

TENURE , PROMOTION, AND REAPPOINTMENT
FACULTY OF TEACHER EDUCATION
APPROVED IN TE FACULTY MEETING 10.12.07
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PART 1: GUIDELINES

INTRODUCTION

The intention of these guidelines is to explicate what activities, accomplishments, and products are essential or are more heavily weighted in TPR decisions and to suggest how various activities, accomplishments, and products might be documented. Nonetheless, as guidelines, they are not intended to be so explicit as to restrict the academic freedom afforded faculty in pursuing their individual interests and in exercising their individual strengths as scholars. Neither are these guidelines intended to be so explicit as to restrict those making decisions about TPR from considering the broad array of factors that define scholarly accomplishment and professional responsibility within the academy. Inevitably, informed judgment will be necessary to interpret these guidelines. However, the further an individual case deviates from the guidelines, the greater the burden on those individuals involved to provide an explicit rationale and justification for deviations, which must be supported by appropriate documentation whenever possible. Subsequent sections of these guidelines address teaching, scholarship and research, and service, which are the areas conventionally associated with the professoriate and with TPR decisions. These sections describe these respective areas, specify expectations, and provide guidance about how those expectations can be met and documented. The following overarching themes, principles and assumptions cut across the specific areas:

- A positive decision for tenure and promotion to associate professor is dependent on meeting performance expectations in all three areas (i.e., teaching, scholarship and research, and service). In addition, for promotion to professor, evidence of sustained and nationally recognized contributions in the area of scholarship and research of a quality and quantity commensurate with the standards of a research institution is expected.
- Quality supersedes quantity. Quality is typically defined in terms of scope and impact. Thus, for example, national and international activities that have a significant impact are weighted more heavily than local, state, or regional activities in that they have a larger scope. Activities that are smaller in scope must have a larger impact to receive the same weighting.
- Scholars engage in a variety of important and relevant activities that may cut across or pertain to more than one of the areas of teaching, scholarship and research, and service. If any activity is documented in more than one area, the faculty member should provide justification.

TEACHING

Teaching is integral to being a faculty member at a university, particularly among faculty in education and related disciplines. Thus, demonstrating dedicated engagement and effectiveness in teaching is essential to achieving positive recommendations for TPR among the Faculty of Teacher Education. Teaching entails a broad range of activities, all of which can demonstrate engagement and effectiveness in teaching. However, teaching among the School's Faculty of Teacher Education is centered in the responsibility to teach assigned courses, practica, and seminars (hereafter "courses"). Thus, dedication and effectiveness in teaching courses are the starting points for considering achievement in the area of teaching and they are weighted more heavily than other activities related to teaching. Involvement in other activities related to teaching, although relevant, important, expected, and, therefore duly considered in TPR decisions, cannot compensate for a distinct lack of evidence of dedicated engagement and effectiveness in teaching courses.

Elements of Good Teaching. Within the context of teaching courses, elements of good teaching include the following:

- Demonstrating deep knowledge of and involvement with one's discipline and communicating that knowledge effectively to students.
- Engaging students actively and meaningfully in learning the content, processes, and orientations associated with one's discipline.
- Being responsive to students' individual needs and capabilities (e.g., making oneself available outside of class time or nominating students for special awards).
- Engaging in systematic reflection and analysis concerning one's teaching.
- Stimulating in students an interest and participation in one's discipline.
- Articulating clearly a rationale and justification for one's approach to teaching and how that rationale is embedded in the design, content, requirements, and assessment procedures for a particular course.
- Developing among students a scholarly inquisitiveness and perspective.
- Preparing students to become educational leaders with a well-developed sense of professionalism.
- Modeling the values and practices associated with professionalism and scholarly inquiry in teacher education.
- Mentoring and advising students successfully.

Documenting Teaching. The following represent ways to document elements of good teaching (documentation might be assembled into a teaching portfolio, which may accompany materials required for TPR consideration):

- Standard Clemson University student course evaluations (this documentation is required in the TPR process).
- Results of students' responses to special items that may be added to the standard Clemson University course evaluation and that reflect valued elements of teaching not reflected in the standard items.
- Honors and awards for innovative or effective teaching.
- Written peer and/or administrative evaluations (it is recommended that these evaluations include more than a single class visit and that they comment on more than what occurs during class time).
- Course syllabi with relevant sections highlighted and explained, perhaps in relation to the valued elements of good teaching outlined in the previous section or to other elements related to one's personal rationale for teaching (see the next item).
- A written statement of the theoretical and/or philosophical rationale for one's approach to teaching, preferably including an explicit grounding in the appropriate literature.
- Exemplary student products (e.g., a paper, a portfolio).
- Student accomplishments directly related to one's course(s) (e.g., students' rate of passing certification examinations or a student's publication or award that originated in one's course).
- A personal journal summarizing one's activities and reflections in relation to teaching a course or several courses.
- Published work directly related to one's teaching.

