

APPENDIX V: FILE PREPARATION FOR PROMOTION AND TENURE

A5.0 General Information

- All files will be uploaded electronically into the University's ePortfolio system. Our current contract is with Chalk and Wire. Faculty members can access Chalk and Wire directly or through the CAIFS organization on Blackboard. Instructions can be found in Appendix VIII.
- Faculty members in their penultimate year of a probationary appointment must submit a file to be considered for tenure and promotion to Associate Professor/Librarian.
- Faculty members wishing to be considered for promotion to Professor/Librarian must submit a file.
- The due date for Promotion and Tenure files is the first day of classes in fall semester.
- The Promotion and Tenure file consists of two sections: Summary Documents and Supporting Materials. Files are organized in the manner listed below. The purpose of these guidelines is to assist faculty members in presenting an organized and accurate presentation of their accomplishments in teaching or librarianship, scholarship/creative pursuits, and service.
- The general instructions for file organization are the same for Classroom Faculty and Library Faculty with the exception of the sections on Teaching Effectiveness and Librarian Effectiveness. The Summary Tables for Teaching or Librarian Effectiveness in the Summary Documents section also differ.
- The electronic candidate file will be forwarded to USC to the Office of President for review by the Board of Trustees.

A5.1 Rationale for ePortfolios

An ePortfolio is a collection of digital artifacts that together paint a picture of a faculty member's accomplishments at a point in time that can be archived and documented as a guarantee of the quality of our academic programs. EPortfolios have the capacity to include all materials typically required in review files, ranging from CVs and case narratives that summarize and highlight faculty work to form-based data collection tables that allow the institution to generate timely reports about publications, service, public scholarship, consulting, grants, undergraduate research, course development, professional development, awards and honors, and so on. An ePortfolio has the capacity to accommodate conventional uploaded files and digital links to samples of faculty accomplishments.

In addition, ePortfolios are inherently flexible and portable, allowing faculty members to build on annual portfolios that can be imported directly into larger summative portfolios at key benchmarks in the faculty member's career. They are also adaptable to multiple purposes and can be reshaped and reused to form the basis of award applications for internal or external purposes. By using eportfolios, USC Upstate facilitates the recognition of faculty achievements and promotes a culture of data-based continuous improvement.

A5.2 Organization of Summary

Documents PART ONE:

OVERVIEW

- I. Prefatory Material
 - a. USC Upstate Mission: Provided on Chalk and Wire.
 - b. Unit Mission: Select appropriate unit mission statement on Chalk and Wire.
 - c. Unit Criteria: Faculty applying for tenure and promotion to Associate Professor/Librarian may select the unit criteria to use and must state this selection on the Candidate Information Form: Unit criteria in effect at the time you were hired for a tenure-track position at USC Upstate, or Unit criteria currently in effect. Faculty applying for promotion to Professor/Librarian may select either of the following and must state this selection on the Candidate Information Form: Unit criteria currently in effect, or the most recent of the following two options: Unit criteria in effect at the time of your promotion to Associate Professor/Librarian, or unit criteria in effect five years prior to this application for promotion to Professor/Librarian.
- II. Letter(s) of Appointment: Upload initial letter of appointment (with salary redacted) and all subsequent letters of Tenure and/or Promotion.
- III. Candidate Information Form/Voting Summary: Candidates fill out information fields in Chalk and Wire. Voting summary tallies are added by the chairs of the Peer Review and Promotion and Tenure Committees and appropriate administrators at each level of the promotion and tenure process.
- IV. One-page Curriculum Vitae (CV): Since this is one of the documents the Board of Trustees reviews, make sure that it highlights the strongest evidence for your application for tenure and/or promotion, heavily weighted toward your current review period. Template Located in Appendix VIII (Forms). The CV should be neat, readable, grammatically correct, and well organized. Font cannot be less than 11 pt.
- V. Full CV: The full CV represents your entire professional career. There is no template but consult your unit on whether there is a preferred structure. Organize your accomplishments into categories that correlate well to the summary tables. Place accomplishments in reverse chronological order. Each accomplishment should be included in one category (no double dipping). Use black font for achievements during the review period and a lighter font for accomplishments outside the review period. This will assist reviewers in counting and evaluating accomplishments during the review period. If you were hired with credit toward P&T, the accomplishments during that period count as part of your review period and should be in black font.
- VI. Summary Tables (Teaching/Librarianship, Scholarship/Creative Pursuits, and Service): Choose the Teaching Effectiveness or Librarian Effectiveness table as appropriate.

