

Department of Statistics
McCausland College of Arts and Sciences
University of South Carolina

Professional-Track Faculty Promotion Criteria and Procedures

University Committee on Professional-Track Faculty Approval Date: April 10, 2026

See final page for faculty revision and approvals history

1. Professional Track Faculty Definitions

Instructor

An individual appointed at the rank of Instructor is required to possess a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

Senior Instructor

An individual appointed as or promoted to the rank of Senior Instructor must have the equivalent of five years of full-time teaching experience in higher education and evidence of effective instruction as defined by the unit. A master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) is required.

Principal Instructor

An individual appointed as or promoted to the rank of Principal Instructor requires the equivalent of nine years of full-time teaching experience and a record of excellent instruction as defined by the academic unit. A master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) is required.

Teaching Assistant Professor

An individual appointed as a Teaching Assistant Professor must have strong potential for development as an instructor and student mentor. A terminal degree is required, usually an earned doctorate.

Teaching Associate Professor

An individual appointed as a Teaching Associate Professor must have a record of effective professional performance as defined by the academic unit, have at least five years of effective and relevant experience, and have strong potential for further development as an instructor and student mentor. A terminal degree is required, usually an earned doctorate.

Teaching Professor

An individual appointed as a Teaching Professor must have a record of excellent instruction and student mentorship as defined by the academic unit and at least nine years of effective and

relevant experience. This rank is reserved for individuals with proven stature in instructional roles. A terminal degree is required, usually an earned doctorate.

Instructional faculty will be evaluated over a review period that includes their work experience at the rank held at the time of the application for promotion. They will be evaluated only on the areas of professional responsibility in relation to teaching, mentoring, and service that are defined in their appointments and workload allocations. The weight of the evaluation in each area should be commensurate with the allocation of duties, keeping in mind that workload allocation may vary from year to year as professional responsibilities change. Promotion review will take into consideration the shifting allocation of effort over the full review period. All candidates for promotion should demonstrate a record of accomplishment indicative of continuing development of the faculty member in the areas of responsibility defined in their appointments and workload allocations.

The base teaching load for a professional-track faculty member in the Department of Statistics is 4:4 or equivalent and the work time should be distributed accordingly: for the instructor track, teaching (90%) and service (10%); for the teaching professor track, teaching (80%), mentoring (10%) and service (10%). Professional-track faculty shall not be required, expected, or pressured to participate in activities that are not included as compensated responsibilities under the terms and conditions of their employment. However, where a departmental service requirement does not exist in a contract, its absence shall not be used to exclude professional-track faculty from voluntarily serving in governance.

2. General Standards of Assessment

Teaching Performance Ratings

Unacceptable teaching performance falls below the level of teaching competence. Evidence of incompetent teaching includes a pattern of failing in one's basic teaching duties, for instance, failing to attend class without notice, failing to grade and return student work when required, or inappropriate and/or unprofessional behavior toward students.

Fair teaching performance meets, but does not exceed, the basic level of teaching competence. The basic level of teaching competence occurs when a faculty member's lectures and management of courses create an environment in which students can learn the main concepts of the courses. Student and peer evaluations will be part of the evidence used to determine whether this basic level is met.

Good teaching performance meets and exceeds the basic level of teaching competence. In addition to evidence of teaching competence, good teaching displays evidence of quality teaching beyond a competent level, along with aspects indicating room for improvement. Good teaching performance may include a few qualities associated with excellent teaching, which are described below. Student and peer evaluations will be part of the evidence used to identify aspects of teaching that exceed basic competence and aspects that require improvement.

Excellent teaching performance meets and exceeds the basic level of teaching competence and consistently possesses many qualities of excellent teaching. Qualities of excellent teaching may include, but are not limited to, the following:

- Revising courses and pedagogical practices in response to assessments
- Mentoring and advising of students
- Effective classroom management or performance
- High levels of student engagement
- Innovative teaching practices
- Using varied teaching strategies
- Effective demonstration of software for statistical analysis
- Use of current events or recent research to illustrate the application of statistical methods
- Service that improves the teaching quality or capacity of the Department
- Effective teaching of upper division or advanced courses
- Maintaining an inclusive classroom culture and creating an atmosphere conducive to learning

Student and peer evaluations, which are conducted annually, will be used in part to determine aspects of excellent teaching (for instance, high levels of student engagement, effective classroom management, and innovative practices). In addition, faculty are encouraged to list items from their Annual Resume of Activities, which may be used to determine aspects of excellent teaching (for instance, discussion of innovative practices, varied strategies, and effective approaches to evaluating student progress (i.e., well-designed exams).

