

**Unit Criteria**  
**University of South Carolina Upstate**  
**Mathematics/Computer Science**

In order to be eligible for tenure and promotion to the rank of associate professor, all faculty members must have an earned terminal degree in accordance with their appointment letter; full-time teaching experience at the rank of assistant professor or higher (which will typically include five years of relevant experience); a record of highly effective performance in teaching; and a record of effective contributions in scholarship and service.

In order to be eligible for promotion to the rank of professor, all faculty members must have a minimum of nine years of relevant experience, a record of excellence in teaching, and must also have made highly effective contributions to service or scholarship and creativity and effective contributions to the other category.

**A. TEACHING EFFECTIVENESS**

Teaching in its various forms is the primary responsibility of any faculty member. Therefore, responsibility for the intellectual development of the students requires that the University maintain and reward excellence in teaching. Teaching involves communicating knowledge to students and fostering in them the intellectual curiosity to continue the quest for knowledge. The effective teacher exemplifies a sustained concern for teaching, which is reflected in teaching materials, classroom performance, advising, and evaluation of students for subsequent coursework at the undergraduate and graduate levels. The effective teacher is continuously concerned with professional development as it properly relates to teaching efforts.

Evidence to demonstrate one's teaching effectiveness includes, but is not limited to, the following items:

1. Student opinion polls;
2. Peer teaching observations and evaluations;
3. Course development, revision/update of programs and courses;
4. Administrative review scores;
5. Teaching awards;
6. Subsequent performance of students;
7. Innovation in teaching methodology;
8. Advising students on class schedules and other academic matters;
9. Independent studies conducted; and
10. Undergraduate mentored research/student research grants (Examples: Research Assistantship, Magellan Scholar, etc.).

**CRITERIA FOR EVALUATING EFFECTIVENESS IN TEACHING**

- a. Criteria for an effective teacher: The candidate has demonstrated an ongoing record of successful teaching. Evidence *must* include the following items:
  - Provides well-explained syllabi with grading procedures, number of tests, homework or quiz information, expectations and course objectives, instructor's contact information and office hours
  - Holds office hours at fixed times; available to students inside and outside the classroom; communicates with students via email in a timely manner; advises students in an organized manner.
  - Creates student interest in the subject matter and promotes the learning environment
  - Treats students with respect and grades their work fairly
  - Incorporates student feedback and improves teaching style
- b. Criteria for a highly effective teacher: The candidate has exceeded the criteria for the preceding category and provided convincing evidence of highly effective teaching. Evidence could include, but is not limited to, the following items:
  - Uses innovative teaching methods and integrates technology into teaching

- Ability to teach both lower-level and upper-level classes
  - Develops and offers new courses or re-design existing courses to better serve student needs
  - Develops courses to promote distance learning
  - Have peers observe their teaching and takes their feedback
  - Attends teaching improvement seminars or workshops
  - Writes letters of recommendation for students
  - Receive nomination for teaching, advising, and mentoring awards
  - Participates in and attends student-related activities, such as Math Club and/or CS Club meetings, senior seminar presentations, and student research projects presentations
  - Supervises student research assistants on faculty research projects
  - Applies for Sponsored Award grants for student research assistants
- c. Criteria for an excellent teacher: The candidate has exceeded the criteria for the preceding category and provided convincing consistent evidence of excellence in teaching. Evidence could include, but is not limited to, the following items:
- Shows a consistent pattern of making a student-oriented effort to improve student learning as listed under Effective and Highly Effective criteria.
  - Provides more resources for learning; keeps an active Blackboard course page with course material, lecture slides, announcements etc.
  - Supervises student research assistants on faculty research projects
  - Applies for Research Assistant Awards from Sponsored Awards for student research assistants
  - Offers Independent Study courses to students
  - Engages in departmental curricular revision and program development/revision
  - Engages in community-based teaching and international teaching exchanges
  - Reaches out to students at all levels of preparedness, particularly at-risk students
  - Guides students on post-graduation plans with students; helps students with grad school applications, etc.
  - Sponsors or mentors students to present at conferences, publish research, or win research awards
  - Be a finalist for/winner of teaching, advising, and/or mentoring awards

## **B. SCHOLARSHIP AND CREATIVITY**

Scholarship and Creativity, as criteria for annual review and Promotion and Tenure decisions, can be defined as endeavors on the part of a faculty member which lead to the discovery of new knowledge, the development of pedagogical techniques, presentations at professional conferences, the publication of research findings and scholarly views, grant writing, and keeping current in one's field. A broad interpretation of scholarship and creativity, one that accommodates a wide variety of research and intellectual interests among professors, should be acknowledged and valued.

