

**TENURE AND PROMOTION CRITERIA**  
**DEPARTMENT OF INSTRUCTION AND TEACHER EDUCATION**  
**Reviewed by ITE Faculty 12/1/2006**

Candidates in the Department of Instruction and Teacher Education are evaluated for tenure and/or promotion on the basis of evidence of their performance in the three primary faculty functions: teaching, scholarship and service. The evaluation scale used for the tenure and promotion review utilizes the same criterion performance categories as the department's annual review process: Superior, Substantive, Satisfactory, Fair, and Unsatisfactory. Candidates must have demonstrated acceptable levels of performance in these three functions relative to the professional level to which they seek promotion and/or tenure, as specified in Part IV of this document.

The categories superior, substantive, satisfactory, fair and unsatisfactory are used in the annual review of faculty in the Department of Instruction and Teacher Education. In this document the terms superior and substantive are used to maintain consistency between both of the departmental faculty review processes.

**I. Teaching Function**

**A. Rationale and Description of Criteria**

The Department of Instruction and Teacher Education prides itself on the quality of its teaching and places a high priority on it. A primary consideration in awarding tenure and/or promotion is the candidate's teaching performance and student development activities.

Teaching and student development include all forms of university-level instructional activities on and off campus. It includes preparing for and effective teaching of assigned courses, conducting doctoral and peer seminars, course and program development activities and training for inservice educators and community groups. Further, clinical teaching and supervision are recognized and valued for contributing to effective teaching in the department.

The teaching function also includes academic advisement and counseling, grants and awards that enhance teaching, directing and/or membership on doctoral research committees, and the development as well as implementation of course materials.

**B. Sources of Evidence for Meeting Criteria**

Two indicators of teaching quality are the responses from the formal College of Education Student Course/Instructor Evaluations and the reports from the Departmental Peer Review of Teaching.

Other important activities that can be documented and should be considered in the evaluation of teaching include:

- developing course materials to enhance teaching
- publishing teaching-focused professional materials in printed form or for computer-based instruction\*
- teaching and advisement awards\*
- teaching demonstrations and exhibits in schools and other clinical sites\*
- supervising at clinical sites to provide superior clinical experiences and training to university students
- developing and teaching special workshops and seminars\*
- visiting teaching\*
- receiving faculty development grants to support teaching innovations\*
- developing and/or revising new courses or programs
- conducting seminars for academic or professional associations\*
- appointment or election to leadership roles in teaching-related activities of professional associations\*
- chairing doctoral committees
- serving on doctoral committees
- teaching effectiveness documented by unsolicited student commentary

**C. Criteria for Promotion to Associate Professor**

For promotion to Associate Professor, the faculty member is expected to show evidence of a substantive teaching record in three ways. First, the candidate's teaching should have been evaluated as substantive through the formal departmental peer review process. Second, the candidate's ratings from the formal College of Education Student Course/Instructor Evaluations should be consistently ranked at 3.5 or higher on the 5-point scale. Third, the candidate's teaching profile should include documentation of work with doctoral students, course and curriculum development, clinical supervision, and/or external recognition for teaching as suggested by those items marked by an asterisk (\*) in the list above.

**D. Criteria for Promotion to Professor**

For promotion to Professor, the faculty member is expected to show evidence of a superior teaching record in three ways. First, the candidate's teaching should have been evaluated as superior through the formal departmental peer review process. Second, the candidate's ratings from the formal College of Education Student Course/Instructor Evaluations should be consistently 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 chairing doctoral student committees, curriculum and program development, and external recognition for teaching as suggested by those items marked by an asterisk (\*) in the list above.

## **II. Scholarship Function**

### **A. Rationale and Description of Criteria**

The Department of Instruction and Teacher Education expects each faculty member to establish a sustained record of research and scholarship that contributes to the advancement of the knowledge base in their discipline. Each faculty member is expected to maintain an active, high quality scholarship record as evidenced by accomplishments that contribute to the continuing improvement of education. Scholarship may take various forms including original research, clinical research, scholarly analyses, curriculum research and development activities, and policy theory development.

Teacher education scholars have a unique role to perform in informing educational policy and practice in their various fields of specialty, e.g. in preK-12 education, or in community, adult, or higher education. Thus, applied research that informs policy in these areas is valued equally with theoretical work. The diversity of issues the faculty members investigate requires a broad range of research methods that include experimental, descriptive, narrative, historical, analytic, and interpretive. Thus, research and scholarly products may take various forms e.g. books, journal articles, chapters in books, monographs, policy documents, grants, clinical research and development reports, curriculum material and textbooks, and may be directed to either a peer or teacher audience.

### **B. Sources of Evidence for Meeting Criteria**

Each faculty member in the Department of Instruction and Teacher Education 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.

#### **Category One**

- 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 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.

