evaluating a candidate's performance in research scholarship, the following terminology shall be used: Outstanding, Excellent, Good, Fair, and Unacceptable. The definitions of terms are as follows *(from Faculty Manual, pg. 23; and consistent with COP 2019 T&P criteria)*:

**Outstanding**: The candidate's performance is far above the minimally effective level.  In regard to research and scholarship, output is 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 already of high quality, and a national/international reputation is clearly possible, if not likely.

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

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

420    **Unacceptable**: The candidate has accomplished less than the minimally effective level of performance.

422    **National Recognition**: In general, a requirement for promotion is demonstration of an increasing national
       stature of the candidate. Examples of evidence to support national recognition include: reviewer or
424    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
426    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
428    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
430    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.
432

       **Administrative Faculty:** are persons holding academic rank who are normally appointed by the Dean to
434    perform administrative and support functions.  Administrators serve the COP in a major administrative
       role with college-wide oversight for a clinical, teaching, or research program that has multiple program
436    elements - typically requiring supervision of the work of junior faculty or comparable personnel.
       Administrative faculty include Assistant and Associate Deans; Directors (not including core directors; but
438    including Directors of Experiential Education and Continuing Education and Professional Development
       and Directors of COP Centers); Chairs – and perform work directly related to the management of the
440    educational and general activities of the COP; or a department or subdivision thereof.  Incumbents in these
       positions exercise discretion and independent judgment and generally direct the work of others.
442

       **Leadership Roles**: are persons holding academic rank who perform leadership support functions. .
444    Examples of leadership roles include chairmanship of departmental, college, university, state, national, or
       professional organization committees; assistant directors, associate directors, student lab directors, core
446    directors, and other directors with no personnel oversight.

448    **Mentor and Mentee**:  A mentor is defined in this document as a direct laboratory and/or management
       supervisor of a trainee (usually a student, lab employee, post-doc, or resident) – the mentee. The mentor
450    has the primary responsibility of transferring knowledge to the mentee, and assisting them in their growth
       as a scientist and generally plays a supervisory role.  The faculty candidate is responsible for clearly
452    outlining the mentor-mentee relationship.

454    **Faculty Sponsor:** Refers to a full-time, tenured faculty member who will be primarily responsible for the
       mentorship and the salary of the Professional Track – Research faculty member.

456

# PROFESSIONAL-TRACK - RESEARCH

## PRE-AMBLE

458

The COP recognizes that Professional-Track- Research faculty activities occupy unique positions
460 providing specialized skills to advance the research and education missions of the UofSC COP.
Professional-Track - Research faculty usually work closely with a full-time senior faculty member at the
462 rank of Associate Professor or Professor - and typically serves as a mentor to the faculty member. Because
these positions typically are supported by non-recurring extramural funding, it is acknowledged that the
464 Professional-Track - Research faculty member's time and effort is focused on research, and research-
related service – and criteria not only guide the faculty member toward goals; but ensure that production
466 is rewarded by promotion.

Criteria comply with those of the UofSC as outlined in The Faculty Manual and The University
468 Committee on Professional-Track Faculty Guidelines for Units: Preparing Criteria and Files. Promotion
will depend  upon  the candidate's level of performance in teaching,  research/scholarly activity, and
470 service.  Candidates must provide  evidence that their work consistently meets the standards established in
this  document.  In each area, the level of performance necessary for promotion is given below and the
472 minimum required evidence of such performance for each area is listed. Annual review by the respective
department chair is required for all Professional-Track faculty and should be scheduled according to the
474 annual review calendar used for faculty posted by the UofSC Office of the Provost.

## CRITERIA

| Rank | | Scholarship | Teaching | Service |
|---|---|---|---|---|
| **Associate Professor** | | Good or Excellent* | Good or Excellent* | Good |
| | | | | |
| **Professor** | | Excellent or Outstanding[#] | Excellent or Outstanding[#] | Excellent |

478 *, candidate must be rated at least Excellent in one category, and Good in the other.

[#], candidate must be rated at least Outstanding in one category, and Excellent in the other.

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## ASSESSMENT and EVALUATION

482 **ASSESSMENT of Faculty.**  The COP recognizes that Professional-Track - Research faculty activity
typically includes effort in multiple areas including scholarship, teaching, service to institution and
484 profession. 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
486 assessment. Although the entirety of the candidate's file should be considered in any promotion decision,
greater emphasis should be placed on activity reported in the file from last appointment or promotion to
488 the present. For promotion at any rank, evidence of consistency and durability of performance in their
primary activity is required.

