

May 11, 2002

Promotion, Tenure and Appointment Renewal Procedures School of Education

Introduction (Please Read Thoroughly)

The Promotion, Tenure and Appointment Renewal (PTAR) Committee has developed procedures for applications for Tenure and/or Promotion and Appointment Renewal. In this document, we provide, to applicants, the following: (I) Information about the process of application and peer review. In this section we identify the steps in the peer review process, indicate the deadline for submission of materials, and discuss the role of the PTAR Committee in the review process. [General information about University peer review policies is provided in the Faculty Manual.]; (II) PTAR Guidelines for Evaluation of applications. The PTAR Committee has developed criteria for evaluating applications for Tenure and/or Promotion and Appointment Renewal. These are provided in this section; (III) Format for organizing the application; (IV) Suggested format for the Curriculum Vita, which is a required element of the application [see Section III]. This format has been approved by the PTAR Committee; (V) Procedures for external peer review.

I. The Process of Application and Peer Review

A. Steps in the peer review process

1. Letter of Intent. The first step in the application process is a Letter of Intent to apply for Tenure and/or Promotion or Reappointment. This letter is addressed to the Chair, PTAR Committee. [Deadlines for submission of both the Letter of Intent and the Complete Application will be established by the PTAR Committee and this information will be disseminated to School faculty.]
2. Submission of Complete Application. All materials to be considered by the PTAR Committee must be submitted to the Chair prior to the deadline established by the Committee. This means that the TPR Executive Summary Notebook (described in III, below) must be submitted by this time.
3. Recommendations from School Director and PTAR Committee. The School Director and the PTAR Committee will conduct independent reviews of the applications, using the evaluation criteria listed in section II, below. When this review is complete, the School Director will meet with the applicant, and inform the applicant of the recommendations. At this time, the applicant will indicate in writing whether or not s/he wishes the application to go forward to the Dean of the College. [In the case of penultimate year Tenure applicants the applicant's file is automatically forwarded.]
4. Recommendation from Dean. The Dean will review the complete file and make a recommendation. The applicant will be informed of the Dean's recommendation. Applicants for Promotion and/or early Tenure will indicate in writing whether or not they wish the application to go forward to the Provost. [In the case of penultimate year Tenure applicants the applicant's file is automatically forwarded. In addition, the Dean will forward the complete file on any request for reappointment for which there is at least one negative recommendation from the School Director, PTAR Committee or Dean.]
5. Recommendation from Provost and final action by President. The Provost will review the complete file and forward a recommendation for final action to the President. The applicant will be informed of the final action.

B. The role of the PTAR Committee

1. Applicants may address any procedural questions (e.g., questions regarding form of the TPR Executive Summary Notebook, outside letters, etc.) to the PTAR Committee Chair.
2. The PTAR Committee does not provide (a) advice to faculty members about whether or when to seek reappointment, tenure and/or promotion; (b) answers to questions about the substantive content of candidates' files, (e.g., what to include in their vitae); or (c) information about the status of the application during the review process.
3. Non-tenured faculty are encouraged to attend sessions provided by the chair/director/dean regarding the development of their portfolios.

II. Guidelines for Promotion, Tenure and Renewal

The following guidelines will be used by the School Director and the PTAR Committee in evaluating applications for Tenure and/or Promotion and Reappointment:

Reappointment: A record of Competence in each of the 3 areas of performance evaluation.

Promotion to Associate Professor and/or Tenure: (a) A consistent record of Achievement in each of the 3 areas of performance evaluation (Teaching, Research/Scholarship, Service).

Promotion to Full Professor: (a) A record of Achievement in each of the 3 areas of performance evaluation (Teaching, Research/Scholarship, Service); (b) a record of Achievement with Distinction in at least two of the three areas.

Note that a prospective faculty member seeking the rank of full professor and tenure upon appointment must meet the criteria for promotion to professor in order to receive tenure.

Definitions:

"Competence" refers to activities through which the faculty member demonstrates effort and ability in a particular area of performance evaluation.

"Achievement" refers to substantive contributions to the field of education and/or one's academic/professional specialty area.

"Achievement with Distinction" refers to significant contributions to one's discipline and/or one's academic/professional specialty area. Such distinctive contributions are identified through rigorous peer review and approval.

Indicators

Indicators of Competence, Achievement and Achievement with Distinction for each of the three performance areas of Teaching, Research/Scholarship and Service are given on the following pages. It should be noted that the indicators on each list are examples of activities that meet the criteria for inclusion in the category.

The lists are not exhaustive. Other activities may be judged by the Peer Review Committee as meeting the requirements for a given category of performance. In addition, the candidate may choose to cite the same activity for more than one category. For example, certain teaching activities might also be considered service activities. In such cases, applicants must justify the awarding of credit for more than one category of performance evaluation.