### **Category Two**

- Research grants or scholarly projects based on a review process that is either not competitive or 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
- Grant, and other technical documents
- Government and agency publications
- Evidence of clinical research site development

### **Category Three**

- Original curriculum products (e.g., CD ROM's, videos, tests, textbooks, clinical instruction documents)
- Membership on review boards for professional associations
- Book reviews
- Non-refereed professional publications

## **C. Criteria for Promotion to Associate Professor**

For promotion to Associate Professor, the candidate must demonstrate a substantive record of scholarship, considering both the quantity and the quality of the research and scholarly products. The quality of the candidate's scholarly work will be determined by unit faculty and those invited to complete external reviews.

The candidate's record of scholarship should include an average of one high quality product from Category One (above) each year, as judged by peers both inside and outside the department. The Department of Instruction and Teacher Education, however, recognizes the merit of diverse scholarly venues both theoretical and practical. Therefore, the external reviewers and unit faculty can evaluate scholarly work as substantive when the candidate has shown extensive and high quality work distributed across all three categories rather than a consistent record of scholarly work solely in Category One.

## **D. Criteria for Promotion to Professor**

For promotion to Professor, the candidate must demonstrate a superior record of scholarship evidenced by the attainment of national or international stature in the field. The candidate's record of scholarship should include extensive and high quality work distributed primarily across Categories One and Two, as judged by peers both inside and outside the department. The unit faculty play an important role in the evaluation of quality; however, a critical element to determining national and international stature lies in the judgments made by external peer reviewers of the candidate's scholarly work.

### **III. Service Function**

#### **A. Rationale and Description of Criteria**

The faculty of the Department of Instruction and Teacher Education in the College of Education recognizes a strong obligation to provide the University, the community, and the profession service through the expertise of its faculty. Faculty seeking promotion and/or tenure in the Department, therefore, are expected to demonstrate a record of sustained, effective service within two or more of the following settings: department, college, university, community and/or larger society, profession.

As an academic unit within the University, it is essential that Department faculty participate in a broad range of campus intellectual, social, and governance activities. It is also essential that Department faculty lend their expertise to service activities that support their profession and their professional development and that are clearly distinguished from citizenship activities in the service realm. And because the Department of Instruction and Teacher Education combines the functions of a professional school and a traditional academic department, it is essential that faculty engage in a broad range of community service activities that help to connect the Department to schools and other service agencies and that contribute to providing University students with superior clinical experiences and training.

#### **B. Sources of Evidence for Meeting 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 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.

**C. Criteria for Promotion to Associate Professor**

For promotion to Associate Professor, the faculty member is expected to have established a substantive record of committee memberships and activity at the University of South Carolina. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments within the university's, the college's and the department's standing and ad hoc committee structure.

For promotion to Associate Professor, the faculty member is also expected to have established a substantive record of professional service to the educational community. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments within a community service record that reveals a sustained and effective record of professional, community and clinical service.

**D. Criteria for Promotion to Professor**

For promotion to Professor, the faculty member is expected to have established a substantive record of committee chair and other leadership roles at the University of South Carolina. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments and leadership within the university's, the college's and the department's standing and ad hoc committee structure.

For promotion to Professor, the faculty member is expected to have established a substantive record of leadership roles in the provision of professional service to the educational community. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments within a community service record that reveals a sustained and effective record of professional, community and clinical service leadership.

**IV. Eligibility for Promotion**

**Promotion at the Associate Professor Level:**

For promotion to the rank of Associate Professor, it would normally be expected that a candidate:

1. is at least in his or her fourth year at USC in a tenure track position; and

2. demonstrates substantive performance in teaching, scholarship and service.

**Promotion at the Professor Level:**

For promotion to the rank of Professor, it would normally be expected that a candidate:

1. is at least in his or her fourth year as an Associate Professor at USC; and
2. demonstrates superior performance in teaching and scholarship, and substantive performance in service.

**V. Eligibility for Tenure**

**Tenure at the Associate Professor Level:**

For tenure at the rank of Associate Professor, it would normally be expected that a candidate:

1. is at least in his or her third year (see Note 1 below) at USC in a tenure track position;
2. demonstrates substantive performance in teaching, scholarship and service; and
3. demonstrates consistency and durability of performance in teaching, scholarship, and service.

**Tenure at the Professor Level:**

For tenure at the rank of Professor, it would normally be expected that a candidate:

1. is at least in his or her third year as an Associate Professor at USC;
2. demonstrates superior performance in teaching and scholarship, and substantive performance in service; and
3. demonstrates consistency and durability of performance in teaching, scholarship, and service.

*Notes:*

1. *Faculty members appointed at the rank of Assistant Professor normally will not be recommended for tenure until they are in their fourth year at USC and eligible for promotion to the rank of Associate Professor.*
2. *Whenever an exception is made from applying criteria as normally expected, an explanation to justify the deviation will be included in the candidate's file.*