490

492    **EVALUATION of Faculty**

494    **<u>Evaluation of Scholarship.</u>** 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
496    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
498    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
500    excellence in scholarship of the candidate. It is generally expected that the publications of Professional-Track - Research faculty will be primarily comprised of reports of original research. Original reports of
502    fundamental and applied research, teaching innovations, and original case reports are weighted more heavily than review articles, repetitive case reports, and book chapters which are, in turn, weighted more
504    heavily than abstracts and monographs. The candidate's role in multi-authored publications should be described. Articles in which the candidate is first or senior author will be given more consideration than
506    articles in which the candidate played a lesser role. Second, Professional-Track – Research faculty are expected to generate consistent and sufficient funding to foster support and grow an independent or
508    collaborative research program as a co-I or PI.  For Research Faculty who also serve as Core Directors, generation of funding for instrumentation or training will count toward this requirement. Third, it is
510    expected Professional-Track – Research faculty will present their scholarly works.  Fourth, faculty entrepreneurship is encouraged.  Such initiatives bring economic resources and visibility to our
512    universities, and contribute to the public welfare in South Carolina.  Because Professional-Track - Research positions are typically supported by non-recurring extramural funding, success is mostly
514    measured by research production.  In this light, it makes sense to promote Professional – Track – Research faculty based on – not only productive teaching and service – but especially to productive research.
516    Tangible benchmarks specific to the unique position offered by Professional-Track – Research faculty are critical to the success of each candidate – and to the mission of the COP.  Therefore, scholarly activity in
518    this document is defined by tangible benchmarks and are consistent with the research missions of both the COP and the UofSC.
520

   **Fair scholarship**. Fair from the UofSC Faculty Manual: "The candidate meets the minimally effective
522    level of performance". Consistent with this definition, 'Fair in Scholarship' in these COP Professional-Track - Research criteria is defined as a record of activity that could lead to making a contribution to one's
524    academic discipline or profession. The  candidate's record - from either: (a) the time of last appointment or promotion; or (b) during the candidate's last seven years of service at the UofSC – whichever comes
526    first - should show:

528    (1) at least one senior, corresponding, or first-authored or one middle-authored refereed journal article, book chapter, book, or full patent every three years – on average.
530    (2) No Tier I activities.
   (3) No Tier II activities.
532    (4) Three Tier III activities every year – on average.

534    **Good scholarship.** Good from the UofSC Faculty Manual: "The candidate's performance is clearly above the minimally effective level.  In regard to research and scholarship, he or she shows promise of high
536    quality in the future". Consistent with this definition, 'Good in Scholarship' in these COP Professional-Track – Research criteria is defined as a record of accomplishment that has contributed to one's academic

538   discipline or profession. There should be evidence that the candidate has contributed to a coherent research program that could translate into a national reputation of scholarship, and there should be evidence of

540   obtaining funding to support the candidate's or the candidate's collaborative research agenda. The candidate's work is of good quality, as indicated by journal reputation, and outside reviewers' comments.

542   The candidate's record - from either: (a) the time of last appointment or promotion; or (b) during the candidate's last seven years of service at the UofSC – whichever comes first - should show:

544

  (1) at least one senior, corresponding, or first-authored or one middle-authored refereed journal article,
546   book chapter, book, or full patent every two years – on average.

  (2) No Tier I activities.
548   (3) One Tier II activity every three years – on average.

  (4) Three Tier III activities every two years – on average.

550

  **Excellent scholarship.** Excellent from the UofSC Faculty Manual: "The candidate significantly exceeds
552   the minimally effective level of performance. In regard to research and scholarship, output is already of high quality, and a national/international reputation is clearly possible, if not likely". Consistent with this

554   definition, 'Excellent in Scholarship' in these COP Professional-Track – Research criteria is defined as a record of consistent and durable activity that makes an important contribution to one's academic discipline

556   or profession. There should be evidence that the candidate has contributed to a coherent research program, that the candidate is establishing a national reputation of scholarship, and that the candidate's work is of

558   excellent quality, as indicated by journal reputation, level, and type of funding, and external reviewer comments. There should be evidence of consistent and sufficient funding to support and grow a

560   competitive research program. There should be evidence of a emerging national reputation of scholarship. The candidate's record - from either: (a) the time of last appointment or promotion; or (b) during the

562   candidate's last seven years of service at the UofSC – whichever comes first - should show:

564   (1) at least one senior, corresponding, or first-authored or two middle-authored refereed journal article, book chapter, book, or full patent every two years – on average.