Outstanding teaching performance meets the criteria for excellent teaching performance and displays one or more qualities of exceptional teaching. Qualities of exceptional teaching may include, but are not limited to, the following:

- Winning teaching awards or honors
- Achieving a certification through USC's Center for Teaching Excellence (CTE) (e.g., on classroom instruction or inclusive practices) and then implementing practices from the training in teaching
- Successful development of new or improved teaching infrastructure, curriculum, or approaches
- Publications or conference presentations of education-based research and/or pedagogy
- Student or peer evaluations indicating a level of teaching likely to have a strong impact on academic and professional careers of students
- Service that has a high impact on the teaching quality and capacity of the Department
- Successful direction of undergraduate theses and/or research projects
- Successful participation in undergraduate advising
- Successful direction of graduate student research as main advisor

Mentoring Performance Ratings

Unacceptable mentoring performance falls below the level of mentoring competence. Evidence of incompetent mentoring includes a pattern of failing in one's basic mentoring duties, for instance, failing to engage in even a small amount of mentoring, or discouraging students that inquire about possible mentoring relationships.

Fair mentoring performance occurs when a faculty member makes only small mentoring contributions and the faculty member is approachable when students inquire about possible mentoring relationships.

Good mentoring performance occurs when a faculty member makes moderate mentoring contributions and the faculty member is approachable when students inquire about possible mentoring relationships.

Excellent mentoring performance occurs when a faculty member's mentoring contributions are judged by the appropriate faculty to be highly substantial and the faculty member is approachable when students inquire about possible mentoring relationships.

Outstanding mentoring performance occurs when a faculty member's mentoring contributions are judged by the appropriate faculty to be highly substantial and the faculty member conducts substantial outreach to students about possible mentoring relationships.

Mentoring activities include the following or similar activities:

- Supervision of a student organization
- Service on a Build Your Own Major (BARSC) committee
- Supervision of honors or master's theses
- Independent study courses
- Applying for grants for student research or scholarship
- Co-authoring written products with students
- Assisting students in preparing materials for graduate school applications
- Helping students apply for awards or recognition
- Nominating students to win awards or recognition
- Advising student organizations.
- Engagement in organizing student-oriented events
- Student Advising at all levels
- Successful direction of undergraduate theses and/or research projects and independent studies
- Outreach to elementary/middle/high school students related to statistics or data science, supervision of experiential learning projects
- Outreach to students from underrepresented groups, supervision of learning projects
- Participation in career fairs
- Recruitment of students into statistics or data science

- Achieving a certification through USC's Center for Teaching Excellence (CTE) or other organization focused on skills needed for mentoring (e.g., the Entering Mentoring training by CTE) and then implementing practices from the training in mentoring
- Successful development of new or improved mentoring programs
- Publications or conference presentations on effective mentoring techniques
- Providing feedback on writing that goes beyond the ordinary grading, for instance, helping a student to prepare a paper for submission to a conference or for publication

Service Performance Ratings

Unacceptable service performance occurs when a faculty member fails to engage in even a small amount of service.

Fair service performance occurs when a faculty member engages in service but makes only small contributions.

Good service performance occurs when a faculty member engages in service and makes moderate contributions.

Excellent service performance occurs when a faculty member's service contributions are judged by the appropriate faculty to be highly substantial.

Outstanding service performance occurs when a faculty member's service contributions are judged by the appropriate faculty to be very highly substantial.

Service will often, but not exclusively, occur in participation on committees or other groups sponsored by the Department or University. Whether contributions are small, moderate, highly substantial, or very highly substantial will depend on how active (e.g., attend meetings, offer contributions, provide notes, and help organize) and effective the faculty member is in the committee or group (e.g., helps the committee complete work). Service outcomes and awards/honors for service can be part of the evidence used to determine whether the outstanding level is met.

Service activities include the following or similar activities:

- Service on departmental, college, or university committees or groups
- Community engagement
- Service in professional teaching organizations
- Mentoring of the professional development of colleagues

3. Criteria for Promotion – Instructor to Senior Instructor

For promotion to Senior Instructor, candidates should be considered Excellent to Outstanding in the area of Teaching and at least Good in the area of Service.

General:

A candidate is expected to have a teaching record that is consistently at an excellent or outstanding level of teaching over the course of the review period. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of excellent to outstanding performance at the time of promotion consideration.

A candidate is expected to have a service record that is consistently at a level of good over the course of the review period. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of at least good at the time of promotion consideration.