Other Valued Activities in the Area of Teaching. Examples of other valued activities that will enhance the possibility of a positive TPR decision in the area of teaching, if appropriately documented, include the following:

- Curriculum and course development.
- Advising and mentoring students outside of teaching courses.
- Honors and awards for mentoring or for other aspects of teaching not directly related to courses.
- Grants related to improving one's own teaching or the quality and effectiveness of teaching in the School, College, or University.
- Publications aimed specifically at improving teacher education.
- Student awards achieved under the faculty member's direction (e.g., an advisee whose dissertation wins an award).
- Mentoring one's peers successfully in the area of teaching.
- Serving as the advisor to an active student organization related to one's discipline.
- Evaluation data from participants of presentations, workshops, or other non-course teaching contexts.

SCHOLARSHIP AND RESEARCH

Generating new knowledge and disseminating it through scholarly outlets are the complementary activities that define a research university. Thus, evidence of involvement and accomplishment in the area of scholarship and research is essential to achieving positive recommendations for promotion, tenure, and reappointment.

Generating new knowledge through scholarship and research in education means expanding the boundaries of theory and/or practice related to learning, teaching, curriculum, instruction, and assessment. A variety of methodologies for scholarship and research serve that goal, including empirical investigations and other data-driven projects employing quantitative or qualitative approaches; theoretical formulations, historical analyses, syntheses and reviews of research; and development of instructional methods, materials, or activities. Likewise, a variety of activities fall under the category of conducting and disseminating scholarship and research. However, the most widely accepted means for substantiating one's contributions in the area of scholarship and research is publication in highly regarded, national/international, peer-reviewed scholarly journals. Thus, publishing in such journals is expected and given the most weight in evaluating performance in this area.

Because conducting and disseminating scholarship and research are central to the mission of a research university, it is not possible to receive a positive recommendation for reappointment without evidence of activity in these areas. Further, it is not possible to achieve promotion or tenure without evidence that one is capable of conducting independent, high quality scholarship and research. In most circumstances, that implies at least occasional first or sole authorship of scholarly work.

Another fundamental consideration in making assessments, recommendations, and judgments about TPR in this area is that the quality, impact, and significance of one's scholarship and research will be given precedence over the quantity of one's work. Also desirable is a focused, integrated program of scholarship and research, as opposed to an unrelated collection of scholarly projects and publications. The lists below are not exclusive, but they suggest methods of documenting the quality and impact of journal publications and other activities that indicate an impact in the area of scholarship and research.

Documenting Quality and Impact of Journal Publications. The following are possible ways to document quality and impact of one's publications in journals:

- Prestige of the organization and/or publisher sponsoring the journal.
- Prestige of the editors and/or editorial review board.
- Circulation and audience of the journal.
- Acceptance rate for manuscripts submitted.
- Documented reputation in the field or independent evaluation of the journal's impact.
- Citation of one's article in other prestigious sources.
- Reprints or republication of one's work in prestigious outlets.

Other publications and activities weighted heavily. Contingent on appropriate documentation of quality, impact, significance, and level of involvement, the following are other publications and activities weighted heavily:

- Books and monographs with respected academic publishers.
- Invited publications in highly regarded books or journals.
- Textbooks, curriculum materials, digital media, and other products, that proceed from one's scholarship, particularly when accompanied by evidence that they have been broadly adopted and used.
- Substantial (>\$50,000), highly competitive grants directly related to one's scholarship and research. However, external funding, regardless of the amount or prestige, is not alone sufficient to qualify a faculty member for a favorable TPR decision.
- Election to high offices in scholarly organizations or appointment to prestigious scholarly committees, panels, editorships, review boards, and so forth.
- National awards or competitive fellowships related to scholarship or research.
- Attention to one's work in the popular media at a national level.
- Invited presentations or keynote addresses to prestigious groups or organizations.

Other relevant and valued activities. Although they are weighted less heavily, the following are relevant products and activities in the area of scholarship:

- Peer-reviewed papers, symposia, or panels at national/international conferences.
- Publications or presentations in less prestigious or rigorously reviewed venues.
- Publications of lesser impact such as book reviews, newsletter articles, articles in state journals, and so forth.
- Competitive grants under \$50,000 directly related to and supporting one's scholarship and research.