566   (2) One Tier I activity every four years – on average.

  (3) One Tier II activity every two years – on average.
568   (4) Three Tier III activities every year – on average.

570   **Outstanding scholarship:** Outstanding from the UofSC Faculty Manual: "The candidate's performance is far above the minimally effective level. With regard to research and scholarship, output is of very high

572   quality, and a national/international reputation is evident." Consistent with this definition, for a rating of 'Outstanding in Scholarship', the candidate must demonstrate a consistent record of scholarship that is

574   distinguished and makes a substantial contribution to one's academic discipline or profession. There should be evidence that the candidate has established a coherent research program that has either

576   independently - or that has made a significant contribution to – a research program that has garnered a national reputation. Indicators of national reputation and outstanding scholarship include journal

578   reputation, level, and type of funding, and external reviewer comments. The candidate's record - from either: (a) the time of last appointment or promotion; or (b) during the candidate's last seven years of

580   service at the UofSC – whichever represents the shorter time period - should show:

582   (1) at least one senior, corresponding, or first-authored or three middle-authored refereed journal article, book chapter, book, or full patent every two years – on average.

584 (2) Two Tier I activities every four years – on average.
(3) One Tier II activity every two years – on average.
586 (4) Three Tier III activities every year – on average.

588 *Activities in Scholarship*:
    *Tier I* – High level accomplishment
590         •PI (or co-PI) of peer-reviewed grant, contract, or patent.
        •Invited speaker or presenter at any event presenting scholarly activity to a national or
592         international audience (in or out of state).

594     *Tier II* – Require peer review or a third-party assessment
        •Co-I of peer-reviewed grant, contract, or patent.
596         •Invited speaker or presenter at any event presenting scholarly activity to either an in-
        house or in-state audience.
598         •Selection as an expert consultant, or selection to sit on panels or committees associated
        with one's discipline.
600         •Lead/organize a workshop promoting scholarly activity

602     *Tier III*-candidate has full control of carrying out these activities as a part of their job description.
        •Articles in non-refereed publications
604         •In-house (COP or associated entity) publications
        •Presenting scholarly works
606         •Submission of grant
        •Submission of contract proposals
608         •Submission of manuscripts
        •File provisional patent
610         •Submission of proposal to present scholarly activity at a state/national/international
        conference.
612         •Peer review of a manuscript
        •Peer review of a scholarly dossier
614

**Evaluation of Teaching/Educational Activities.** For Professional-Track Research faculty, performance
616 in teaching is documented by positive, productive, and successful mentorship of students. For
Professional-Track – Research faculty teaching in the COP curriculum, performance is also evaluated
618 by student and peer-review teaching evaluations.
    Although the number of students that the candidate mentors is not a primary benchmark – it is
620 expected that Professional-Track – Research faculty will mentor students with clear outcomes (see
***Outcomes in Research/ Scholarly Works*** below). The Professional Track Core Directors can consider
622 student mentoring if their training and advice to the mentee is critical in achieving any of the benchmarks
listed below. Although the list of outcomes is not exhaustive in determining effectiveness, it provides a
624 guidance for both mentors and mentees that will direct success. The candidate is responsible for making
the mentor-mentee relationship clear with evidence of outcomes in the primary file personal statement.
626     For faculty teaching in the COP curriculum, the COP utilizes quantitative student and peer
evaluations as a measure of a faculty member's teaching effectiveness. However, it is recognized that
628 while student assessments are important, quality teaching can occur in the presence of <u>less-than-optimal
student evaluations due to</u> class size, the elective or required nature of the course, the degree of challenge

630    inherent in the course, and additional factors beyond the control of the teacher. Other elements of
       teaching performance include, but are not limited to, such issues as teaching load, service as a coordinator
632    of team-taught courses, teaching in other curricula outside of the COP, involvement in inter-professional
       education, curricular development, and mentoring of students and postdoctoral fellows.
634           Teaching summary: For research faculty teaching in the COP curriculum, the primary file must
       include a teaching summary - written by a COP faculty member at or above the rank of the candidate.
636    Copies of peer evaluations conducted within the unit are required to be included in the candidate's
       primary file (inserted at the end of the teaching section). The teaching summary shall include a summary
638    of the candidate's peer and student evaluations, conducted throughout the faculty member's appointment
       at the UofSC with particular emphasis placed on the teaching which occurred during the review period
640    (e.g. if the candidate is requesting promotion to Professor, emphasis should be on the period the candidate
       was first promoted to Associate Professor). The summary should give context to student evaluations of
642    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
644    taught the same course or whether poor evaluation scores are correlated to a faculty member's strict
       grading standards or some other standard. The teaching summary shall also include a summary table of
646    peer and student teaching scores.