A. Research/Scholarship

Faculty at nationally recognized research institutions are expected to make substantial contributions to the research and scholarship in their fields of specialization. To receive tenure and promotion to associate professor, a faculty member must be able to provide evidence that his or her accomplishments in this area are well-recognized by peers and have begun to have had a national impact. Evidence of such contributions includes publication in refereed, nationally distributed, and abstracted/indexed journals; publications of books, book chapters, and monographs (refereed and indexed); and external funding for scholarship and research. Factors that the PTAR Committee considers in evaluating the quality of a candidate's research and scholarship include the reputation of the journals in which the candidate has published, the acceptance/rejection rates of the journals in which he or she has published, the frequency with which the candidate's works are cited in the literature (e.g., citation index), the reputation of funding sources, the acceptance/rejection rates of funding sources, and the amount of external funding.

According to the Faculty Manual "the rank of professor is granted on the basis of distinguished scholarly or creative publication." For promotion to full professor, evidence of sustained contributions in the area of research and scholarship of a quality and quantity commensurate with the standards of a research institution is required. In addition to meeting all the requirements for tenure and associate professor, a faculty member at this level must be able to provide evidence that his or her scholarship has been nationally recognized and has had a substantial impact on his or her field of specialization. In addition, a significant number of first authored publications is desirable. Lists of performance indicators are given below. The lists are not exhaustive.

Competence

1. Presentations at state or regional conferences
2. Articles published in refereed state and regional journals
3. Technical report
4. Grant submitted (external)
5. University grant (funded)

Achievement

1. Principal Investigator or Co-principal investigator on external grant (funded).
2. Publications in national refereed professional journals or monographs (abstracted/indexed)
3. Chapter in book
4. Presentations at national or international professional conferences (evidence of refereed process)
5. Invited reviewer for book, book chapter(s) or journal manuscript(s)
6. Invited lecture (keynote address or equivalent) at state or regional conference
7. Invited review panel member for national conference
8. Research and scholarly activity found in citation index
9. Electronic media development; e.g. computer software (evidence of national impact)
10. Editor, section editor or editorial board member of state or regional professional journal

Achievement with Distinction

1. Sustained contributions in nationally recognized professional journals (refereed and indexed) and edited books
2. National recognition for publications (e.g., awards, articles in national newspapers)
3. Editorial Board member for nationally recognized, refereed journal
4. Author or co-author of book or scholarly monograph
5. Principal investigator or co-investigator on major external grants (funded)
6. Editor or section editor of a national journal
7. Editor of a book (in print)
8. Evidence of publication impact- Citation index
9. Nationally recognized contributions (sustained) in electronic media development
10. Invited presentations at a national or international conferences

B. Teaching

Teaching is the fundamental responsibility of the faculty. Teaching encompasses not only classroom teaching, but also such activities as clinical supervision, advising, mentoring, tutoring, and service on graduate committees.

Teaching effectiveness must be documented with student evaluations and course syllabi. Teaching documentation may also include evidence of pedagogical innovations, evidence of academic rigor of courses, measured improvements in subject mastery by students, special teaching awards and recognition, peer review, contributions to course development, and professional development activities.

Competence

The faculty member will be evaluated by students, peers and supervisors as generally demonstrating a consistent record of improvement in teaching. Indicators include:

1. A high level of subject matter knowledge and mastery of course content.
2. Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject matter clearly, concisely, and with an appropriate level of repetition; choose and execute measurement procedures appropriately.
3. Evidence of a high level of scholarly course content, rigor and fairness in grading, and effective instructional methods.
4. Evidence that students perceive that instructor promotes growth in student interest, abilities, learning, and understanding.
5. Evidence that instructor defines expectations, supplies timely feedback to students, and reports on student progress.
6. Evidence that instructor has respect for students and respect for cultural, intellectual and ethnic diversity.
7. Evidence that students perceive the instructor's interest in and commitment to the subject matter.
8. Evidence of effective student advising.
9. Evidence that the instructor has demonstrated appropriate laboratory management techniques (if applicable).
10. Evidence of significant contributions to the education of graduate students.
11. Evidence of dependability and commitment to institutional goals and professional standards when working as an instructor, clinical supervisor, or mentor.
12. Evidence of successful integration of technology into curricula.

