

**University of South Carolina
College of Education**

**POLICIES, CRITERIA, and
PROCEDURES
for
PROMOTION
of
FULL-TIME, PROFESSIONAL TRACK FACULTY
Revised Spring 2024**

**Approved by the University Committee on Professional-Track Faculty
October 14, 2024**

GENERAL PURPOSE

The purpose of these guidelines is to define and differentiate Professional Track Faculty appointments and provide criteria and procedures for evaluation and promotion of Professional Track Faculty within the framework of the University of South Carolina guidelines and policies.

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I. POSITION TITLES, ROLES and RESPONSIBILITIES

The College of Education recognizes a range of Professional Track Faculty responsibilities consistent with position titles described in ACAF 1.06: Academic Titles for Faculty and Unclassified Academic Staff Positions. Position description and degree/experience requirements, as well as faculty review criteria, should be consistent with faculty titles and roles described in university policy. Access ACAF 1.06 at <https://www.sc.edu/policies/ppm/acaf106.pdf>

II. PERFORMANCE CRITERIA FOR PROMOTION

The promotion of professional track faculty at all ranks does not require the inclusion of external reviewers.

A. RESEARCH FACULTY

Scholarship/Research Function

The principal duty of a Research Faculty member is to oversee and conduct research related to the academic program or their affiliate unit (e.g., Center) and the faculty member's expertise. The research program may involve other faculty, graduate students, research associates, or other research staff. Research Faculty members are expected to maintain a continuous record of external funding that contributes to the mission of the College and affiliate Department or unit that offers benefit to external partners. Of major importance are research grants or scholarly projects with external support. Due to the diversity of the disciplines represented in the College and expectations of individual Departments, the distribution of research activities may vary.

For promotion to **Associate Research Professor**, the candidate's record of scholarship should demonstrate evidence of scholarly expectations relevant to their role. The candidate's research should have been evaluated as **excellent** or better through the formal departmental peer review process. Generally, faculty seeking promotion to Research Associate Professor should have completed at least five years as a Research Assistant Professor before seeking promotion to Research Associate Professor.

For promotion to **Research Professor**, the candidate's record of scholarship should demonstrate evidence of scholarly expectations relevant to their role. The candidate's research should have been evaluated as **outstanding** through the formal departmental peer review process. Generally, faculty seeking promotion to Research Professor should have completed at least nine years in the Professional Track before seeking promotion to Research Professor.

Sources of Evidence for Meeting Scholarship/Research Criteria

Candidates must develop, maintain, and document a scholarship record of accomplishments of the quality indicative of membership in a comprehensive research university that aligns with the faculty member's position description and university policy. According to AFAC 1.06, "Research faculty will be engaged primarily in independent research such as serving as principal investigator or co-principal investigator on externally funded research and having significant refereed publications." The following lists of scholarly products, while not exhaustive, are indicative of the forms of scholarship that Research Faculty may use as evidence of their work. Research Faculty should demonstrate evidence for both the (A) Grants and Contracts list and the (B) Refereed Publications to be evaluated based on criteria for promotion of their affiliate Department. They may also provide evidence for the (C) Other Scholarly Activities list as applicable to their role. Other forms of scholarship may be accepted as evidence toward promotion by the Department with which the Research Faculty member affiliates.

A. Grants and Contracts (examples)

- Externally-reviewed research grants funded by a national, state, or local agency; or scholarly projects with awards based on a competitive proposal review process as a principal investigator, co-principal investigator, or significant participant
- Research grants or scholarly projects with awards based on non-competitive processes as a principal investigator, co-principal investigator, or significant participant
- Applications for external research grants or contracts based as a principal investigator, co-principal investigator, or significant participant
- Evaluation, grant, and other technical documents produced from work on funded grants and contracts
- Evidence of clinical site development for research purposes produced from work on funded grants and contracts
- Activities emanating from research grants or funded projects (the work of actualizing funded projects aside from writing grant proposals and receiving funding), examples include:
 - Writing annual, periodic, and final reports to the funding agency
 - Reviewing, selecting and supervising support personnel, including graduate students
 - Developing curriculum and other scholarly work to support the project's goals
 - Managing budgets
 - Managing personnel
 - Facilitating meetings with grant members
 - Data analysis and dissemination that results in non-refereed publications

- Products for dissemination (e.g., research briefs, infographics, multimedia products)
- Professional development activities
- Managing programs