648    **Fair teaching.** Fair from the UofSC Faculty Manual: "The candidate meets the minimally effective level
       of performance". Consistent with this definition, 'Fair in Teaching' in these COP Professional-Track -
650    Research criteria is defined as a record of mentoring students in research activities with minimal
       benchmarks met in the list of '*Benchmarks in Mentorship*' below. For Research faculty teaching in the
652    COP curriculum, an average quantitative peer and student teaching evaluation score of **less than 3.5 on a
       5-point scale** is needed.  A teaching portfolio should be included in the secondary file.

654

       **Good teaching.** Good from the UofSC Faculty Manual: "The candidate's performance is clearly above
656    the minimally effective level". Consistent with this definition, 'Good in Teaching' in these COP
       Professional-Track – Research criteria is defined as a record of outcomes and scholarly works for mentees
658    that is clearly above the minimally effective level.  The minimally effective level for "Good in Teaching"
       for faculty involved only in research, including Core Directors, is two benchmarks per student in the list
660    of '*Benchmarks in Mentorship*' below. For Research faculty teaching in the COP curriculum, the
       minimally effective level for "Good in Teaching" is one benchmark per student in the list of '*Benchmarks
662    in Mentorship*' below.  Also, for teaching faculty, peer and student teaching evaluations as judged from
       qualitative and narrative evidence. Quantitative evidence of good teaching is an average score of **at least
664    3.5 on a 5-point scale**. A teaching portfolio should be included in the secondary file in support of good
       teaching.

666

       **Excellent teaching.** Excellent from the UofSC Faculty Manual: "The candidate significantly exceeds
668    the minimally effective level of performance". Consistent with this definition, 'Excellent in Teaching'
       in these COP Professional-Track – Research criteria is defined as a record of outcomes and scholarly
670    works for mentees that exceeds the minimally effective level.  The minimally effective level for
       "Excellence in Teaching" for faculty involved only in research, including Core Directors, is three
672    benchmarks per student in the list of '*Benchmarks in Mentorship*' below. For Research faculty
       teaching in the COP curriculum, the minimally effective level for "Excellence in Teaching" is one
674    benchmark per student in the list of '*Benchmarks in Mentorship*' below.  Also, for teaching faculty,
       excellent peer and student teaching evaluations as judged from qualitative and narrative evidence.

676 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 the secondary file in support of excellent teaching.

678 **Outstanding teaching.** Outstanding from the UofSC Faculty Manual: "The candidate's performance is far above the minimally effective level". Consistent with this definition, 'Outstanding in Teaching' in

680 these COP Professional-Track – Research criteria is defined as a record of outcomes and scholarly works for mentees that is far above the minimally effective level. The minimally effective level for "Outstanding

682 in Teaching" for faculty involved only in research, including Core Directors, is three benchmarks per student in the list of '*Benchmarks in Mentorship*' below. For Research faculty teaching in the COP

684 curriculum, the minimally effective level for "Outstanding in Teaching" is two benchmarks per student in the list of '*Benchmarks in Mentorship*' below. Also, for teaching faculty, outstanding peer reviews and

686 student teaching evaluations as judged from qualitative and narrative evidence are required. Quantitative evidence of outstanding teaching is an average score of **at least 4.5 on a 5-point** scale. Other evidence

688 includes teaching awards or peer-reviewed publications regarding the scholarship of teaching. A teaching portfolio should be included in the secondary file in support of outstanding teaching.

690

*Benchmarks in Mentorship:*

692             Mentee co-authors submitted manuscript or pending patent
            Mentee co-authors published manuscript or patent

694             Mentee contributes* to grant submission or success
            Mentee contributes* to contract submission or success

696             Mentee presents scholarly work - oral
            Mentee is author on an abstract

698             Mentee demonstrates*community outreach regarding research activities

700             *contribution has to be briefly – but clearly – outlined by the candidate in the personal statement.*

702

**Evaluation of Service.** Typically, it is expected that Professional-Track - Research faculty will contribute

704 service to the Department, the COP, a Center within the UofSC, and/or the UofSC. Service is also identified as time and effort given to local, state, regional, national or international professional

706 organizations. Professional service to the community is also of value. In support of Service for Professional-Track – Research faculty, the primary file must include a letter in support of research service

708 activities. The research service activities letter (e.g. outlining service as a core director or other services provided toward the research agenda of the candidate) will be provided by the 'Faculty Sponsor' (defined

710 above) and approved by the Unit Chair to ensure there are no conflicts at the time of the letter.