SERVICE

A university's faculty is composed of independent scholars. However, independent scholars are part of communities that sustain their work and give meaning to it. Service is the category of essential activities in which scholars engage to support those communities. Three prominent communities and opportunities for service are: (a) the University community, which provides opportunities to support immediate colleagues and the mission and responsibilities of the University, (b) the community of disciplinary colleagues, which provides opportunities to support those colleagues individually and collectively, often through professional associations and scholarly societies, and (c) the community of professionals and citizens in the state, the nation, and the world, which provides opportunities to support society by sharing information, advice, and expertise. The latter category is particularly relevant and important to scholars in education, because education is a discipline centered in serving society. It is also particularly relevant because Clemson is a land-grant university, which means, in part, that it has an obligation to share useful knowledge with the citizens of South Carolina. However, to be relevant for TPR, service activities aimed at improving society must be clearly connected to a faculty member's area of professional and scholarly expertise.

All members of the School's faculty are expected to engage in service. It is not possible to obtain a positive recommendation for TPR without evidence of specific service activities. Nor is it possible to obtain a positive recommendation for TPR if there is evidence of consistent resistance to or avoidance of service activities, or a failure to meet accepted practices of professional conduct within the communities that sustain a scholar's work.

All service activities have potential to be meritorious or distinguished and will be judged based on criteria such as the amount of time and effort required the scope and potential impact of an activity, and the degree to which the service activity is innovative in its conception and implementation. Across a scholar's career, there should be evidence of diversity in service across communities, levels, and contexts. In general, the higher the rank and the more time in rank, the greater the expectations for service, because qualifications and opportunities for service are presumed to increase with more experience and with greater accomplishment in scholarship and research.

PART 2: EVALUATING PERFORMANCE

LEVELS OF ACCOMPLISHMENT

The following levels of accomplishment will be used when evaluating a faculty member for tenure, promotion,, and reappointment:

- Unsatisfactory**
- Competence**
- Achievement**
- Achievement with Distinction**

CRITERIA FOR REAPPOINTMENT AND PROMOTION

Criteria for Reappointment: An assessment of at least Competence respectively in the areas teaching research, and service.

Criteria for Promotion to Associate Professor and/or Tenure: An assessment of at least Achievement respectively in the areas of teaching, research, and service.

Criteria for Promotion to Full Professor: An assessment of at least Achievement with Distinction in two areas; the remaining area must be at least Achievement.

ACHIEVING THE CRITERIA IN THE AREA OF TEACHING¹

Competence. To receive an evaluation of Competence in teaching, a faculty member should receive teaching evaluations at least at the university's average for a majority of classes taught. In addition, there should be evidence that he or she is conscientious in meeting classes and in following his or her syllabi. Evidence of conscientiousness includes meeting regularly and punctually with classes at scheduled meeting times, keeping office hours faithfully, keeping advising appointments, and returning students' work in a timely manner. Finally, to receive an evaluation of Competence, a faculty member must also be able to demonstrate that she or he meets departmental obligations related to instruction including attendance at area meetings and contributions to course, curriculum, and program development as needed.

Achievement. To receive an evaluation of Achievement in teaching, a majority of a faculty member's teaching evaluations should be above the university's average. However, faculty who do not consistently achieve above average student evaluations *may* also be given a rating of Achievement if they supply evidence from peer evaluations, student artifacts, course materials (including syllabi), or other documentation (e.g. self-study analyses, philosophy of education statements) that they have worked on improving their classroom instruction by addressing areas of student concern. Finally, to receive a rating of Achievement, a faculty member should, in addition to maintaining a high level of classroom teaching as evidenced by above-average course evaluations, be able to demonstrate one or more of the following or similar activities: (a) substantive contributions to departmental efforts in curriculum and/or program area development, (b) development of instruction-related materials that are available for use by other professionals, (c) success in obtaining-instruction related funding.

Achievement with Distinction. To receive an evaluation of Achievement with Distinction in teaching, a faculty member's teaching evaluations should be well above the university's average. However, faculty who consistently achieve only slightly above average student evaluations *may* be given a rating of Achievement with Distinction if they also supply evidence from peer evaluations, student artifacts, course materials (including syllabi), and/or other documentation (e.g. self-study analyses, philosophy of education statements) that they have worked on improving their classroom instruction by addressing areas of student concern. Finally, to receive a rating of Achievement with Distinction, the faculty member must, in addition to maintaining a high level of classroom teaching as evidenced by course evaluations well above the university's average ratings, be able to demonstrate one or more of the following or similar activities: (a) major contributions to curriculum and/or program area development, (b) development of instruction-related materials that are have been copyrighted, published or patented, (c) conspicuous success in obtaining instruction-related funding.