B. Refereed Publications (examples)

- Refereed journal articles (paper or electronic) as lead or co-author that are respected and known to impact either a theoretical or a practical knowledge base
- Publication of practitioner-based papers in peer reviewed journals
- Presentations at professional and scholarly meetings (refereed or invited)
- Publications of papers in conference proceedings
- Chapters in refereed books or yearbooks including those that are edited that build new knowledge or influence practice
- Invited articles for thematic issues of a refereed journal
- Invited articles for a journal for peers or teachers
- Peer-reviewed monographs that build new knowledge or influence practice

C. Other Scholarly Activities (examples)

- Non-refereed professional publications
- Government and agency publications
- Original curricular projects (e.g., digital projects, videos, tests, clinical documents)
- Membership on review boards for professional associations
- Writing papers as discussant for national conference session
- Book and journal manuscript reviews
- Editorship of professional journals and book series
- Scholarly blogs written for research- or practitioner-focused blog sites
- Receipt of honors and/or research awards that recognize the quality of research

B. CLINICAL FACULTY

1. Teaching Function

Teaching may be a central responsibility of Clinical Faculty. Clinical Faculty may engage in a variety of teaching responsibilities which include teaching credit-bearing courses; supervising the clinical work of students, or interns; providing non-credit programs and workshops, distance-learning programs, and seminars; and/or coordinating and/or overseeing professional development activities for educators. In addition, some faculty may direct graduate projects and/or internships, serve on master and doctoral committees, and/or mentor

and/or advise undergraduate and graduate students. Effectiveness in teaching is an essential criterion for appointment or advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and the ability to organize material and convey it effectively to students.

For promotion to **Clinical Associate Professor**, the Clinical Assistant Professor is expected to show evidence of a teaching record in three ways. First, the candidate's teaching should have been evaluated as **excellent** or better through the formal departmental peer review process. Second, **at least 75% of** the candidate's ratings from the formal College of Education Student Course/Instructor Evaluations should be ranked at 4.0 or higher on the 5-point scale. Third, the candidate's teaching profile should include documentation of leadership in teaching through work with doctoral students, course and curriculum development, clinical supervision, and/or external recognition for teaching as suggested by those items listed below. Generally, faculty seeking promotion to Clinical Associate Professor should have completed at least five years as a Clinical Assistant Professor before seeking promotion to Clinical Associate Professor.

For promotion to **Clinical Professor**, the Clinical Associate Professor is expected to show evidence of a teaching record in three ways. First, the candidate's teaching should have been evaluated as **outstanding** through the formal departmental peer review process. Second, **at least 75% of** the candidate's ratings from the formal College of Education Student Course/Instructor Evaluations should be ranked at 4.25 or higher on the 5-point scale. Third, the candidate's teaching profile should include documentation of leadership in teaching through chairing doctoral student committees, curriculum and program development, and external recognition for teaching as suggested by those items in the list below. Generally, faculty seeking promotion to Clinical Professor should have completed at least nine years in the Professional Track before seeking promotion to Clinical Professor.

Sources of evidence:

- publishing teaching-focused professional materials in printed form or for computer-based instruction.
- teaching awards.
- teaching demonstrations and exhibits in schools and other clinical sites.
- developing and teaching special workshops and seminars.
- receiving faculty development grants to support teaching innovations.
- conducting seminars for academic or professional associations.
- appointment or election to leadership roles in teaching-related activities of professional associations.

Once promoted, Clinical Faculty at the rank of Associate Professor or Professor are required to have one Peer Review of Teaching every three years. All other Clinical Faculty are required to have a Peer Review of Teaching every year.

Sources of Evidence for Meeting Teaching Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of teaching performance: developing course materials to enhance teaching; teaching awards; teaching demonstrations and exhibits in schools and clinical sites; supervision at clinical sites; developing and presenting special workshops and seminars; revising courses; conducting seminars or presentations for professional organizations and/or when appropriate, supervising action research as well as serving on or chairing doctoral committees. In addition, Departmental Peer Reviews and COE Student Course Evaluations should be included. Finally, a self-evaluative personal statement should address progress in relation to professional goals and criteria for promotion within and across teaching, service and if desired, scholarship.

2. Administrative Function

Administration may be a central responsibility of Clinical Faculty. Clinical Faculty whose main responsibility in administration engage in a variety of administrative responsibilities which may include coordinating undergraduate or graduate programs, developing, organizing, and managing procedures and protocols within and across college offices and departments necessary to administer and coordinate an innovative program.