712 **Fair service.** Fair from the UofSC Faculty Manual: "The candidate meets the minimally effective level of performance". Consistent with this definition, 'Fair in Service' in these COP Professional-Track -

714 Research criteria is defined as limited participation in service provided to the Department, College, University, State, national or professional organizations.

716

**Good service.** Good from the UofSC Faculty Manual: "The candidate's performance is clearly above the

718 minimally effective level". Consistent with this definition, 'Good in Service' in these COP Professional-Track – Research criteria is defined as demonstration of active participation in service provided to the

720 Department or College. If the candidate is in a leadership role (defined above - e.g. core directors), the candidate's leadership benchmarks should be deemed good. If applicable, the best documentation of

722    leadership contributions would come from the candidate's research service letter (from the faculty sponsor
       or equivalent), peer-reviews of the candidate's leadership service (if any), the candidate's personal
724    statement, and a leadership portfolio the candidate is encouraged to include in the secondary file.

726    **Excellent service.** Excellent from the UofSC Faculty Manual: "The candidate significantly exceeds the
       minimally effective level of performance". Consistent with this definition, 'Excellent in Service' in these
728    COP Professional-Track – Research criteria is defined as demonstration of chairing or co-chairing Unit
       committees (Department or College) or be in a leadership role (defined above). If the candidate is in a
730    leadership role (defined above - e.g. core directors), the candidate's leadership benchmarks should be
       deemed excellent.  If applicable, the best documentation of leadership contributions would come from the
732    candidate's research service letter (from the faculty sponsor or equivalent), peer-reviews of the candidate's
       leadership service (if any), the candidate's personal statement, and a leadership portfolio the candidate is
734    encouraged to include in the secondary file.

736    **Outstanding service.** Outstanding from the UofSC Faculty Manual: "The candidate's performance is far
       above the minimally effective level". Consistent with this definition, 'Outstanding in Service' in these
738    COP Professional-Track – Research criteria is defined as demonstration of chairing or co-chairing Unit
       committees (Department or College) or be in a leadership role (defined above) - with participation in
740    service at the University, state, and national levels, or professional organizations. If the candidate is in a
       leadership role (defined above - e.g. core directors), the candidate's leadership benchmarks should be
742    deemed outstanding.  If applicable, the best documentation of leadership contributions would come from
       the candidate's research service letter (from the faculty sponsor or equivalent), peer-reviews of the
744    candidate's leadership service (if any), the candidate's personal statement, and a leadership portfolio the
       candidate is encouraged to include in the secondary file.

# PROFESSIONAL-TRACK - CLINICAL

## PRE-AMBLE

The COP recognizes that Professional-Track - Clinical faculty and their activities occupy unique positions providing specialized skills to advance the clinical and education missions of the UofSC COP. Professional-Track - Clinical faculty member's time and effort is focused on scholarly, educational, clinical activities (if applicable), and service.

Criteria comply with those of the UofSC as outlined in The Faculty Manual and The University Committee on Professional-Track Faculty Guidelines for Units: Preparing Criteria and Files. Promotion will depend upon the candidate's level of performance in teaching, research/scholarly activity, and service. Candidates must provide evidence that their work consistently meets the standards established in this document. In each area, the level of performance necessary for promotion is given below and the minimum required evidence of such performance for each area is listed. Annual review by the respective department chair is required for all Professional-Track faculty and should be scheduled according to the annual review calendar used for faculty posted by the UofSC Office of the Provost.

## CRITERIA

| Rank | Professional-Track | | Scholarship | Teaching | Service/Clinical Practice |
|------|--------------------|--|-------------|----------|---------------------------|
| Associate Professor | Clinical | | Good or Excellent* | Good | Good or Excellent* |
| | | | | | |
| Professor | Clinical | | Excellent or Outstanding# | Excellent | Excellent or Outstanding# |
| | | | | | |

\*, candidate must be rated at least Excellent in one category, and Good in the other.
#, candidate must be rated at least Outstanding in one category, and Excellent in the other.

