



Department TPR and PTR Documents Routing Sheet
Requirements based on 2022-2023 Faculty Manual

In accordance with the Faculty Manual, each department's TPR document must be approved by the regular departmental faculty, department chair, college dean, and Provost (Chapter V,D1d).

This document is intended to support the documentation of the required approvals.

Department: _____

College: _____

Department Faculty Meeting at which the attached TPR documents were approved:

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Faculty Manual Consultant

I have reviewed this document for conformance to the Clemson University Faculty Manual.

Comments are attached immediately following this cover sheet.

Department Chair

Approved Signature _____

Revision Required (see comments) Name _____ Date _____

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Dean

Approved Signature _____

Revision Required (see comments) Name _____ Date _____

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Provost

Approved Signature _____

Revision Required (see comments) Name _____ Date _____

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Requirements for DEPARTMENTAL TPR and PTR DOCUMENTS – 2022-2023 Faculty Manual

Department: School of Nursing

Date

5/14/2023

NOTE: The TPR document must be approved by the regular departmental faculty, department chair, college dean, and Provost (Chapter V, D1d).

This list may be useful to ensure departmental TPR and PTR documents conform with the *Faculty Manual*.

Compliance

NOTE: Principal lecturers must be incorporated into department TPR documents by August 1, 2021

	Requirement	Reference	Yes	No	N/A
0	Consistent otherwise with the <i>Faculty Manual</i> and internally and with departmental bylaws	Ch III, A1c	X		
1	The TPR document is distinct from departmental bylaws	Ch V, D1c	X		
2	Criteria for tenure	Ch V, D1b	X		
3	Process for tenure	Ch V, D1b	X		
4	Consistent with the requirement that tenure applications, once submitted, cannot be withdrawn (New in 2018-2019 <i>Faculty Manual</i>)	Ch V, C3	X		
5	Qualifications (criteria) for reappointment	Ch V, D1c			
5a	* assistant and untenured associate professor	Ch V, D1b	X		
5b	* research faculty	Ch IV, B2e & B2b, i(3)			X
5c	* extension faculty	Ch IV, B2e & B2b, ii(4)			X
5d	* clinical faculty	Ch IV, B2e	X		
5e	* lecturer	Ch IV, B2e; Ch V, C2b, i	X		
5f	* senior lecturer	Ch IV, B2e; Ch V, C2c	X		
5g	* principal lecturer (Can delay until Aug 1, 2021)	Ch IV, B2e; Ch V, C2d	X		
5h	* Professor of Practice	Ch IV, B2e			X
6	Processes for reappointment (annual except as noted below)	Ch V, D1c			
6a	* assistant and untenured associate professor	Ch V, D1b	X		
6b	* research faculty	Ch IV, B2e			X
6c	* extension faculty	Ch IV, B2e			X
6d	* clinical faculty	Ch IV, B2e	X		
6e	* lecturer	Ch IV, B2e; Ch V, C2b, i	X		
6e, i	* including feedback from senior and principal lecturers	Ch V, D1g	X		
6f	* senior lecturer	Ch IV, B2e; Ch V, C2c	X		
6f, i	* including feedback from senior and principal lecturers	Ch V, D1g	X		
6f, ii	* at least every three years and in penultimate year	Ch V, C2c, i	X		
6g	* principal lecturer (Can delay until Aug 1, 2021)	Ch IV, B2e; Ch V, C2d	X		
6g, i	* including feedback from principal lecturers	Ch V, D1g	X		
6g, ii	* at least every five years and in penultimate year	Ch V, C2d, i	X		
6h	* Professor of Practice	Ch IV, B2e			X
7	Qualifications (criteria) for promotion	Ch V, C4a, i			
7a	* to associate professor	Ch IV, B1f, iii	X		
7b	* to full professor	Ch IV, B1f, iv	X		
7c	* research faculty ranks	Ch IV, B1e			X
7d	* extension faculty ranks	Ch IV, B1e			X
7e	* clinical faculty ranks	Ch IV, B1e	X		
7f	* to senior lecturer	Ch IV, B1e & B2i, iv(3),(b)	X		
7g	* to principal lecturer (Can delay until Aug 1, 2021)	Ch IV, B1e & B2i, iv(4),(b)	X		
8	Processes for promotion	Ch V, D1c			
8a	* to associate professor	Ch V, D1c	X		
8b	* to full professor	Ch V, D1c	X		
8c	* research faculty ranks	Ch V, D1c			X
8d	* extension faculty ranks	Ch V, D1c			X
8e	* clinical faculty ranks	Ch V, D1c	X		
8f	* to senior lecturer	Ch IV, B2i, iv(3),(b)	X		
8f, i	* including feedback from senior and principal lecturers	Ch V, D1g	X		
8g	* to principal lecturer (Can delay until Aug 1, 2021)	Ch IV, B2i, iv(4),(b)	X		
8g, i	* including feedback from principal lecturers	Ch V, D1g	X		
Procedures and committee structure of departmental TPR committees, adhering to <i>Faculty Manual</i> requirements to include at least the following:					
9	• Procedures the TPR Committee must follow	Ch V, D1c	X		
10	• The composition of the TPR committee shall be defined in the TPR document (change from 2018-2019; this committee need not be elected)	Ch V, D1e, i	X		
11	• The TPR committee's members shall not be appointed by the department chair (new in 2019-2020)	Ch V, D1e, i	X		

