

USCA School of Education Faculty Promotion and Tenure Guidelines

University of South Carolina Aiken School of Education

1. Teaching

a) Teaching is the primary responsibility of USCA faculty. Teaching comprises classroom instruction and a broad range of faculty-student relationships including academic advisement. Individual attributes may vary, and the extent to which individuals exhibit an attribute may differ, but the following traits are commonly valued in an effective teacher: command of subject matter; familiarity with advances in one's field; organization and presentation of material in an effective and logical manner through the use of a variety of methods; active involvement of students in the learning process; capacity to instill in students an awareness of the general objectives of one's discipline; ability to make one's discipline relevant to the students' lives and values; ability to guide advanced students to creative work; maintenance of a high standard of achievement among students; and fairness and good judgment in grading students' performance. The primary area of teaching to be evaluated is the faculty member's performance in conducting his/her courses. Also valued are other activities which demonstrate commitment to teaching or the teaching mission of the institution. An outstanding teacher is expected to achieve and exhibit these commonly valued traits to a high degree.

b) Examples of Activities and Documents Useful in Evaluating Teaching:

- USCA standardized student evaluations and other student evaluations. The candidate shall provide a summary of the results of the evaluations as well as copies of the evaluations for the last five years.
- Letters from colleagues and/or others who have observed candidates' teaching and/or evaluated course materials and assignments
- Letters from students
- Objective evaluation of new classroom methods and other innovative approaches to teaching
- Honors and awards for effective teaching
- Other activities documenting commitment to teaching
- Participation in activities designed to increase knowledge of one's field
- Research activities closely related to course content or to teaching technique
- Advisement and counseling of students
- Attendance at workshops, seminars, symposia, conferences and meetings related to one's teaching
- Written reports/papers or workshops presented on teaching methods and/or teaching philosophy
- Peer observations of teaching
- Involvement of students in research activities
- Laboratory manuals and course package material developed for use in labs/classes

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2. Scholarly/Creative/Applied Professional Activities

a) In an institution whose primary mission is teaching, scholarly/creative/applied professional activities that enhance teaching and curriculum development are valued. In addition, the faculty member's scholarly contribution in the traditional sense to his/her academic discipline, and creative activity characteristic of or related to the academic discipline are valued. In any endeavor, the quality of the work is more important than the quantity. As the list of examples of documentation below, indicates many kinds of scholarly/creative/applied professional activities may be valued. Remuneration for scholarly/creative/applied activities will not lessen or increase the worth of such contributions in evaluating a candidate's performance.

b) It is expected that faculty provide evidence of refereed products as part of their promotion and tenure file. A refereed product is either a publication in a professional journal that uses a peer review process for acceptance, a presentation at a professional organization conference that uses a peer review process before acceptance of the presentation, or an applied professional activity that uses a peer review process before acceptance of the applied activity.

c) In addition to b) above, examples of activities and documents useful in evaluating Scholarly/Creative/Applied Professional Activities are:

- Grants and/or fellowships received and/or applied for
 - Grants and/or fellowships received are of greater importance
 - Grants and/or fellowships applied for are of lesser importance
- Reprints of non-refereed articles, poems, essays, stories, plays, critiques, reviews, books, monographs, etc. that have been published
- Evidence of scholarly presentations at professional meetings or conferences including poster sessions that have not been peer reviewed.
- Awards or prizes
- Letters from colleagues from within or outside the campus who have knowledge of the candidate's scholarly/creative work or applied professional activities
- Descriptions of scholarly or creative work in progress
- Any other relevant activities, including
 - Membership on editorial boards,
 - Editor of professional journals or publications
 - Review of articles in professional journals and/or reviewer of texts
 - Co-presentation of papers, research, activities with teacher candidates or exercise science students
 - Scholarly presentations published as proceedings
 - Scholarly presentations published in electronic forms such as ERIC
 - External evaluation of grants
 - Presenter at professional organization workshops
- Reviews of and/or evidence of the dissemination of successful applied professional activities
 - Interactions with Schools
 - Consulting with Schools
 - Curriculum guide development
 - Development of materials
 - Assistance to schools with data analysis

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- Assistance to schools with strategic planning
- Service on individual education plan (IEP) committees
- Classroom observations for purpose of helping teachers improve instruction
- Presentation of teacher workshops

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3. University, Professional, and Community Service

a) Three kinds of service may be considered. The categories of service, 1) University, 2) Professional, and 3) Community, are listed in order of importance, with University service having a higher priority than professional service, which has a higher priority than community service.

1. The faculty member's contributions to the effective functioning of his/her academic department/school, his/her college, and/or the university as a whole. It is expected that a faculty member in the School of Education must serve on university wide committees (i.e. Faculty Assembly committee, ad hoc campus committee, task force, search committee for another department) in addition to serving on committees in the School of Education.

Examples of University service include, but are not limited to:

- Faculty assembly officer
- Faculty assembly committee member
- Ad hoc campus committee member
- Member of search committee for another department

Examples of School of Education service include, but are not limited to:

- Program coordinator or other part-time administrator
- Professional Education Committee member
- Resources Committee member
- Diversity Education Task Force Committee member
- Junior/Senior Block Review Committee member
- M.Ed. Handbook Committee member
- Practicum Handbook Committee member
- Internship Handbook Committee member
- Conceptual Framework Committee member
- SOE Policy/Procedure Handbook Committee member
- Member of a search committee for a SOE position
- Athletic Training application concentration committee member

2. The faculty member's service to the teaching profession or to the profession of his/her discipline.

Examples of these types of services include but are not limited to:

- Service to appropriate professional organizations
 - Proctoring exams for American College of Sports Medicine, the National Athletic Training Association, or other professional certification organizations
 - Service on accreditation teams
 - Organizing of symposia, conferences, workshops
 - Holding leadership positions in professional organizations
- Professional assistance to other faculty members

3. The faculty member's service to the community at large, when it is related to the faculty member's field of expertise or when it promotes the mission of USCA. The burden is on the faculty member to explain how such community service promotes the mission of USCA. Remuneration for university

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and community service does not lessen or increase the worth of such contributions in evaluating a candidate's performance.

Examples of these types of services include but are not limited to:

- Service to student organizations
- Presentations to civic groups or local schools
- Service on boards, agencies, and commissions (local, state, and national)
- Service on School Improvement Councils
- Membership in community groups

The activities under each of the types of services listed above can primarily be documented by letters from colleagues, the candidate's personal description of his/her level of activity, and/or major documents produced in this service.