PART TWO: DETAILS OF TEACHING/LIBRARIANSHIP, SCHOLARSHIP/CREATIVE PURSUITS, AND SERVICE

A5.3 Overview of Teaching Effectiveness (Classroom Faculty)

- I. Teaching Philosophy: Explain the underlying beliefs and ideas, personal and professional, that shape your approach to teaching. Demonstrate beliefs about your teaching and learning in your discipline through selected examples.
- II. Brief Description of Program or Course Development, or Course Design/Redesign
 - a. If you have worked on new program proposals or new course proposals, include information about that here.
 - b. If you have modified existing programs or courses, include that here.
 - c. Other focal points in this section could address significant improvements and your approach to selected courses listed in *Teaching Summary: Courses Taught and Enrollment*.
- III. Brief Description of Undergraduate Research Projects, Independent Study Projects, internships, and other Special courses
 - a. This can include partnering with undergraduates in your own research,
 - b. Mentoring undergraduates in their independent research,
 - c. Sponsoring undergraduates for travel grants to present research at conferences,
 - d. Traveling with undergraduates to conferences, or
 - e. Being the instructor of record for independent studies, internships, unscheduled courses, or study abroad courses.
- IV. Teaching Evaluations: Three Mandatory Documents
 - a. Mandatory Evaluation of Teaching Effectiveness by Immediate Supervisor
 - i. Tenure-track faculty members applying for tenure and promotion to Associate Professor are responsible for inviting immediate supervisors to attend/observe a class period (or, in the case of online teaching, to view a course on Blackboard) before the penultimate year for use in the supervisor's evaluation of candidate's teaching.
 - ii. Supervisors will base these evaluations on class observation, trends in learning experience surveys, administrative reviews, and other appropriate measures.
 - iii. When considering evaluations/learning experience surveys, reviewers should consider biases related to gender, race, sexual orientation, content rigor, and other factors established in the academic literature.
 - b. Mandatory Peer Evaluation of Teaching Effectiveness (Classroom or Online)
 - i. Minimum of one during the review period
 - ii. Tenure track faculty members applying for promotion and/or tenure will be responsible for selecting a tenured faculty member who is not in a rating administrative role to provide a minimum of one evaluation of classroom, online, or clinical/lab teaching.
 - iii. Recommended components for classroom teaching include evaluation of the instructional plan, communication of learning goals for a class session, time management, classroom climate, level of student engagement, responsiveness to students, course syllabus, and overall design.
 - iv. Recommended components for evaluation of online courses include Blackboard formatting for clear and accessible navigation, course content and workload, efforts to motivate student motivation and engagement, and/or sample instructor- student communication.
 - v. Peer evaluators should consult USC Upstate's web materials on [Support for Peer Observation of Teaching](#).

- vi. Faculty members will select the peer evaluation method (e.g., narrative, rubric, template)—in consultation with unit administrator—that aligns best with unit criteria to make a fair and informative assessment of teaching quality.
- c. Candidate's Comment on Teaching
 - i. Create a table, graph, or other effective methods of compiling relevant learning experience survey scores from the review period.
 - ii. Develop a narrative that demonstrates the quality of teaching, including but not limited to the following components:
 - 1. Description of teaching strengths and goals,
 - 2. Summary of trends in learning experience surveys, peer evaluation, and other relevant measures of teaching quality, as well as actions taken to maintain or improve the quality of teaching,
 - 3. Representative quotations from learning experience surveys,
 - 4. Short- and long-term impact of teaching quality on students (e.g., job placement, graduate school placement, enhancement of intellectual curiosity and/or overall quality of life)

A5.4 Overview of Librarian Effectiveness (Library Faculty)

