

University of South Carolina Aiken
School of Education Promotion and Tenure Criteria

In addition to providing tables and narratives documenting accomplishments in teaching, scholarship, and service, faculty members should provide copies of the following documents as an Appendix to the file:

- Curriculum Vita
- All Student Evaluations of Teaching (SETs) including all comments
- Evaluations of Student Advisement from the Office of Institutional Effectiveness
- All peer evaluations of teaching
- All unit head evaluations of teaching
- Annual reviews issued by the Dean
- Annual reviews issued by the Executive Vice Chancellor for Academic Affairs
- Reprint of one or more publications you have authored or co-authored

I. Teaching Evidence

Teaching is the primary responsibility of USC Aiken faculty. Teaching comprises classroom instruction and a broad range of faculty-student relationships including academic advisement. The following traits are commonly valued in an effective teacher:

- Command of subject matter
- Effective and logical organization and presentation of curriculum and materials
- Uses authentic research-based best practices
- Guides and advances students' knowledge and skills
- Actively involves students in the learning process
- Makes content relevant to students' lives
- Responds positively and appropriately to students' diverse cultural and linguistic backgrounds
- Challenges and supports all students including those with physical, cognitive, social, and/or emotional exceptionalities
- Establishes high standards of expectations and achievement for all students
- Exhibits fairness, lack of bias, 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.

Examples of activities and documents useful in evaluating teaching:

School of Education Criteria for Teaching
1. USC Aiken standardized student evaluations of teaching (SETs)
2. USC Aiken standardized student evaluations of advisement
3. Honors, awards, or prizes for effective teaching
4. Peer observations of teaching

5. Mentoring or involving students in research activities or conference presentations
6. Presenting workshops on teaching methods (NOTE: List this in teaching or scholarship or service but only list it once)
7. Developing or redesigning courses (face-to-face, online, hybrid)
8. Demonstrates innovative and effective use of technology in courses
9. Participation in professional development activities related to teaching
10. Letters from students or colleagues related to quality of teaching
11. Other activities documenting the faculty member's commitment to teaching

II. Scholarship Evidence

In an institution whose primary mission is teaching, many types of scholarly activities are valued. 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 or a presentation at a professional conference that uses a peer review process for acceptance. In any endeavor, the quality of the work is more important than the quantity. Remuneration for scholarly activities will not lessen or increase their worth when evaluating a candidate's performance.

Examples of activities and documents useful in evaluating scholarship:

School of Education Criteria for Scholarship
1. Evidence of refereed articles, books, book chapters, or book reviews (print or electronic form)
2. Evidence of refereed scholarly presentations at professional meetings or conferences (local, state, regional, national, international)
3. Scholarly presentations published as proceedings
4. Honors, awards, or prizes related to scholarship
5. Author or contributor to a peer-reviewed accreditation report (CAEP and/or SPA). Note: List this in scholarship or service but not both
6. Grants or fellowships applied for, received, administered, or evaluated
7. Travel grants related to scholarship, applied for or received
8. Letters from colleagues related to quality of scholarship
9. Other activities related to scholarship including publications, invited talks, poster sessions, applied research, or creative activities related to the academic discipline

III. Service Evidence

In an institution whose primary mission is teaching, many types of service are valued. It is expected that a faculty member in the School of Education will serve on university wide committees (i.e. Faculty Assembly committee, ad hoc campus committee or task force, search committee for another department) in addition to serving on committees in the School of Education. Remuneration for service activities does not lessen or increase their worth in evaluating a candidate's performance. It is expected that faculty provide evidence of four (4) kinds of service as part of their promotion and tenure file. Soliciting letters from colleagues to document service activities is recommended. The categories of service are listed below in order

of importance: 1) University service; 2) School of Education service; 3) Professional service; and 4) Community service.

School of Education Criteria for Service
Examples of University service include, but are not limited to:
1. Faculty Assembly officer
2. Chair or member of a Faculty Assembly committee
3. Chair or member of an ad hoc campus committee or task force
4. Faculty sponsor of a student organization
5. Member of a search committee for another department
6. Organizing a conference, institute, symposium, or workshop at USC Aiken
7. Presenting at a conference, institute, symposium, or workshop at USC Aiken
8. Conducting a peer observation of teaching for a USC Aiken colleague in another department
9. Other service that promotes the mission of USC Aiken
Examples of School of Education service include, but are not limited to:
1. Program coordinator or other part-time administrative role
2. Chair or member of a School of Education committee
3. Chair or member of a search committee for an SOE position
4. Coordinate, support, or serve as a liaison at a Professional Development School (PDS)
5. Conducting a peer observation of teaching for an SOE colleague
6. Other service related to the USC Aiken School of Education
Examples of Professional service include, but are not limited to:
1. Holding a leadership position in a professional organization
2. Organizing a conference, institute, symposium, or workshop
3. Editor of a professional journal
4. Membership on an editorial review board or service as a reviewer
5. Member of a professional organization
6. Other service related to the teaching profession
Examples of Community service include, but are not limited to:
1. Assistance to a school in areas such as curriculum, instruction, assessment, data analysis, or strategic planning
2. Presenting a teacher workshop at a school or district
3. Service on a School Improvement Council or school advisory group
4. Service on a board, agency, commission, or community group related to your field
5. Presentation to a civic group on a topic related to your field
6. Other service related to the faculty member's field of expertise that promotes the mission of USC Aiken