Evidence to demonstrate one's effectiveness in scholarship and creativity includes, but is not limited to, the following items:

1. Published research and writings (Examples: books, book chapters in edited works, journal articles, book reviews, and monographs);
2. Papers in conference proceedings;
3. Applied or public scholarship (Examples: consulting that involves creativity in the discipline and pedagogical research);
4. Research grant submissions and awards (both internal and external);
5. Non-published academic writings (Examples: non-published papers presented at conferences, monographs, book reviews, research summaries, and abstracts accepted at conferences);
6. Presentations (Examples: papers and/or workshops presented at international, national regional, state and local professional meetings); and

7. Other types of scholarly and creative activities deemed beneficial by the Peer Review Committee, the Division Chair, and other reviewers of the Promotion and Tenure process.

### **CRITERIA FOR EVALUATING EFFECTIVENESS IN SCHOLARSHIP**

- (a) Criteria for an effective scholar: During the review period, the candidate has provided convincing evidence in scholarship and creativity. Evidence *must* include the following items:
  - Publishes or proves acceptance of at least one peer-reviewed journal article and one additional publication (either a peer-reviewed journal article or a peer-reviewed international conference proceedings paper).
- (b) Criteria for highly effective scholar: The candidate has met and exceeded the criteria for the preceding category and showed convincing evidence of highly effective scholarly activities by providing sustained scholarly activities. Evidence *must* include the following items during the review period:
  - Publishes or proves acceptance of at least two peer-reviewed journal articles and one additional publication (either a peer-reviewed journal article or a peer-reviewed international conference proceedings paper).
- (c) Criteria for an excellent scholar: The candidate has met and exceeded the criteria for the preceding category and provided strong record of excellent scholarly activities. Evidence *must* include the following items during the review period:
  - Publishes or proves acceptance of at least three peer-reviewed journal articles and one additional publication (either a peer-reviewed journal article or a peer-reviewed international conference proceedings paper).

### **C. SERVICE**

Service to the profession, community, and the University falls within the responsibilities of a faculty member and is essential to the fulfillment of the University's responsibilities to the academic community and the attainment of institutional goals. Each faculty member is expected to cooperate in supporting the mission and the goals of the unit and the University.

Service categories are:

#### **I. Service to Division, College, and University:**

Evidence to demonstrate one's effectiveness in this category includes, but is not limited to, the following items:

1. Serving as chairperson of division, college and/or university standing committees;
2. Participating as a member of division, college, and university committees and organizations such as Faculty Senate, Faculty Welfare, etc. Required duties, responsibilities, and time spent must be considered;
3. Participating as a member of division, college, and university ad hoc committees (e.g., School Peer Review, search committees, and others formed by administration and Faculty Governance). Required duties, responsibilities, and time spent must be considered;
4. Serving as a faculty advisor to student organizations/activities; and
5. Being flexible and responsive to departmental needs

#### **II. Service to the Profession:**

Evidence to demonstrate one's effectiveness in this category includes, but is not limited to, the following items:

1. Services as office holder and/or committee member in local, state, regional, national, or international professional organizations;
2. Service in grant review panels;
3. Chairing scientific sessions at professional meetings;
4. Applications of knowledge in one's professional field of interest;
5. Serving as a journal reviewer, external examiner for theses or dissertations, or outside reviewer for promotion or tenure;
6. Serving as an advisor to professional student groups if not included in C.I.4 above; and
7. Serving state and/or national organizations as a steering committee member, advisor, etc.

### **III. Service to the Community:**

Evidence to demonstrate one's effectiveness in this category includes, but is not limited to, the following items:

1. Serving as an advisor or co-advisor to non-profit organizations on or off campus (e.g., Habitat for Humanity, scouting);
2. Participating as a member or office holder in any local, state, regional, or international non-profit organization (e.g., American Red Cross, League of Women Voters, Safe Homes, Salvation Army);
3. Donating professional services to community organizations; and
4. Serving as a judge at local science/art fairs and mentor/consultant to the local school districts or community organizations.

### **CRITERIA FOR EVALUATING EFFECTIVENESS IN SERVICE**

- (a) Criteria for an effective in service: The candidate has actively participated in service to the division, school, university, community, or the profession, with at least one term in a university committee and one unit committee, and at least one item from service to the profession or community.
- (b) Criteria for highly effective in service: The candidate has met and exceeded the criteria for the preceding category by significant contribution and roles in service, with at least two terms in a university committee or two different university committees and one unit committee, as well as extensive involvement in the profession or community.
- (c) Criteria for an excellent in service: The candidate has met and exceeded the criteria for the preceding category by significant and sustained contribution, leadership positions in service, or involvement in high-volume university committees, and at least more than one item from service to the profession or community.