For promotion to **Clinical Associate Professor** the candidate is expected to show evidence of a record of administration with a rating of **excellent** based on the candidate's job roles and responsibilities, which may include: 1) program/department outcomes related to the candidate's administrative role; 2) outcomes within a field experience site and: 3) outcomes across programs/departments/colleges and/or field experience placements.

For promotion to **Clinical Professor** the candidate is expected to show evidence of a record of administration with a rating of **outstanding** based on the candidate's job roles and responsibilities, which may include: 1) program/department outcomes related to the candidate's administrative role; 2) outcomes within a field experience site and: 3) outcomes across programs/departments/colleges and/or field experience placements.

Sources of Evidence for Meeting Administrative Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of administrative performance: program procedures and protocols documents; field experience handbooks; documents evidencing data gathered and analyzed in relation to admission and program decisions; communication documents with students regarding program and admission decisions; advisement data documents; documents evidencing support of supervisors, coaching teachers, and schools; documents tracking enrollment, scheduling and program review reports for SPA/CAEP.

3. Service Function

Service to the program, college, and profession is a responsibility of all professional-track faculty. The College of Education functions as a professional school and a broad range of services are essential to connect the program area and department to schools, districts, agencies, and the university at large, and to provide students with clinical experiences that reflect current best practices and knowledge.

Sources of Evidence for Meeting Service Criteria

Faculty contributions in the service area fall into two basic categories: 1) service to the university, the college, the department, and the program area; and 2) professional service to community constituents (i.e., children and school personnel, professional organizations, local and state agencies).

1. Service to the university, college, department, and program is evidenced by a continuous record of faculty contributions in the form of committee work (chair positions and membership roles on standing and ad hoc committees/task forces) and/or in the form of administrative roles (associate dean, department chair, program coordinator, or other administrative roles within the university).
2. Professional service to community constituents is evidenced by a solid record of faculty contributions to public and private schools, other colleges and universities, the professional organizations, business and industry, governmental units and local/state agencies, and the community at large. Faculty are expected to assume diverse roles in this regard that would include, but not be limited to:
 - working in professional consultancies and advisory roles.
 - creating and conducting professional institutes, conferences, symposia, and workshops.

- establishing and implementing centers or other agencies/programs for the delivery of professional education services.
- developing materials to assist educational improvement.

4. Scholarship Function (Optional)

Scholarship is not a required focus of Clinical Faculty, however, some Clinical Faculty choose to engage in research and scholarship that contributes to the knowledge base and practices in their field. If Clinical Faculty choose to be evaluated for their scholarship, their work will be assessed by similar criteria used for Tenure Track and Research Faculty.

Clinical Faculty may also use their scholarship contributions as Service to the program, college, university, or profession.

Sources of Evidence for Meeting Scholarship Criteria

Candidates must develop, maintain, and document a scholarship record of accomplishments of the quality indicative of membership in a comprehensive research university. The following list of scholarly products, while not exhaustive, is indicative of the forms of scholarship faculty may use as evidence of their work.

- Authored and edited books that build new knowledge or influence practice
- Refereed journal articles (paper or electronic) advancing the knowledge base from either a theoretical or a practical perspective
- Chapters in edited books or refereed yearbooks that build new knowledge or influence practice
- Invited articles for thematic issues of a journal for peers or teachers
- Reprints of articles in books of readings that are peer reviewed
- Monographs/Reports/Instructional Materials that build new knowledge or influence practice
- Research grants or scholarly projects with awards based on a competitive proposal review process comparable to that of refereed journals.
- Research grants or scholarly projects based on a review process that is either not competitive or not comparable to that of refereed journals
- Chapters in non-refereed books or yearbooks
- Research grants or scholarly projects with awards based on non-competitive processes not comparable to that of refereed

journals

- Activities related to research grants or funded projects
- Presentations at professional and scholarly meetings
- Publication within conference proceedings
- Colloquia at other universities and academic conference presentations
- Editorship of professional journals and books
- Grants and other technical documents
- Government and agency publications
- Evidence of clinical research site development
- Original curriculum products (e.g. Apps, videos, tests/assessments, textbooks, clinical instructor documents)
- Membership on review boards for professional associations
- Book/Manuscript reviews
- Non-refereed professional publications
- Fellowships in national organizations
- Writing papers as discussants for national conference session
- Scholarly blogs written for research or practitioner focused blog sites

C. INSTRUCTOR

1. Teaching Function

Teaching is a central responsibility of Instructors. Instructors may engage in a variety of teaching responsibilities including: teaching credit-bearing courses; supervising the clinical work of students, or interns; providing non-credit programs and workshops, distance-learning programs, seminars, and/or coordinating/overseeing grants. In addition, some faculty may participate in mentoring new clinical faculty or instructors and/or advising undergraduate or graduate students, as appropriate. Instructor's effectiveness in teaching is an essential criterion for appointment or advancement. Instructors must demonstrate command of their subject.