## ASSESSMENT and EVALUATION

**ASSESSMENT of Faculty.** The COP recognizes that faculty activity typically includes effort in multiple areas including scholarship, teaching, service/clinical activities 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. Although the entirety of the candidate's file should be considered in any promotion decision, greater emphasis should be placed on activity reported in the file from last appointment or promotion to the present. For promotion at any rank, evidence of consistency and durability of performance in their primary activity is required.

778 **EVALUATION of Faculty**

780 **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
782 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
784 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
786 excellence in scholarship of the candidate. It is generally expected that the publications of Professional-Track - Clinical faculty will be primarily comprised of reports of original research. Original reports of
788 fundamental and applied research, 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,
790 weighted more heavily than abstracts and monographs. The candidate's role in multi-authored publications should be described. Second, Professional-Track - Clinical faculty are expected to generate
792 funding to support their scholarship and/or clinical activities. Third, it is expected Professional-Track – Clinical faculty will present their scholarly works. Fourth, faculty entrepreneurship is encouraged. Such
794 initiatives bring economic resources and visibility to our universities - and contribute to the public welfare in South Carolina.
796
**Fair scholarship**. Fair from the UofSC Faculty Manual: "The candidate meets the minimally effective
798 level of performance". Consistent with this definition, 'Fair in Scholarship' in these COP Professional-Track - Clinical criteria is defined as a record of activity that makes a contribution to one's academic
800 discipline or profession.

802 (1) at least one senior, corresponding, or first-authored or one middle-authored refereed journal article, book chapter, book, or full patent every three years – on average.
804 (2) No Tier I activities.
(3) No Tier II activities.
806 (4) Three Tier III activities every year – on average.

808 **Good scholarship.** Good from the UofSC Faculty Manual: "The candidate's performance is clearly above the minimally effective level. In regards to research and scholarship, he or she shows promise of high
810 quality in the future". Consistent with this definition, 'Good in Scholarship' in these COP Professional-Track – Clinical criteria is defined as a record of accomplishment that has contributed to one's academic
812 discipline or profession. There should be evidence that the candidate has contributed to a coherent research program that could translate into a national reputation of scholarship, and there should be evidence of
814 obtaining funding to support the candidate's or the candidate's collaborative research agenda. The candidate's work is of good quality, as indicated by journal reputation, and outside reviewers' comments.
816 The candidate's record - from either: (a) the time of last appointment or promotion; or (b) during the candidate's last seven years of service at the UofSC – whichever represents the shorter time period -
818 should show:

820 (1) at least one senior, corresponding, or first-authored or one middle-authored refereed journal article, book chapter, book, or full patent every two years – on average.
822 (2) No Tier I activities.
(3) One Tier II activity every two years – on average.

824     (4) Three Tier III activities every year – on average.

826     **Excellent scholarship.** Excellent from the UofSC Faculty Manual: "The candidate significantly exceeds the minimally effective level of performance. Regarding research and scholarship, output is already of
828     high quality, and a national/international reputation is clearly possible, if not likely". Consistent with this definition, 'Excellent in Scholarship' in these COP Professional-Track – Research criteria is defined as a
830     record of consistent and durable activity that makes an important contribution to one's academic discipline or profession. There should be evidence that the candidate has contributed to a research program, that the
832     candidate is establishing a national reputation of scholarship, and that the candidate's work is of excellent quality, as indicated by journal reputation, level, and type of funding; and external reviewer comments.
834     The candidate's record - from either: (a) the time of last appointment or promotion; or (b) during the candidate's last seven years of service at the UofSC – whichever represents the shorter time period -
836     should show:
    (1) at least one senior, corresponding, or first-authored or two middle-authored refereed journal article,
838     book chapter, book, or full patent every two years – on average.
    (2) One Tier I activity every four years – on average.
840     (3) One Tier II activity every two years – on average.
    (4) Three Tier III activities every year – on average.
842

    **Outstanding scholarship:** Outstanding from the UofSC Faculty Manual: "The candidate's performance
844     is far above the minimally effective level. Regarding research and scholarship, output is of very high quality, and a national/international reputation is evident." Consistent with this definition, for a rating of
846     'Outstanding in 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. There
848     should be evidence that the candidate has established a scholarly program that makes a substantial contribution to the area of expertise. Indicators of outstanding scholarship include journal reputation,
850     level, and type of funding; and external reviewer comments. The candidate's record - from either: (a) the time of last appointment or promotion; or (b) during the candidate's last seven years of service at the
852     UofSC – whichever represents the shorter time period - should show:

854     (1) at least one senior, corresponding, or first-authored or two middle-authored refereed journal article, book chapter, book, or full patent every two years – on average.
856     (2) Two Tier I activities every four years – on average.
    (3) One Tier II activity every two years – on average.
858     (4) Three Tier III activities every year – on average.

