

**Tenure and Promotion File
Palmetto College Campuses**

Date: 6/29/2014

Candidate's Name: Jan Perez

Campus: USC Union

Action Requested by Candidate: Promotion to Associate Professor

Included on the next page of this file is a copy of the academic unit criteria for tenure and promotion. The candidate's signature below indicates acceptance of these criteria and an understanding that they will serve as the basis for evaluation of the evidence in and accompanying this file. Vote justifications (required) and other recommendations must also be made with reference to these criteria.



Candidate's Signature

Campus Tenure and Promotion Committee Chair's Signature

**Criteria for Tenure and/or Promotion
Palmetto College Campuses**

Each applicant for tenure and/or promotion should address the following criteria, with documentation.

1. Effectiveness as a Teacher or Librarian
2. Scholarship
3. Service

Criteria for Tenure and Promotion

(*Palmetto College Campuses Faculty Manual* 2014, page 8)

Relative to the central mission of the Palmetto College Campuses, effectiveness as a teacher and/or librarian is of primary consideration for tenure and promotion decisions. Scholarship and Service are important as individual categories and increase in importance as they are considered together, especially elements of categories used to document scholarship as defined and described in Guidelines for Documentation of Standards for Tenure and Promotion below.

1. Effectiveness as a Teacher and/or Librarian
2. Scholarship
3. Service

Criteria for Faculty Rank sought

(insert from *PCCFM* 2014, pages 7-8)

To be eligible for the rank of Associate Professor, a faculty member must have a record of effective teaching and scholarship (see Guidelines for Documentation of Standards for Tenure and Promotion below). The candidate must possess strong potential for further professional development. It is normally expected that the faculty member hold the terminal degree in the appropriate field and will have a minimum of four years of full-time faculty experience, three of which shall be at the Assistant Professor level.

Criteria for Effective or Highly Effective Teaching, depending on rank being sought

(insert from *PCCFM* 2014, page 9)

Effective teaching is justified using the criteria outlined in Guidelines for Documentation of Standards for Tenure and Promotion below. The faculty member seeking to establish a record of effective teaching should provide a narrative description outlining his or her case. The faculty member's tenure and promotion file must contain documentation sufficient to convince local and regional campuses tenure and promotion committees that the criteria for effective teaching have been satisfied.

Scholarship

(*PCCFM* 2014, page 9)

(Example document for demonstration during electronic t&p submission workshops only!)

Scholarship should be documented by activities clearly identified as scholarly relative to the definition, description and checklist located in Guidelines for Documentation of Standards for Tenure and Promotion below. Activities submitted to fulfill this category of the qualifications for tenure and promotion should be appropriate to the individual and of demonstrable value to the local community, campus, or general educational community. Each activity should be judged meritorious in proportion to the degree it matches the categories of scholarship and is consistent with the checklist provided in Guidelines for Documentation of Standards for Tenure and Promotion below.

Since pertinence of scholarship activities is influenced by the expertise and interests of the candidate, mission and needs of the local campus, and availability of support (all of which change over time), the candidate is obligated to justify the nature, extent and value of his or her scholarship. This justification should be in the form of a listing and narrative description of activities. The description should explain scholarly aspects and present a case for the importance of each activity. The candidate's tenure and promotion file must contain documentation supporting both the fact and value of activities referenced in the narrative.

Criteria for Effective or Highly Effective Scholarship, depending on rank being sought
(insert from *PCCFM* 2014, page 10)

To meet the qualification of effective, a faculty member must demonstrate an ongoing interest and effort to continue learning on a formal and/or non-formal basis. The faculty member must present evidence of the outcomes of her or his scholarship, if not publication of research or creative/artistic work, then evidence of activities other than classroom teaching, associated with the development, dissemination or application of knowledge. These activities should exhibit high concordance with the mission of the local campus and with the aspects of scholarship established by the checklist for determining scholarship (Guidelines for Documentation of Standards for Tenure and Promotion below). In total effect the faculty member should be viewed by peers on the local and regional campuses tenure and promotion committees as an individual actively and continuously engaged in the pursuit, application, and dissemination of knowledge.

Service

(*PCCFM* 2014, page 10)

In its mission statement, the University recognizes service as an important function of a university professor. This is particularly true on the Palmetto College Campuses. Service is outreach that faculty members provide to the campus, University, or the greater community. Service may include, but is not necessarily limited to, activities in four categories: service to the community, service to the local campus, service to the Palmetto College campuses/greater University, and service to the profession.