In addition to meeting the general criteria, a candidate should have some significant accomplishments in the following categories, with particular emphasis placed on activities that occurred during the review period. **Candidates need not have evidence from every category but should provide enough evidence to produce an aggregate picture.**

A. Consistent and documented effectiveness with varied teaching strategies, e.g.,:

- In-class practice and real time feedback to reinforce methods discussed in lectures
- Fostering group work among students
- Use of current events or recent research to illustrate the application of statistical methods
- Fostering interaction with students and outside scholars and thought leaders (e.g., bringing scholars and leaders to talk with class)
- Effective demonstration of statistical software in the classroom
- Effective use of graduate students or supplemental instructors
- Demonstrated ability to effectively teach in both classroom and online modalities
- Effective methods to promote student engagement in large classes and/or innovative approaches to managing large classes

B. Leadership in teaching

- Demonstrated commitment to improving candidate's own teaching skills (e.g., course work or certifications through USC's Center for Teaching Excellence (CTE))
- Demonstrated commitment to developing new or improved teaching infrastructure or approaches (e.g., teaching innovation grants from USC's CTE)
- Publications or conference presentations of education-based research and/or pedagogy within the general scope of the Statistical Sciences discipline
- Conducting in-service training sessions to Department faculty or teaching assistants on teaching methods or software use
- Other factors in an area of service that may indicate commitment and leadership may be included – e.g., evidence of advising to student organizations, mentoring, engagement in organizing events, conferences, or other activities that contribute to the University of South Carolina student community.

C. Contributions to course and curriculum development

- Development of new courses, major revisions to existing courses, and/or restarting existing courses that have not recently been taught
- Evaluating and adopting new texts
- Authorship or development of instructional books, manuals, other instructional aids
- Use of technology to enhance learning – e.g., development of an online course

D. Service

- Service to the University in the form of consistent, active service on departmental, college, or university committees.
- Community engagement as professional opportunities allow.
- Service in professional teaching organizations
- Mentoring of the professional development of colleagues

4. Criteria for Promotion – Senior Instructor to Principal Instructor

For promotion to Principal Instructor, candidates should be considered Excellent to Outstanding in the area of Teaching and at least Good in the area of Service

General:

A candidate is expected to have a teaching record that is consistently at an excellent or outstanding level over the course of the review period. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of excellent to outstanding performance at the time of promotion consideration.

A candidate is expected to have a service record that is consistently at a level of good over the course of the review period. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of at least good at the time of promotion consideration.

In addition to meeting the general criteria, a candidate should have some significant accomplishments in the following categories, with particular emphasis placed on activities that occurred during the review period. **Candidates need not have evidence from every category but should provide enough evidence to produce an aggregate picture.**

A. Consistent and documented effectiveness with varied teaching strategies, e.g.,:

- In-class practice and real time feedback to reinforce methods discussed in lectures
- Fostering group work among students
- Use of current events or recent research to illustrate the application of statistical methods
- Fostering interaction with students and outside scholars and thought leaders (e.g., bringing scholars and leaders to talk with class)
- Effective demonstration of statistical software in the classroom
- Effective use of graduate students or supplemental instructors

- Demonstrated ability to effectively teach in both classroom and online modalities
- Effective methods to promote student engagement in large classes and/or innovative approaches to managing large classes

B. Leadership in teaching

- Demonstrated commitment to improving candidate's own teaching skills (e.g., course work or certifications through USC's Center for Teaching Excellence (CTE))
- Demonstrated commitment to developing new or improved teaching infrastructure or approaches (e.g., teaching innovation grants from USC's CTE)
- Publications or conference presentations of education-based research and/or pedagogy within the general scope of the Statistical Sciences discipline
- Conducting in-service training sessions to Department faculty or teaching assistants on teaching methods or software use
- Other factors in an area of service that may indicate commitment and leadership may be included – e.g., evidence of advising to student organizations, mentoring, engagement in organizing events, conferences, or other activities that contribute to the University of South Carolina student community.

C. Contributions to course and curriculum development

- Development of new courses, major revisions to existing courses, and/or restarting existing courses that have not recently been taught
- Evaluating and adopting new texts
- Authorship or development of instructional books, manuals, other instructional aids
- Use of technology to enhance learning – e.g., development of an online course

D. Service

- Service to the University in the form of consistent, active service on departmental, college, or university committees.
- Community engagement as professional opportunities allow.
- Service in professional teaching organizations
- Mentoring of the professional development of colleagues

5. Criteria for Promotion – Teaching Assistant Professor to Teaching Associate Professor

For promotion to Teaching Associate Professor, candidates should be considered Excellent to Outstanding in the area of Teaching and at least Good in the areas of Mentoring and Service.

