
Chapter 3

Faculty Responsibilities

The USC Upstate recognizes the customary three-fold role of faculty members including teaching, service, and scholarship.

Teaching

Introduction

Teaching encompasses classroom instruction and a broad range of faculty-student relationships. Individual attributes may vary, and the extent to which individuals exhibit an attribute may differ, but the following traits are those which are commonly valued in a teacher: command of subject matter; familiarity with advances in one's field; organization and presentation of material in a confident and logical manner through the use of a variety of methods; active involvement of students in the learning process; capacity to awaken 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 all students; and fairness and good judgment in grading students' performance.

The extent and skill of a faculty member's participation in the general guidance and advising of students and contributions to student welfare are of importance in appraising a teacher's value to the University. A teacher's ability to communicate effec-

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tively with students is valued.

Librarian faculty members contribute to the educational mission of the University in a variety of ways that involve direct interaction with students and faculty as well as services that support the curriculum. The following traits are those commonly valued in a librarian: command of the principles of librarianship; familiarity with advances in librarianship and ability to serve users by anticipating and contributing to their needs through reference and/or research consultations, library instruction, collection development or by improving systems of organization or retrieval of information; the ability to effectively coordinate library programs and services, and to contribute to the administration of library activities by developing library policies and procedures. Individual unit criteria provide examples of specific performance indicators.

Course Syllabi and Objectives

Faculty members are responsible for clearly stating the objectives of each course they teach at the beginning of each term. Instruction should be directed toward the fulfillment of these objectives. Faculty members are responsible for ensuring that the content of the courses that they teach conforms to the course descriptions published in the *USC Upstate Academic Catalog*. Faculty members are expected to file with their dean and division or department chair copies of current syllabi for courses taught. Syllabi should include information for students stating faculty expectations, how learning is to be assessed, and grades computed.

Class Meetings

Faculty members are expected to meet both regularly scheduled classes and online classes at scheduled times. In case of illness or any other emergency, faculty members notify the dean or the department chair so that appropriate action may be taken.

Office Hours

Teaching involves more than classroom or online interaction with students. Teaching also includes spontaneous interaction involving courses, career counseling, advisement, and conversations outside of disciplinary matters. All faculty members teaching both traditional and online classes must post and maintain office hours. For full-time faculty members with a full teaching load, a schedule of five office hours a week, not on a single day, is considered acceptable. Faculty teaching online classes are expected to maintain office hours on campus at regularly scheduled times. Faculty members should submit a copy of their schedule to their dean or department chair.

Advising

The University highly values strong advisement as a component of the role of teaching faculty. Integral elements of effective advising include knowledge of University academic regulations and curriculum requirements, knowledge of student referral resources, and responsiveness to student questions and concerns.

Final Examinations

Final examinations are scheduled at the end of each semester or term. A calendar of examination times is published each semester in the schedule of classes. All final examinations must be administered during the time published in the calendar for ex-

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aminations. Exceptions from this policy should be addressed to the department chair or dean. Instructors may allow students to switch from one examination section to another when that instructor teaches multiple sections of the same course. Laboratory examinations are normally scheduled during the last meeting of the lab.

Student Evaluation of Faculty

Essential to the mission of USC Upstate is excellent teaching. Student evaluations of teaching must be conducted according to the procedures in the USC Upstate *Faculty Handbook*. Faculty members are free to develop additional measures to evaluate teaching beyond the required student evaluations.

Grading

Faculty members are responsible for informing students in their classes of the methods employed in determining the final course grade and of any attendance requirements. At the request of the student, a faculty member should make available information, an evaluation, or both, of the student's progress. Faculty members should provide students with an appraisal of their progress in the course prior to the published drop date.

As an essential element to ensure success of first year students, faculty members teaching courses where first year students are enrolled are expected to apprise students of their course progress early and often.

Graded examinations and papers are provided to the student for inspection and discussion. Final examinations are retained for one semester to provide the opportunity for review with the instructor, if the student desires. Examinations are graded within sufficient time to make the examination part of the student's learn-

ing experience.

Grading System

For a detailed discussion of the current grading system, consult the current issue of the *USC Upstate Academic Catalog*.

Grade Reports and Changes of Grades

All final grades are due by the date and time requested by the Registrar. Grades are entered electronically by the faculty of record. All students on the grade sheet must be assigned a grade. If a grade is assigned in error, the faculty member completes a change of grade form and submits it to the Registrar. Grade changes must be approved by the Academic Affairs Committee.

In accordance with the 1998 policy of the American Association of University Professors titled *Academic Freedom and Assignment of Course Grades*, faculty members have the right to assign grades based upon their professional assessment of student performance or upon standards agreed to in advance among faculty colleagues. Administrators may assign grades only if the teacher of record becomes incapacitated or unable to perform this function. All changes to grades must undergo review through faculty-approved processes.

Service

Faculty members have a responsibility to help to enable the University to accomplish its mission through service to the University, the community, and the profession. Since faculty members play an important role in the formulation of University policies, recognition is given to those who participate effectively in

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faculty governance and the development of institutional procedures, whether assigned or assumed voluntarily. Service includes contributions to local, state, national, and international communities; and service leading to the advancement of a profession. Additional remuneration or

University release time does not lessen the worth of such contribution in evaluating a candidate's performance. Individual unit criteria provide examples of specific performance indicators.

Scholarship and Creativity

One of the responsibilities of faculty members is scholarship and creativity. Scholarship and creativity vary depending upon academic disciplines. Individual unit criteria provide examples of specific performance indicators. Commonly valued contributions include, but are not limited to, application of knowledge in one's academic field of interest; publication of scholarly books; articles in scholarly refereed journals; refereed conference proceedings; other publications; professional reports and reviews; scholarly presentations at state, regional, national, and international conferences; participation in projects of scholarly interest; and successful application for external grants. Applied research and consultation for business, industry, government, education, and service agencies are recognized as avenues of professional development and creativity. Because librarians' scholarship and creativity may also include facilitating the work of others, significant contributions to the research or scholarly work of others and participation in scholarly projects that result in the better organization of information or access to information are valued.

In certain fields, such as art, music, and literature, distinguished creativity and performance receive consideration equivalent to distinction attained in research and other scholarly endeavors. Creative activities often receive public recognition as reflected in professional awards, the assignment of special tasks and commissions, the acceptance of the faculty member's work in permanent collections, publication in leading professional journals or multiple publications of a significant article, invitations to participate in juried exhibits, and any other public honor. Additional remuneration or course release time for scholarship and creativity does not lessen the worth of such contribution in evaluating a faculty member's performance. Individual unit criteria provide examples of specific performance indicators.