In the four categories of service identified above, activities may or may not be predicated on education and professional experience. It is the responsibility of the individual to demonstrate how the activity listed enhances the relationship between the University and the community. A guide for listing the activities for each of these categories can be found in Guidelines for Documentation of Standards for Tenure and Promotion below.

(Example document for demonstration during electronic t&p submission workshops only!)

Voting Form

Candidate's Name: Jan Perez Date: 6/26/2014

Campus: USC Union Present Rank: Assistant Professor

Date of first appointment at USC: 8/16/2009

Date of present rank at USC: 8/16/2009

Tenured? Yes No Date Tenured, if applicable: [Click here to enter a date.](#)
 Decision Year? Yes No

VOTES AND RECOMMENDATIONS	PROMOTION			TENURE			DATE
	YES	NO	ABSTAIN	YES	NO	ABSTAIN	
Division Chair (if applicable)							
Associate Dean for Academic Affairs (if applicable)							
Campus Committee Vote							
Palmetto College Campus Dean							
Palmetto College Campuses Tenure and Promotion Committee							
Executive Vice Chancellor and Vice Provost							
Palmetto College Chancellor							
Provost							

* Committee justifications and administrative letters of recommendation must be bound to the appropriate section of this file beginning in PCCTP-15.

Education and Employment History

1. Name: Jan Perez

2. Education History

COLLEGE/UNIVERSITY	MAJOR	DATES	DEGREE
University of Florida	History	1998-2002	Ph.D.
University of Florida	History	1995-1998	M.A.
New College of Florida	History	1989-1993	B.A.

3. Employment History

FIRM/INSTITUTION	DATES	RANK/POSITION
University of South Carolina Union	2009-present	Assistant Professor
University of South Carolina Union	2009-2009	Instructor
Georgia State University	2003-2008	Instructor

Personal Statement

The Personal Statement should be an overview of the candidate's career, teaching philosophy, and scholarship and service activities, describing how the criteria for the action sought in this application have been successfully addressed. Detailed discussion and evidence should be confined to the appropriate evidence section. This Personal Statement normally should not exceed 5 typed pages.

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(Example document for demonstration during electronic t&p submission workshops only!)

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Teaching Responsibilities

Report courses taught (minimum 3 years) indicating contact hours, type of course (lecture/lab, independent study, online, two-way video etc.), credit hours, enrollment, elective vs. required, and site.

Term	Course	Course Title	Credit / Contact Hours	Type of Course	Req / Elect	Site	# Enrolled	# Evaluated	Overall Global Index*
Fall 2014	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts			
	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts			
	DADA B101	Defense Against the Dark Arts	3	Lecture	Required	Beauxbatons			
Summer 2014	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	8	8	4.91
Spring 2014	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	22	21	4.24
	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	17	15	4.60
	TRFG H201	Intermediate Transfiguration	3	Lecture	Required	Hogwarts	18	17	4.77
	TRFG H301	Advanced Transfiguration	3/6	Lect/Lab	Required	Hogwarts	12	12	4.50
Fall 2013	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	24	20	4.32
	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	32	29	4.40
	DADA B101	Defense Against the Dark Arts	3	Lecture	Required	Beauxbatons	19	19	4.89
Summer 2013	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	8	8	4.91
	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	13	11	4.80
Spring 2013	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	22	21	4.24
	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	17	15	4.60
	TRFG H201	Intermediate Transfiguration	3	Lecture	Required	Hogwarts	18	17	4.77
	TRFG H301	Advanced Transfiguration	3/6	Lect/Lab	Required	Hogwarts	12	12	4.50
Fall 2012	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	24	20	4.32
	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	32	29	4.40
	DADA B101	Defense Against the Dark Arts	3	Lecture	Required	Beauxbatons	19	19	4.89

* The Overall Global Index is the average student evaluation score for each course. {INSERT SCALE FOR EVALUATIONS: i.e., The scale for evaluations s 5-1, with 5 (Strongly Agree, Very Satisfied, Greatly Enhanced) being the most positive evaluation, and 1 (Strongly Disagree, Very Dissatisfied, Greatly Detracted) indicating dissatisfaction. }