860     *Activities in Scholarship:*
        *Tier I* – High-level accomplishment
862             •PI (or co-PI) of peer-reviewed grant, contract, or patent.
            •Invited speaker or presenter at any event presenting scholarly activity to a national or
864             international audience (in or out of state).
        *Tier II*- Activities requiring peer review or a third-party assessment
866             •Co-I of peer-reviewed grant, contract, or patent.
            •Invited speaker or presenter at any event presenting scholarly activity to either an in-
868             house or in-state audience.
            •Selection as an expert consultant, or selection to sit on panels or committees associated

870    with one's discipline.
       *Tier III*-candidate has full control of carrying out these activities as a part of their job description.
872            •Articles in non-refereed publications
               •In-house (COP or associated entity) publications
874            •Presenting scholarly works
               •Submission of grant
876            •Submission of contract proposals
               •Submission of manuscripts
878            •File provisional patent
               •Submission of proposal to present scholarly activity at a state/national/international
880            conference.
               •Peer review of a manuscript
882            •Peer review of a scholarly dossier

884    **Evaluation of Teaching/Educational Activities.** For Professional-Track - clinical faculty, performance
       in teaching is documented by student and/or resident mentorship and student and/or resident- and peer-
886    review teaching evaluations. The COP utilizes quantitative student and peer evaluations as one measure
       of a faculty member's teaching effectiveness.  However, it is recognized that while student and peer
888    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
890    in the course, and additional factors beyond the control of the teacher. Other elements of teaching
       performance include, but are not limited to, such issues as teaching load, service as a coordinator of team-
892    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.,
894    mentoring honors or independent study students in a scholarly setting).  In addition, the training of
       students, fellows, and residents outside the classroom setting, as well as participation in other forms of
896    student mentoring relationships such as thesis or dissertation advisory committees, constitute important
       areas of teaching.
898    Teaching summary: For clinical faculty teaching in the COP curriculum, the primary file must include a
       teaching summary - written by a COP faculty member at or above the rank of the candidate.  Copies of
900    peer evaluations conducted within the unit are required to be included in the candidate's primary file
       (inserted at the end of the teaching section). The teaching summary shall include a summary of the
902    candidate's peer and student evaluations, conducted throughout the faculty member's appointment at the
       UofSC with particular emphasis placed on the teaching which occurred during the review period (e.g. if
904    the candidate is requesting promotion to Professor, emphasis should be on the period the candidate was
       first promoted to Associate Professor). The summary should give context to student evaluations of the
906    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
908    same course or whether poor evaluation scores are correlated to a faculty member's strict grading
       standards or some other standard. The teaching summary shall also include a summary table of peer and
910    student teaching scores.

912    **Fair teaching**. Fair from the UofSC Faculty Manual: "The candidate meets the minimally effective level
       of performance". Consistent with this definition, 'Fair in Teaching' in these COP Professional-Track -
914    Clinical criteria 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 **less than 3.5 on a 5-point scale**. A teaching portfolio may be included in support of fair teaching.

**Good teaching.** Good from the UofSC Faculty Manual: "The candidate's performance is clearly above the minimally effective level". Consistent with this definition, 'Good in Teaching' in these COP Professional-Track – Clinical criteria is defined as a record of mentoring students; and 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.** Excellent from the UofSC Faculty Manual: "The candidate significantly exceeds the minimally effective level of performance". Consistent with this definition, 'Excellent in Teaching' in these COP Professional-Track – Clinical criteria is defined as a record of mentoring students; and 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.** Outstanding from the UofSC Faculty Manual: "The candidate's performance is far above the minimally effective level". Consistent with this definition, 'Outstanding in Teaching' in these COP Professional-Track – Clinical criteria is defined as a record of mentoring students; and a record of outstanding 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 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/Clinical Practice.** Typically, it is expected that Professional-Track - Clinical faculty will contribute service to the Department, the COP, and the University. Service 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. In support of Service for Professional-Track – Clinical faculty, the primary file must include a letter in support of clinical practice   The clinical practice letter will be provided by an individual who is familiar with the specific activities of the candidate. This individual will be selected by the unit Chair after consultation with the Department Chair.

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

**Good service** is defined as demonstration of active participation in service provided to the Department, College, University, State, national or professional organizations. There must be uniformly effective participation in assigned patient care activities or in other assigned professional activities. If applicable, the best documentation of clinical contributions would come from the Clinical Practice letter, the candidate's personal statement, and the Clinical Practice portfolio the candidate is encouraged to include in the secondary file.