Achievement

The faculty member will be evaluated by students, peers and supervisors as consistently demonstrating high quality teaching. Indicators include:

1. A high level of subject matter knowledge and mastery of course content.
2. Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject matter clearly, concisely, and with an appropriate level of repetition; choose and execute measurement procedures appropriately.
3. Evidence of a high level of scholarly course content, rigor and fairness in grading, and effective instructional methods.
4. Evidence that students perceive that instructor promotes growth in student interest, abilities, learning, and understanding.
5. Evidence that instructor defines expectations, supplies timely feedback to students, and reports on student progress.
6. Evidence that instructor has respect for students and respect for cultural, intellectual and ethnic diversity.
7. Evidence that students perceive the instructor's interest in and commitment to the subject matter.
8. Evidence of effective student advising.
9. Evidence that the instructor has demonstrated appropriate laboratory management techniques (if applicable).
10. Evidence of significant contributions to the education of graduate students.
11. Evidence of dependability and commitment to institutional goals and professional standards when working as an instructor, clinical supervisor, or mentor.
12. Evidence of successful integration of technology into curricula.

At least 1 of the following:

13. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
14. Significant contributions to major curriculum changes, course development, and other instructional programs.
15. Generation of significant grants and/or the securing of donations of resources to support the instructional mission.

Achievement with Distinction

The faculty member will be evaluated by students, peers and supervisors as consistently demonstrating exceptional teaching. Indicators include:

1. A high level of subject matter knowledge and mastery of course content.
2. Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject matter clearly, concisely, and with an appropriate level of repetition; choose and execute measurement procedures appropriately
3. Evidence of a high level of scholarly course content, rigor and fairness in grading, and effective instructional methods.
4. Evidence that students perceive that instructor promotes growth in student interest, abilities, learning, and understanding.
5. Evidence that instructor defines expectations, supplies timely feedback to students, and reports on student progress.
6. Evidence that instructor has respect for students and respect for cultural, intellectual and ethnic diversity.
7. Evidence that students perceive the instructor's interest in and commitment to the subject matter.
8. Evidence of effective student advising.
9. Evidence that the instructor has demonstrated appropriate laboratory management techniques (if applicable).
10. Evidence of significant contributions to the education of graduate students.
11. Evidence of dependability and commitment to institutional goals and professional standards when working as an instructor, clinical supervisor, or mentor.
12. Evidence of successful integration of technology into curricula.

At least 2 of the following:

13. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
14. Significant contributions to major curriculum changes, course development, and other instructional programs.
15. Generation of significant grants and/or the securing of donations of resources to support the instructional mission.

In addition, evidence of an exceptional level of teaching based on extensive peer review is required.

C. Service

Indicators of Competence, Achievement and Achievement with Distinction for Service are given below. It should be noted that the indicators on each list are examples of activities that meet the criteria for inclusion in the category. The lists are not exhaustive. In addition to the activities listed below, service includes non-compensated consultation, products developed for a variety of media/technology, performances/products/services for the arts, professional reviewing activities, in-service activities, service related grants and acquisition of resources. Activities should be appropriately documented.

Contributions may be documented through organizational minutes or agendas, letters of recognition and/or appreciation, recognized authorship of professional documents or technical reports, invited presentations, awards, or through publication of related reports or distributed literature.

Competence

1. Serves on and contributes to School committees; contributes to area program of study; invited class presentations.
2. Belongs to professional organizations, attends local meetings, and contributes to local program of work; invited talks and presentations to professional groups.
3. Contributes professional expertise to the community.

Achievement

1. Officer or board member of a state or regional professional organization.
2. Chair of a University or School committee.
3. Has role of responsibility within Department (chairs committees); serves on and contributes to College or University committees; represents University at community or regional level.
4. Attends state meetings of professional organizations; active in state organization or contributes substantially to state work (i.e., policy-making or professional literature).
5. In the area of one's professional expertise, contributes to the resolution of a problem at a state or local level; serves on a state policy-making and/or advisory board.
6. Provides consultation or training at the local, regional, or state level.

Achievement with Distinction

1. Officer or board member of a national or international professional organization.
2. President or chair of a state or regional professional organization.
3. Attends national meetings and holds national office or contributes substantially to national work (e.g., policy-making, boards, or professional literature; chair or program chair of state organization).
4. Has role of responsibility at University level (chairs committees; represents University at state level; chair of accreditation committee; works on University-wide projects; provides statewide or regional training.
5. In the area of one's professional expertise, contributes to the resolution of a problem at a national level; serves on a national policy-making and/or advisory board.
6. Provides consultation or training at a national level.

III. Format For Application

Files should be in the following order and Tabs made for each item listed below. Please do not put documents in plastic sleeves. Note that not all items are applicable to all candidates.