ACHIEVING THE CRITERIA IN THE AREA OF SCHOLARSHIP/RESEARCH

Competence. To receive an evaluation of Competence in scholarship/research, a faculty member must demonstrate some effort and ability in disseminating their scholarship and research. That effort and ability is demonstrated primarily through publications in state/regional journals and/or second-tier refereed national journals (i.e., the journals are not as prestigious, rigorous, or as widely circulated as the top journals in one's field) . Additional evidence may include presentations at state or regional conferences, technical reports, external grants submitted but not necessarily funded, funded internal University grants, and other products deemed notable in one's field. An evaluation of competence is consistent with scholarship and research that is primarily state or regional, or that is marginally national.

Achievement. To receive an evaluation of Achievement in scholarship/research, a faculty member must demonstrate substantive contributions to his or her discipline in the field of education. Substantive contributions may be demonstrated through publications in national/international refereed journals including first-tier journals. For at least some of these publications, the faculty member should be first author. Additional evidence may include serving as a Principal or Co-principal Investigator on an externally funded grant; national/international presentations; publication of chapters in edited books; evidence that one's research and scholarly activity is found in citation indices; serving as an invited reviewer for books, book chapters or journal manuscripts; presenting invited lectures or keynote addresses at state, regional, or national conferences; serving as an editor, section editor or editorial board member of a state or regional professional journal; and/or serving as an invited review panel member for a national/international

¹ Accomplishments that do not meet the criteria for Competence in teaching, research/scholarship, and service are considered Unsatisfactory.

conference; electronic media development, for example computer software, where there is evidence of national impact; and other products associated with one's discipline. An evaluation of Achievement is consistent with scholarship and research that indicates an emerging national reputation.

Achievement with Distinction. To receive an evaluation of Achievement with Distinction in scholarship/research, a faculty member must make distinctly substantive contributions that go beyond those expected for Achievement and that evidence a national reputation in one's area of scholarship. For example, some first-authored publications should be in the recognized top-tier journals. Evidence of sustained, escalating, and well-established productivity in the area of scholarship and research should be documented as well as the impact of one's work at a national level (e.g., through citation indexes). For example, in addition to journal articles, evidence may include authoring or co-authoring books, scholarly monographs, and chapters in edited books, particularly those published by highly regarded presses and that are outlets for noteworthy scholars in the field; presenting papers, invited talks, and keynotes at national or international conferences; and serving as principal or co-principal investigator on major externally funded grants; editing or serving on the editorial review boards of national/international journals, and serving on national panels or boards based on one's reputation for scholarship. Special awards, citations, or recognitions of scholarship and its use and influence are also indications of Achievement with Distinction in the area of scholarship and research.

ACHIEVING THE CRITERIA IN THE AREA OF SERVICE

Competence. To receive an evaluation of Competence in service, a faculty member must demonstrate effort, diligence, and dependability in basic service activities. Basic service includes serving on standing program and Teacher Education Faculty and School of Education committees when called upon to do so. Activities in mainly state and regional professional associations fall under the category of competence as does sharing one's expertise locally.

Achievement. To receive an evaluation of Achievement in service, activities must go beyond the basic, expected service to one's area, faculty, and school as defined under Competence. An accumulation of activities at this level is expected. Examples of activities at this level include serving on a special task force, running for and/or being elected to a committee, chairing a committee, and serving on a College or University committee going beyond Competence. Achievement in service may also be demonstrated by leadership as an officer or board member of a state or regional professional organization and/or substantial contributions toward state work (e.g., assisting in policy-making or reviewing the professional literature). Related to one's professional expertise, a faculty member may contribute to the resolution of a problem at the state or local level, serve on a state policy-making and/or advisory board, and/or provide consultation or training at the local, regional, or state levels. Leadership as chair of a University, School, or Departmental committee (e.g., chairing a search committee) is another type of activity at the Achievement-level in the area of service. Serving on committees, task forces, and so forth in national organizations and professional societies is also evidence of Achievement-level activity in service. So too is the creation of successful reports that lead to accreditation of a particular program.

Achievement with Distinction. To receive an evaluation of Achievement with Distinction in Service, a faculty member must make notable and distinctive contributions in the area of service in one or more of the following areas: service to the university, service to the community, and service to professional organizations. Distinctive service is characterized by factors related to the time and energies devoted to service, the importance of the service, and the impact of the service. Service activities that contribute to performance at the level of Achievement with Distinction may include leadership as an officer or board member of a national or international professional organization, president or chair of a state or regional professional organization, and/or significant contributor toward national work (e.g., policy-making, boards, or professional literature; chair or program chair of state organization). A faculty member may use his/her professional expertise to assist in the resolution of a problem/issue at a national level, to serve on a national policy-making and/or advisory board, or to provide consultation/training at a national level. Leadership in service at the University may include working on University-wide projects and chairing multiple and/or significant committees such as chair of an accreditation committee, member or chair of a search committee for an upper-level administrator, president of the faculty senate, and so forth. Also to be considered are significant contributions to the development of a well-respected program.