Teaching Responsibilities 2

Term	Course	Course Title	Credit / Contact Hours	Type of Course	Req / Elect	Site	# Enrolled	# Evaluated	Overall Global Index*
Spring 2012	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	22	21	4.24
	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	17	15	4.60
	TRFG H201	Intermediate Transfiguration	3	Lecture	Required	Hogwarts	18	17	4.77
	TRFG H301	Advanced Transfiguration	3/6	Lect/Lab	Required	Hogwarts	12	12	4.50
Fall 2011	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	24	20	4.32
	TRFG H101	Intro to Transfiguration	3	Lecture	Required	Hogwarts	32	29	4.40
	DADA B101	Defense Against the Dark Arts	3	Lecture	Required	Beauxbatons	19	19	4.89

Insert additional or delete rows as needed.

* The Overall Global Index is the average student evaluation score for each course. {INSERT SCALE FOR EVALUATIONS: i.e., The scale for evaluations is 5-1, with 5 (Strongly Agree, Very Satisfied, Greatly Enhanced) being the most positive evaluation, and 1 (Strongly Disagree, Very Dissatisfied, Greatly Detracted) indicating dissatisfaction.}

Evidence of Effective Teaching

Please refer to the section on Teaching Effectiveness in Guidelines for Documentation of Standards for Tenure and Promotion (*PCCFM* 2014, page 32) and address each of the criteria below. Included in the documentation submitted here must be a numerical summary of student evaluations. The candidate may include other forms of evidence of teaching effectiveness such as peer evaluations. All such evidence shall be organized in reverse chronological order. Allow extra pages as necessary.

Course design:

Effective teaching involves the development of clear course goals which must be consistent with both the missions of the campus and the role of the course in the curriculum. Effective instructors clearly connect stated goals of the course to the assessment of student learning.

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Student learning:

Student demonstrates progress in achieving course goals.

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Knowledge:

Effective instructors demonstrate a breadth and depth of understanding of the subject appropriate to the level of the course and students' background.

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Communication ability:

Effective instructors make themselves clear, state objectives, summarize major points and provide examples. They present material in an organized manner and encourage student participation.

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Instructional improvement:

Effective instructors continually reassess their teaching methodologies and course content and seek to enhance their teaching skills.

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Personal characteristics:

Effective instructors are approachable and available. They are respected and are fair in all dealings with students. Their enthusiasm about teaching and their subject serves to motivate and inspire their students.

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Evidence of Scholarship

See Guidelines for Documentation of Standards for Tenure and Promotion for suggested evidence (*PCCFM* 2014, page 33-36).

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Evidence of Service

See Guidelines for Documentation of Standards for Tenure and Promotion for suggested evidence (*PCCFM* 2014, page 36-37).

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- Donec ac felis quis ipsum euismod scelerisque vitae in nunc.
- Mauris a dui interdum, varius arcu at, scelerisque quam.
- Sed quis risus et mi tempor lacinia in vel nisi.
- Mauris id mi fermentum, rutrum ipsum vitae, vulputate lectus.
- Suspendisse luctus diam a libero vestibulum, et facilisis lorem volutpat.
- Maecenas at nunc vel mi adipiscing ullamcorper vitae et libero.
- Nulla placerat augue nec enim blandit placerat.
- In iaculis leo aliquam diam consectetur porta.
- Nunc egestas enim et sem vehicula interdum.
- Aliquam condimentum est rutrum quam sodales imperdiet.
- Donec nec felis et nisi convallis vulputate.
- Ut iaculis elit et sollicitudin tempus.
- Vivamus ullamcorper mauris et imperdiet tempor.
- Fusce adipiscing urna sit amet commodo molestie.
- Fusce mollis leo sed ipsum rutrum, venenatis mattis lacus lacinia.

List of Supporting Materials

Please include below a list of all supporting material submitted by the candidate, grouped in order of the criteria listed on page PCCTP-2.

(Note that this is a list only. Actual reprints, exhibits, etc. should be separately bound or boxed.)