General:

A candidate is expected to have a teaching record that is consistently at an excellent or outstanding level over the course of the review period. This may include a trajectory of

accomplishments that indicates the candidate has reached a consistent level of excellent to outstanding performance at the time of promotion consideration.

A candidate is expected to have a mentoring record that is consistently at a level of good over the course of the review period. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of at least good at the time of promotion consideration.

A candidate is expected to have a service record that is consistently at a level of good over the course of the review period. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of at least good at the time of promotion consideration.

In addition to meeting the general criteria, a candidate should have some significant accomplishments in the following categories, with particular emphasis placed on activities that occurred during the review period. **Candidates need not have evidence from every category but should provide enough evidence to produce an aggregate picture.**

A. Consistent and documented effectiveness with varied teaching strategies, e.g.,:

- In-class practice and real time feedback to reinforce methods discussed in lectures
- Fostering group work among students
- Use of current events or recent research to illustrate the application of statistical methods
- Fostering interaction with students and outside scholars and thought leaders (e.g., bringing scholars and leaders to talk with class)
- Effective demonstration of statistical software in the classroom
- Effective use of graduate students or supplemental instructors
- Demonstrated ability to effectively teach in both classroom and online modalities
- Effective methods to promote student engagement in large classes and/or innovative approaches to managing large classes

B. Leadership in teaching and mentoring

- Demonstrated commitment to improving candidate's mentoring skills (e.g., participation in USC's mentoring programs or community-based mentoring programs).
- Demonstrated commitment to improving candidate's own teaching and/or mentoring skills (e.g., course work or certifications through USC's Center for Teaching Excellence (CTE))
- Demonstrated commitment to developing new or improved teaching infrastructure or approaches (e.g., teaching innovation grants from USC's CTE)
- Publications or conference presentations of education-based research, pedagogy, or mentoring within the general scope of the Statistical Sciences discipline
- Conducting in-service training sessions to faculty or teaching assistants on teaching methods, software use, or mentoring
- Other factors in an area of service that may indicate commitment and leadership may be included – e.g., evidence of advising to student organizations, engagement in organizing events, conferences, or other activities that contribute to the University of South Carolina student community.

C. Contributions to course and curriculum development

- Development of new courses, major revisions to existing courses, and/or restarting existing courses that have not recently been taught
- Evaluating and adopting new texts
- Authorship or development of instructional books, manuals, other instructional aids
- Use of technology to enhance learning – e.g., development of an online course

D. Service

- Service to the University in the form of consistent, active service on departmental, college, or university committees.
- Community engagement as professional opportunities allow.
- Service in professional teaching organizations
- Mentoring of the professional development of colleagues

6. Criteria for Promotion – Teaching Associate Professor to Teaching Professor

For promotion to Teaching Professor, candidates should be considered Excellent to Outstanding in the areas of Teaching and Mentoring and at least Excellent in the area of Service.

General:

A candidate is expected to have a teaching record that is consistently at an excellent or outstanding level over the course of the review period. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of excellent to outstanding performance at the time of promotion consideration.

A candidate is expected to have a mentoring record that is consistently at an excellent or outstanding level. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of excellent or outstanding at the time of promotion consideration.

A candidate is expected to have a service record that is consistently at a level of excellent over the course of the review period. This may include a trajectory of accomplishments that indicates the candidate has reached a consistent level of at least excellent at the time of promotion consideration.

In addition to meeting the general criteria, a candidate should have some significant accomplishments in the following categories, with particular emphasis placed on activities that occurred during the review period. **Candidates need not have evidence from every category but should provide enough evidence to produce an aggregate picture.**

A. Consistent and documented effectiveness with varied teaching strategies, e.g.,:

- In-class practice and real time feedback to reinforce methods discussed in lectures

- Fostering group work among students
- Use of current events or recent research to illustrate the application of statistical methods
- Fostering interaction with students and outside scholars and thought leaders (e.g., bringing scholars and leaders to talk with class)
- Effective demonstration of statistical software in the classroom
- Effective use of graduate students or supplemental instructors
- Demonstrated ability to effectively teach in both classroom and online modalities
- Effective methods to promote student engagement in large classes and/or innovative approaches to managing large classes

B. Leadership in teaching and mentoring

- Demonstrated commitment to improving candidate's mentoring skills (e.g., participation in USC's mentoring programs or community-based mentoring programs).
- Demonstrated commitment to improving candidate's own teaching and/or mentoring skills (e.g., course work or certifications through USC's Center for Teaching Excellence (CTE))
- Demonstrated commitment to developing new or improved teaching infrastructure or approaches (e.g., teaching innovation grants from USC's CTE)
- Publications or conference presentations of education-based research, pedagogy, and/or mentoring within the general scope of the Statistical Sciences discipline
- Conducting in-service training sessions to Department faculty or teaching assistants on teaching methods, software use, and/or mentoring
- Other factors in an area of service that may indicate commitment and leadership may be included – e.g., evidence of advising to student organizations, engagement in organizing events, conferences, or other activities that contribute to the University of South Carolina student community.