Evaluation of teaching is based on a combination of formal COE Student Course Evaluations and Departmental Peer Reviews of Teaching. Formal Peer Reviews include both observation of teaching and review of course-related materials. It is expected that the candidate will have consistently documented good to excellent ratings in teaching to be promoted. Instructors are required to have formal peer observation as scheduled by the Department Chair.

For promotion to **Senior Instructor**, the Instructor is expected to show evidence of a teaching record in three ways. First, the candidate's teaching should have been evaluated as **excellent** or better through the formal departmental peer review process. Second, **at least 75% of** the candidate's ratings from the formal College of Education Student Course/Instructor Evaluations should be ranked at 4.0 or higher on the 5-point scale. Third, the candidate's teaching profile should include documentation of *participation* in teaching through work with doctoral

students, course and curriculum development, clinical supervision, and/or external recognition for teaching as suggested by those items listed below. Generally, faculty seeking promotion to Senior Instructor should have completed at least five years as an Instructor before seeking promotion to Senior Instructor. For promotion to **Distinguished Instructor**, the Senior Instructor is expected to show evidence of a teaching record in three ways. First, the candidate's teaching should have been evaluated as **outstanding** through the formal departmental peer review process. Second, **at least 75% of** the candidate's ratings from the formal College of Education Student Course/Instructor Evaluations should be ranked at 4.25 or higher on the 5-point scale. Third, the candidate's teaching profile should include documentation of *leadership* in teaching through chairing doctoral student committees, curriculum and program development, and external recognition for teaching as suggested by those items in the list below. Generally, faculty seeking promotion to Distinguished Instructor should have completed at least nine years in the Professional Track before seeking promotion to Distinguished Instructor.

Sources of evidence:

- publishing teaching-focused professional materials in printed form or for computer-based instruction.
- teaching awards.
- teaching demonstrations and exhibits in schools and other clinical sites.
- developing and teaching special workshops and seminars.
- receiving faculty development grants to support teaching innovations.
- conducting seminars for academic or professional associations.
- appointment or election to leadership roles in teaching-related activities of professional associations.

Sources of Evidence for Meeting Teaching Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of teaching performance: developing course materials to enhance teaching; teaching and advisement awards; teaching demonstrations and exhibits in schools and clinical sites; supervision at clinical sites; developing and presenting special workshops and seminars; revising courses; conducting seminars or presentations for professional organizations and/or when appropriate, supervising action research as well as serving on doctoral committees. In addition, Departmental Peer Reviews and COE Student Course Evaluations should be included. Finally, a self-evaluative personal statement should address progress in relation to professional goals and criteria for promotion within and across teaching, service and if desired, scholarship

Once promoted, Senior Instructors and Distinguished Instructors are required to have one Peer Review of Teaching every three years. All other Instructors are required to have a Peer Review of Teaching every year.

2. Administrative Function (Optional)

Administration may be a central responsibility of Instructors. Instructors whose main responsibility is administration engage in a variety of administrative responsibilities which may include: coordinating undergraduate or graduate programs; and developing, organizing and managing procedures and protocols within and across college offices and departments necessary to administer and coordinate undergraduate or graduate programs in teacher education.

For promotion to **Senior Instructor**, the candidate is expected to show evidence of a record of administration which include 1) an **excellent or better** rating revealing the candidate's consistent effectiveness. 2) a display of leadership within the program by means of outcomes and/or products.

For promotion to **Distinguished Instructor**, the candidate is expected to show evidence of a record of administration which include 1) an **outstanding** rating revealing the candidate's consistent effectiveness. 2) a display of leadership within the program by means of outcomes and/or products.

Sources of Evidence for Meeting Administrative Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of administrative performance: program procedures and protocols documents; field experience handbooks; documents evidencing data gathered and analyzed in relation to admission and program decisions; communication documents with students regarding program and admission decisions; advisement data documents; documents evidencing support of supervisors, coaching teachers, and schools; documents tracking enrollment, scheduling and program review reports for SPA/CAEP.