- Sed at quam a metus tempus scelerisque.
- Pellentesque luctus tortor ut commodo malesuada.
- Fusce pharetra arcu eu diam blandit pharetra vel vel lorem.
- Quisque condimentum neque vitae felis vehicula ullamcorper.
- Donec malesuada nulla et risus dapibus, eu adipiscing tortor varius.
- Quisque vel urna sed lorem tristique vestibulum.
- Phasellus at risus in magna lacinia posuere.
- Duis ultrices eros sed erat placerat hendrerit.
- Vestibulum sed justo vel elit posuere pharetra vel in turpis.
- Donec laoreet tellus eu lorem placerat hendrerit.
- Vestibulum vel leo vel massa varius fringilla.
- Suspendisse et turpis luctus augue ullamcorper viverra.
- Donec mollis augue ut dignissim egestas.
- Vestibulum consequat sapien quis urna malesuada consectetur.
- Sed consequat massa eu mauris luctus posuere.
- Praesent sed diam pharetra, adipiscing lacus vitae, pellentesque dolor.
- Duis luctus massa ac orci gravida, non suscipit velit accumsan.
- Maecenas cursus tortor rhoncus volutpat pulvinar.
- Maecenas aliquet orci nec tempor porttitor.
- Duis interdum dolor at est ornare gravida.
- Sed scelerisque quam ac eros venenatis suscipit.
- Proin hendrerit lacus nec turpis dictum euismod vel quis nulla.
- Sed sit amet nibh ac erat tincidunt accumsan.
- Fusce non tellus venenatis, feugiat elit laoreet, sagittis turpis.
- Integer et nunc eget urna tincidunt commodo ac at velit.
- Cras in eros dignissim enim eleifend gravida sed quis neque.
- Maecenas eget erat sed felis laoreet placerat.
- Donec mattis arcu ut nisi fringilla, at tincidunt ante fermentum.
- Vestibulum eu nisl scelerisque magna fermentum ultrices.
- Quisque vitae dolor varius est tempus tincidunt nec sed nibh.
- Donec vitae arcu pulvinar, malesuada eros in, tincidunt magna.
- Quisque pretium quam ac eros euismod semper.
- Proin placerat est a tincidunt ultricies.
- Aenean pharetra felis a augue vehicula rhoncus.

Curriculum Vitae

Jan Perez
Assistant Professor of History
University of South Carolina Union
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Union, SC 29379

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Education

Doctor of Philosophy, History: University of Florida, 2002
Master of Arts, History: University of Florida, 1998
Bachelor of Arts, History: New College of Florida, 1993

Teaching Positions

University of South Carolina Union
Assistant Professor of History, 2009 present
Instructor of History, 2008-2009

Georgia State University
Instructor of History, 2003-2008

Publications

Maecenas dictum eros sed tortor ultricies iaculis. Vivamus varius dui ut mi aliquet suscipit. Sed
at nisi rutrum enim malesuada pretium non vel neque.

Nunc ac justo ornare, interdum quam eu, mollis sem. Proin non purus nec odio tempor cursus
quis vitae libero. Aenean sollicitudin tellus aliquam pharetra venenatis. Donec in mauris
et mi lobortis consectetur.

Conference Presentations

- Nullam in dolor a massa commodo fringilla.
- Proin id risus vel dolor mattis fermentum sed ut tortor.
- Cras ut augue id magna cursus auctor et vel enim.
- Curabitur aliquet est tempor nisl bibendum fringilla.

- Ut ut lacus fringilla, sagittis lacus vitae, pellentesque felis.
- Sed sollicitudin orci fermentum massa condimentum consequat.
- Proin lacinia lacus venenatis est suscipit, vel ornare arcu bibendum.
- Fusce cursus mauris eu pulvinar condimentum.
- Maecenas adipiscing velit vel ante fringilla ornare.

Professional Service

- Curabitur non augue eget massa cursus luctus.
- Etiam et lorem in nisl venenatis vehicula id sit amet lorem.
- Mauris volutpat purus at pellentesque adipiscing.

Awards

- Proin a nibh ut neque elementum hendrerit sit amet at nisl.
- Vestibulum tristique turpis nec massa euismod, venenatis consectetur dui vulputate.
- Quisque in enim tristique, semper nunc nec, viverra enim.
- Donec ut mauris blandit, congue ipsum quis, adipiscing neque.

Other Items

Campus-specific policy may dictate the inclusion of certain items in this section.

Addenda

The *Palmetto College Campuses Faculty Manual* prescribes that only the following items may be included in the Addenda: If referred to in the file, material information arising as a consequence of actions taken prior to the campus vote, for example (i) letters from outside evaluators solicited before but received after the campus review process is initiated; (ii) notification of acceptance of a manuscript referred to in the file; (iii) publication of books (*PCCFM* 2014, pages 18-19, 20).