**Excellent service.** Excellent from the UofSC Faculty Manual: "The candidate significantly exceeds the minimally effective level of performance". Consistent with this definition, 'Excellent in Service' in these COP Professional-Track – Clinical criteria is defined as demonstration of excellent service provided to

the Department, College; and participation in service to the University, State, national, or professional organizations. Documentation of an "Excellent" service in clinical practice requires that the candidate is known - at least within the South Carolina medical community - for expertise and innovation in the diagnosis and/or treatment of a particular disease or of a particular group of patients. The best documentation of these clinical contributions would come from the Clinical Practice letter, the candidate's personal statement, and the Clinical Practice portfolio the candidate is encouraged to include in the secondary file. If the candidate is serving the College in a leadership role (defined above) the candidate's leadership benchmarks should be deemed excellent. If applicable, the best documentation of leadership contributions would come from peer-reviews of the candidate's leadership service (if any), the candidate's personal statement, and a leadership portfolio the candidate is encouraged to include in the secondary file. If the candidate is serving the College in an administrative role (defined above) the candidate's administrative benchmarks should be deemed excellent. If applicable, the best documentation of administrative contributions would come from peer-reviews of the candidate's administrative service, the candidate's personal statement, and an administrative portfolio the candidate is encouraged to include in the secondary file.

**Outstanding service.** Outstanding from the UofSC Faculty Manual: "The candidate's performance is far above the minimally effective level". Consistent with this definition, 'Outstanding in Service' in these COP Professional-Track – Clinical is defined as demonstration of outstanding service provided to the Department, College; and participation in service to the University, State, national, or professional organizations. Outstanding service to the Department or College includes chairing unit committees. Documentation of an "Outstanding" service in clinical practice requires the candidate will have achieved regional, state, national or international prominence in some aspect of patient care or in service to the profession. The best documentation of these clinical contributions would come from the Clinical Practice letter, the candidate's personal statement, and the Clinical Practice portfolio the candidate is encouraged to include in the secondary file. If the candidate is serving the College in a leadership role (defined above) the candidate's leadership benchmarks should be deemed outstanding. If applicable, the best documentation of leadership contributions would come from peer-reviews of the candidate's leadership service (if any), the candidate's personal statement, and a leadership portfolio the candidate is encouraged to include in the secondary file. If the candidate is serving the College in an administrative role (defined above) the candidate's administrative benchmarks should be deemed outstanding. If applicable, the best documentation of administrative contributions would come from peer-reviews of the candidate's administrative service, the candidate's personal statement, and an administrative portfolio the candidate is encouraged to include in the secondary file.

# PORTFOLIOS to go into secondary file, as appropriate.

**Teaching Portfolio**
A teaching portfolio includes materials and documents that form the evidence supporting the quality of one's teaching, and a reflective narrative written by the candidate to provide context for the evidence. A portfolio recognizes the complexity of teaching, emphasizes the role of the teacher in shaping the teaching experience for both teacher and student, and encourages assessment and efforts to improve teaching.

Candidates submitting a teaching portfolio are free to include any elements they deem appropriate. At a minimum, the portfolio should include the following:

1006    1.       Candidate narrative summarizing their efforts in the course and accomplishments
           2.       Student evaluations for courses taught
1008                  *Note:* Copies of peer evaluations conducted within the unit are required to be included in the candidate's primary file.
1010    3.       Any honors or awards related to teaching

1012 **Practice Portfolio**

A Practice Portfolio includes materials and documents that form the evidence supporting the full range of
1014 activities associated with his or her clinical practice, and especially the candidate's effectiveness in that role. Developing and maintaining a practice site is a time-consuming activity that affords the clinician
1016 faculty the opportunity to participate in the clinical care of patients, and the system of care within one's clinical site. For this reason, the practice portfolio might include documentation of effectiveness at various
1018 levels, e.g., direct patient care, administration and management of the system of care, involvement with pharmacy and medicine practice residents, and research based on one's practice.
1020

**Administrative/Leadership Portfolio**
1022 An Administrative or Leadership Portfolio includes materials and documents that form the evidence supporting the full range of activities associated with his or her area of service to the College, and
1024 especially the candidate's effectiveness in that role. The administrative or leadership portfolio might include documentation of effectiveness in any college or national metrics associated with the candidate's
1026 area of service, any relevant honors or awards, etc.