3. Service Function

Activities may include service to the program, college, university and profession. The College of Education functions as a professional school and a broad range of service is essential to connect the program area and department to schools, districts and the university at large, and to provide students with clinical experiences that reflect current best practices and knowledge.

For promotion to **Senior Instructor**, the faculty member is expected to have met Service Criteria established for Clinical Associate Professors.

For promotion to **Distinguished Instructor**, the faculty member is expected to have met Service Criteria established for Clinical Professors.

Sources of Evidence for Meeting Service Criteria

Faculty contributions in the service area fall into two basic categories: 1) service to the university, the college, the department, and the program area; and 2) professional service to community constituents (i.e., children and school personnel, professional organizations, local and state agencies).

1. Service to the university, college, department and program is evidenced by a continuous record of faculty contributions in the form of committee work (chair positions and membership roles on standing and ad hoc committees/task forces) and/or in the form of administrative roles (associate dean, department chair, program coordinator, or other administrative roles within the university).
2. Professional service to community constituents is evidenced by a solid record of faculty contributions to public and private schools, other colleges and universities, the professional organizations, business and industry, governmental units and local/state agencies, and the community at large. Faculty are expected to assume diverse roles in this regard that would include, but not be limited to:
 - working in professional consultancies and advisory roles.
 - creating and conducting professional institutes, conferences, symposia, and workshops.
 - establishing and implementing centers or other agencies/programs for the delivery of professional education services.
 - developing materials to assist educational improvement.

III. CRITERIA FOR CONTINUING CONTRACT

Full-time, Professional Track Faculty are appointed annually; however, consistent with ACAF 1.16 (<https://www.sc.edu/policies/ppm/acaf116.pdf>), faculty in Full Time Equivalent (FTE) positions will receive a continuing contract after three years if the following conditions are met: 1. have met or exceeded Performance Criteria for his/her currently held rank (described in section I of this document); 2. have had successful Annual Performance Reviews; and 3. demonstrate the potential for consistently positive performance over the next three years.

Continuing Contracts for three-year appointments are renewed at the recommendation of the Department Chair with approval of the Dean.

IV. PROCEDURES FOR APPLYING FOR PROMOTION

The Tenure and Promotion Calendar will be used for Professional Track Faculty who seek promotions (for both FTE and Research Grant Position [RGP] faculty).

For promotion of Professional Track Faculty to the next successive rank, it would normally be expected that the candidate is in at least their sixth year at the University of South Carolina in the previous rank (Assistant or Associate) and is performing successfully according to evaluation by their affiliate department. Therefore, Professional Track Faculty can apply for promotion to the next rank after 1) at least five years in their Professional Track position rank at the University of South Carolina or equivalent time served and 2) five years of successful Annual Performance Review in their affiliate department at the University of South Carolina or equivalent. If a faculty member has an affiliate appointment, they must fulfill the requirements for full time, Professional Track Faculty in academic positions within their respective department.

The following procedures will occur:

1. **By April 1** of each year, the Department Chair will solicit from all Professional Track Faculty whether or not they intend to seek promotion (FTE and RGP).
2. The Departmental faculty, in consultation with the Department Chair, is responsible for constituting the departmental review committee in accordance with any department policies and procedures. The departmental review committee should include, at a minimum, three (3) Professional Track Faculty and one (1) Tenured Faculty member. For units with fewer than the minimum number of professional track faculty to conduct the review, the departmental review committee chair, in consultation with the Department Chair, should secure additional members from other units within or outside the College of Education.
3. **By April 15** of each year, the Department Chair will provide the departmental review committee the names of Professional Track Faculty members applying for promotion (FTE and RGP).
4. **By May 15** of each year, the departmental review committee will meet with applying faculty and provide an orientation to the application and review process as well as familiarize them with the calendar for the year.
5. A faculty member seeking promotion will submit, consistent with the Tenure and Promotion calendar, a file demonstrating and documenting how current Performance Criteria for promotion to the next rank have been met.

6. The application file will be reviewed by the departmental review committee who will make a recommendation based on the criteria in this document by the deadlines set forth in the Tenure and Promotion Calendar, to the Department Chair.
7. The Department Chair will make a recommendation to the Dean of the College of Education who will submit the file to the Office of the Provost
8. Ballots and recommendations must be submitted to the Office of the Provost no later than **May 1** of the following year.
9. Professional Track Faculty will receive compensation increases equivalent to the minimum salary changes for Tenure Track Faculty once promoted.