- I. Statement of Philosophy of Librarianship
Explain the underlying beliefs and ideas, personal and professional, that shape your approach to librarianship.
- II. Brief Description of Effectiveness as a Library Faculty Member
Provide a brief description of your duties and accomplishments in the principal activities that directly support the university's educational mission: reference work, information literacy, collection development, and coordinating activities. The description should include demonstrated interest in and awareness of the importance of cooperation among libraries.
- III. Brief Description of Significant Library Innovation
List and briefly describe your most important innovations during the review period that have improved library services, processes and procedures.
- IV. Mandatory Evaluations of Effectiveness as a Library Faculty Member
 - a. Mandatory evaluation summary of Effectiveness as a Library Faculty Member by the Dean of the Library, covering activities in reference, information literacy, collection development and coordinating area, based on unit criteria.
 - b. Mandatory peer observations (one from a tenured librarian required; additional peer observations from any library faculty may be included)
 - c. Candidate's comments on evaluations of Effectiveness as a Library Faculty Member
 - i. Develop a narrative based on the evaluation of the Dean of the Library, peer observations, student and faculty feedback forms for library instruction, learning experience surveys for the credit course, feedback for reference questions, and previous annual and peer reviews.
 - ii. Demonstrate growth and adjustments to your activities in response to student and faculty feedback and other evaluations.
 - iii. Include comments from students, faculty and peers where they support your narrative.
 - iv. Consider including a table, graph or other method of presenting data such as the averages of student or faculty feedback forms for information literacy.

- A5.5 Overview of Scholarly and Creative Pursuits
In this section, faculty will provide a brief description of scholarly and creative activities.

Annotated List of Scholarly and Creative contributions

- a. Consider organizing the information to correlate to the summary table.
- b. Indicate relevance or impact of each item. Units may provide guidance on appropriate or effective methods of demonstrating relevance/impact.
- c. Noting/describe any themes or unifying threads that emerged in your scholarly/creative activities during the review period.
- d. Write for a general academic audience; faculty outside your discipline should be able to understand your work based on your descriptive and broadly accessible language.
- e. For collaborative work, describe your role in the project.
- f. Optional: Describe your ongoing/future research agenda.

- A5.6 Overview of Service Activities
In this section, faculty will provide a brief description of service activities.

Annotated List of each item from the Service summary table.

- a. Consider organizing the information to correlate to the summary table.
- b. Include primary responsibilities, notable achievements, and general time demands (not necessary to specify hours per activity).
- c. Reminder: faculty with administrative duties during the review period are permitted to include administrative initiatives and accomplishments as service activities. Consult unit criteria for more guidance on this component.

A5.7 PART THREE: ASSESSMENT, EVALUATIONS, AND RECOMMENDATIONS

- I. Case Narrative: The purpose of the case narrative is to present the candidate's case for promotion and/or tenure, referencing unit criteria and addressing in narrative from the candidate's philosophical perspective, goals, and accomplishments in each of the three assessment areas: teaching/librarianship, scholarship/creative pursuits, and service.
Suggested length of the narrative is 1-3 pages, single-spaced. Keep in mind that teaching/librarianship is the most highly valued of the three areas of assessment at USC Upstate. Develop a case narrative that reflects that institutional priority. Faculty members holding administrative positions during the review period may address that work under service or as a fourth area of the narrative.
- II. Reviews and Letters
 - a. Third-Year Review: For faculty seeking promotion to Associate Professor. Uploaded by the candidate.
 - b. Annual Administrative Reviews: Provided by the candidate and uploaded in reverse chronological order for the review period.
 - c. List of Letters Requested by Candidate: Faculty member will provide a list of requested support letters to the Peer Review Committee Chair with the confidentiality indicated. Faculty members cannot request letters from any member of the current Peer Review or P&T committees.
 - d. Internal Letters: Letters should be written within one year of file submission. Peer Review Committee (PRC) Chair receives/uploads internal letters to candidate ePortfolio.
 - e. External Letter(s): USC Upstate requires a letter of evaluation by an individual external to USC Upstate of the candidate's scholarly or creative achievements and other professional activities (e.g., service to professional societies or professionally related

community engagement). Letters should be written within one year of the file submission. Guidelines for external reviewers follow:

Guidelines for the Selection of External Reviewers

1. The candidate and rating administrator will jointly create a list of potential external reviewers.
2. External reviewers must be tenured faculty members at accredited institutions and should be of the candidate's equal or greater rank. They must also be active scholars, artists, or librarians in the field of research for which the candidate is being evaluated.
3. External reviewers may not have been the candidate's co-author, research collaborator, or dissertation committee member. The reviewers should acknowledge and describe any relationships with the candidate in the written letter.
4. A minimum of one letter from an external reviewer is required. However, two letters should be solicited from external reviewers to guard against unexpected circumstances that might prevent external reviewers from completing this task.
5. Letters must be written in the calendar year of application for promotion and/or tenure.