C. Contributions to course and curriculum development

- Development of new courses, major revisions to existing courses, and/or restarting existing courses that have not recently been taught
- Evaluating and adopting new texts
- Authorship or development of instructional books, manuals, other instructional aids
- Use of technology to enhance learning – e.g., development of an online course

D. Service

- Service to the University in the form of consistent, active service on departmental, college, or university committees.
- Community engagement as professional opportunities allow.
- Service in professional teaching organizations
- Mentoring of the professional development of colleagues

7. Process

Each semester the University posts the schedule / dates associated with the steps in the promotion process.

A. Application

An application for promotion, in the form of a promotion portfolio, should be submitted to the Chair of the Department. The primary file will follow the requirements and templates provided by the Provost's office. The primary file must include an independently prepared teaching summary, which includes a comprehensive review of teaching activity for the review period, including student and peer evaluations.

B. Professional Track Faculty Evaluation Committee.

The committee, comprising faculty of higher rank than the candidate, will ensure the promotion portfolio will be available to appropriate faculty in the Department for review and voting. In addition, the committee will make a recommendation, based on the criteria in this document, on whether the candidate should be promoted.

The committee shall be composed of four individuals, with at least one PTF member and one tenured faculty member. The Chair will nominate members of the committee. Faculty must approve the Chair's nominations. Should a PTF member within the department not be available, the unit will consult with the Dean's office for further guidance.

The committee will generate and add a teaching summary to the promotion portfolio before making it available to appropriate faculty in the Department for review and voting.

Conflict of Interest: A conflict of interest will be deemed to exist between the candidate and a faculty member if either of the following conditions exist:

- a. The committee member was a master's, doctoral or postdoctoral advisor of the candidate.
- b. The committee member is or has been a member of the candidate's immediate family or lives or has lived in the same household.

If a faculty member has a conflict of interest, then they must recuse themselves from serving on the evaluation Committee when conducting promotion evaluation and shall not vote or otherwise participate in the process.

C. Voting

All faculty of appropriate rank (except the Department Chair) must vote on whether a candidate should be promoted. A unit vote will be considered positive if the candidate receives at least two-thirds positive votes of the total votes counted. Abstentions do not count in the total number of

votes. Votes should be based on the criteria outlined in this document. The Department vote total and ballots with justification are to be included in the promotion file.

- a) For promotion from Instructor to Senior Instructor, eligible voting members of the faculty include all tenured Associate/Full Professors, Senior Instructors, Principal Instructors, Teaching Associate Professors, and Teaching Professors.
- b) For promotion from Senior Instructor to Principal Instructor, eligible voting members of the faculty include all tenured Full Professors, Principal Instructors, and Teaching Professors.
- c) For promotion from Teaching Assistant Professor to Teaching Associate Professor, eligible voting members of the faculty include all tenured Associate/Full Professors, Teaching Associate Professors, Teaching Professors, Senior Instructors, and Principal Instructors.
- d) For promotion from Teaching Associate Professor to Teaching Professor, eligible voting members of the faculty include all Full Professors, Teaching Professors, and Principal Instructors.

D. Chair of the Department

The Chair of the Department will make a recommendation on whether the candidate should be promoted. The candidate will be notified in writing of the Chair's recommendation.

Affirmative Recommendation

The Chair will send the promotion file to the Dean of the McCausland College of Arts & Sciences. The Dean will review the file and will forward it to the Office of the Provost with a recommendation. The final decision on promotion will come from the Office of the Provost.

Negative Recommendation

A candidate may seek recourse for a negative recommendation by requesting a discussion with the Chair and the PTF Evaluation Committee. If the Chair's recommendation is still negative, following the discussion, the candidate may request in writing that the promotion file be sent forward. In such a case, the Chair shall send that candidate's file to the Dean of the McCausland College of Arts & Sciences. The Dean will review the file and will forward it to the Office of the Provost with a recommendation. The final decision on promotion will come from the Office of the Provost.

Faculty Revision and Approvals History

Unit Approved April 21, 2025