TPR Summary Notebook Format

1. Letter from the Candidate requesting Tenure and/or Promotion or Reappointment
2. Candidate's two-page Summary of Achievements in Teaching, Research/Scholarship and Service
3. Routing Slip (Personnel Action Form)
4. Granting of Tenure Form (If Applicable)
5. Letter of Recommendation from Dean
6. Letter of Recommendation from School Director
7. Letter of Recommendation from Peer Review Committee
8. Detailed Curriculum Vita in Standard Form (Follow guidelines in Section IV)
9. Letter of Offer
10. Tenure Agreement Form
11. Spreadsheet (Director's Office will insert)
12. Teaching Effectiveness
 - a. Teaching Evaluation Forms: All forms from all courses taught during the last two semesters. Summary statistics are to be included.
 - b. Any other evidence of teaching effectiveness such as senior exit interviews, alumni surveys, faculty peer evaluations, etc.
13. Research Activities (those not addressed in the Curriculum Vita)
 - a. Research Proposal History.
 - b. Impact of research/scholarship, including literature citations, patents, awards, etc.
14. Service Activity (This may be documented in the letters of recommendation from the School Peer Review Committee [i.e., the PTAR Committee], School Director, or Dean).
15. Copies of Faculty Evaluation Form 3 for the last three years (Candidates for reappointment should submit the Form 3 Evaluation from the preceding year).
16. External peer review letters (required for tenure and/or promotion only). [Note: See Section V.]

IV. Curriculum Vita

The CV is an important component of the application as it provides a summary of the applicant's career achievements. The following format should be used (use headings and subheadings as applicable). Listings of publications and presentations should follow APA guidelines. When listing items, list from most recent to earliest.

NAME

Education: List degrees on separate lines, include date, university, and location.

Professional Training: Provide dates, title, and place for any that apply.

- Post-doctoral Fellowships
- Teaching Assistantships
- Research Assistantships

Academic Appointments: Provide dates, title, and place.

Other Professional Positions and Major Visiting Appointments: Provide dates, title, and place.

Public School Teaching (and/or Administrative Positions): Provide dates, title, school name and location.

Licensure and Certification List dates, type of license or certification and number of state license or certification.

Honors and Awards: List date and provide brief description of award or honor (include teaching, research, and service awards)

Editorial Boards: (List dates and title of journal)

Publications: Using the categories indicated below, list only publications that are in print or in press. **Applying the APA format** for all entries, list publications only once. Do not list abstracts from conferences or ERIC documents.

- Books and Monographs
- Refereed Journal Articles and Chapters
- Newsletter Articles and Non-refereed Journal Articles
- Published Book Reviews and Invited Commentaries
- Technical Reports
- Patented or Copyrighted Materials (Include name of product, date of copyright and/or patent and appropriate identifying information.)
- Other Creative Products (e.g., software) (Include title of product, date of publication or production and appropriate identifying information.)

Presentations (Conference Presentations and Invited Lectures and/or Seminars): **Using the APA format and the categories *international, national, regional and state***, list names of presenter(s), date, title of presentation, conference, and location.

- Refereed Conference Presentations
- Invited Conference Presentations
- Teacher In-Service Workshops

Grants: (List grants in the following categories. Indicate date, name of grant and project number, sponsoring agency, amount of grant, and status of funding. List principal investigator and co-investigators.)

- Research Grants
- Teaching Grants and/or Instructional Grants

Invited Reviews of Manuscripts and/or Proposals

- Book Manuscripts (Give date, book and/or chapter title, and publisher.)
- Journal manuscripts (Give date, title of journal, and manuscript number.)
- Grant Applications (Give date, name of funding agency, and project number.)

Professional Leadership Positions: (List dates, title, and committee. Indicate office held--e.g., chair, president, etc.--if applicable and whether position was elected or appointed.)

- International/National
- Regional
- State
- University

Courses taught: (List courses taught at each university at which you have taught. Indicate courses that you are currently teaching. List undergraduate and graduate courses separately for each institution. Give dates at each institution.)

Dissertation and Thesis Committees Chaired: (List name of candidate, degree and date granted, title of dissertation or thesis, and institution.)

Related Teaching Activities: (List important teaching activities, including dates for each item.)

V. Procedures for External Peer Review

The following guidelines have been established for the external peer review process for Promotion to Associate Professor or Professor and/or Tenure:

1. A candidate's file must have a minimum of three and a maximum of four external letters from reviewers at research institutions comparable to Clemson University.
2. The PTAR Committee will be responsible for soliciting the external reviews. The candidate will provide the names of five external reviewers with additional reviewers identified by the PTAR Committee. The PTAR Committee will solicit recommendations from a minimum of two reviewers suggested by the candidate. All reviewers should (a) hold rank at or above the level the candidate is applying for and (b) hold academic appointments in research institutions comparable to Clemson University or (c) be a recognized authority in his/her field. A reviewer should not be from Clemson University or the candidate's graduate school and should not have been the candidate's mentor.
3. The candidate is responsible for supplying the PTAR Committee Chair with his/her curriculum vita; a two-page summary of achievements in teaching, research/scholarship, and service; and two to three selected publications. These materials will be sent to external reviewers along with a letter from the PTAR Committee and a copy of the PTAR guidelines.
4. All external review letters will be confidential.