Guidelines for Contacting External Reviewers

1. The rating administrator will make all contacts with the external reviewers, using the templates below and available on the Promotion and Tenure Committee's website.
2. Neither the rating administrator nor anyone else should make informal contacts beforehand to determine willingness. Instead, the formal request with a partial packet of materials attached should be the first contact. Maintaining this practice avoids the appearance that the chair is picking particularly positive or negative reviewers. Should the reviewer agree to assist, a second standard letter with all the review materials will be sent.
3. It is the responsibility of the rating administrator to provide the external review letter along with the CV and Acceptance Form to the Peer Review Committee Chair who will upload the documents to the ePortfolio.
4. Letter templates can be found on the Promotion and Tenure Committee website.

III. Recommendations/responses to reviewers of promotion and tenure file Recommendations

- a. Peer Review Committee Recommendation and Justifications (form to be completed, signed by all members of the committee, and uploaded by the Peer Review Committee Chair)
- b. Unit Chair Recommendation and Justification (completed, signed, and uploaded by the unit chair on university letterhead)
- c. Dean's Recommendation and Justification (completed, signed, and uploaded by the dean on university letterhead)
- d. Promotion and Tenure Committee Recommendation and Justifications (form to be completed, signed by all members of the committee, and uploaded by the Promotion and Tenure Committee Chair)
- e. Provost's Recommendation and Justification (completed, signed, and uploaded by the Provost and Senior Vice Chancellor for Academic Affairs on university letterhead)
- f. Chancellor's Recommendation and Justification (completed, signed, and uploaded by the Chancellor on university letterhead)

Responses: The appropriate reviewer uploads all the candidate's responses relating to the application for promotion and/or tenure. Candidates may send copies of all responses to the Chair of the Promotion and Tenure Committee.

File Submissions are shared using the Chalk and Wire Platform. Go to Appendix VIII for further instructions on electronic submission.

A5.8 Organization of Supporting Materials

- I. Comprehensive List of Supporting Materials. Organize materials in three major sections—Teaching/Librarianship, Scholarship/Creative Pursuits, and Service—and list the items in each section. It is recommended to group documents into larger files corresponding to these sections or logical divisions within them and to choose file names that relate to these sections. Cross-referencing from documents in the Summary section of the file to specific supporting materials is encouraged.
- II. Scope: Representative samples of teaching/librarianship, scholarship/creative pursuits, and service activities should be placed in this section of the file. This instruction to include “representative samples” represents a significant paradigm shift in the understanding of documentation for promotion and tenure files at USC Upstate, initiated in 2019, to create reasonable expectations for faculty undergoing the P&T process and manageable file sizes for reviewers.
 - a. Toward that end, the Supporting Materials section is not an exhaustively detailed record of every activity undertaken during the review period. Instead, supporting materials should highlight the candidate’s most significant activities which align with their unit criteria and provide the most substantial possible evidence to support the candidates’ justification for promotion and/or tenure. Refer to unit guidelines and seek mentoring for specific guidelines on appropriate type and amount of materials to make the most robust case.
 - b. Focus in particular on providing documents referenced in your case narrative.
 - c. As the documentation file is not intended to capture every illustrative detail of the review period, it is no longer appropriate, for example, to include a letter from every committee chair the candidate ever served on, every iteration of a course syllabus, or every learning experience survey in Supporting Materials.
 - d. However, if a candidate feels that, for example, including selected learning experience surveys will address concerns surrounding teaching effectiveness, that particular candidate may elect to include relevant learning experience surveys.
 - e. Ultimately, the candidate must determine which evidentiary components are the most compelling for the application and include only those materials.