12	• Voting rights on a committee making tenure recommendations are limited to tenured regular faculty	Ch V, D1e, ii	X		
13	• The Committee shall be composed of full-time regular faculty members excluding individuals who as administrators, have input into personnel decisions such as appointment, tenure and promotion	Ch V, D1e, ii	X		
14	• Voting rights on a committee making a recommendation concerning promotion to rank or appointment at a rank are limited to regular faculty with equivalent rank or higher	Ch V, D1e, iii	X		
15	• The Committee must have a minimum of three departmental members, and a mechanism to elect additional members from outside the unit if not possible that is consistent with Ch V, D2a, ii	Ch V, D1e, iv	X		
16	• Departmental procedures for peer evaluation shall be in writing in the TPR document and shall be available to the faculty, the chair, the dean, and the Provost	Ch V, D1f, i	X		
Guidelines providing details of the PTR process adhering to <i>Faculty Manual</i> requirements to include at least the following:					
17	Post tenure review criteria and processes are documented in the TPR document	Ch V, G3a	X		
18	• Specific guidelines	Ch V, G3a	X		
19	• Specification of ONE option for external representation	Ch V, G6a	X		
19a	• Process for <i>selecting</i> an external PTR member if this is part of the Post-tenure review process	Ch V, G6a, ii	X		
19b	• If external letters are required for post-tenure review, there must be at least four letters, two from list of six submitted by faculty member	Ch V, G6e			X
19c	• Allow each faculty member under review the option of either having external letters solicited or incorporating the external committee member in the review process	Ch V, G6a, iii			X
20	• Procedures for creating the Post-Tenure Review Committee (need not be separate from the TPR Committee; need not be elected)	Ch V, G4a	X		
21	• Only tenured faculty may serve on the PTR Committee	Ch V, G4b	X		
22	• The PTR Committee shall have a minimum of three members	Ch V, G4c	X		
23	• Faculty members in Part II of PTR are not eligible to serve on the PTR committee	Ch V, G4d	X		
24	• The PTR Committee shall elect its own chair	Ch V, G4e	X		



**Clemson University School of Nursing
TPR Guidelines for Promotion and Reappointment of
Lecturers, Senior Lectures, and Principal Lecturers,
Tenure Track Faculty and Clinical Track Faculty**

The following ranks are not in the SON: Professor of Practice, Extension Faculty or Research Faculty

Overview of Manual

This document, *Guidelines for Promotion and Reappointment of Lecturers, Senior Lecturers, and Principal Lecturers, Tenure Track and Clinical Faculty* provides Nursing faculty at Clemson University with specific performance expectations in the areas of teaching, scholarship, and service, consistent with the department vision and mission. This document explains how expectations are applied to the reappointment and promotion process for faculty within the department and how faculty might articulate their achievements as aligned with each expectation.

Clemson University's School of Nursing (SON) adheres to the Clemson University *Faculty Manual* in all matters related to reappointment, tenure, and promotion. If for any reason this document is not in adherence with the Clemson University *Faculty Manual*, the guidance of the *Faculty Manual* will take precedence.

Tenure, Promotion, and Reappointment Committee

TPR committees shall be composed as defined in this department TPR document, subject to the restriction that committee members shall not be appointed by the department chair. The School of Nursing Elections Committee will:

1. Prepare and distribute a ballot of all nominees for committee membership in the School based on Faculty preferences.
 - a. In case 5 members cannot be elected to the TPR committee, the Elections committee will solicit nominees from other units to be included in the ballot.
2. Report results of elections to Faculty Council.
3. Appoint Faculty members to fill vacancies on School Committees.
4. Make recommendations for bylaws revisions.

Membership




1. Five (5) full time tenured teaching faculty, excluding those who serve as administrators.
 - a. One member shall be a Professor.
 - b. One member shall be an Associate Professor.
2. Six (6) full-time special faculty with equivalent or higher rank of special faculty being reviewed.
 - a. Senior Lecturer, Principal Lecturer, and Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor.

Functions




1. Review applications for tenure, promotion, and/or reappointment of faculty according to the School of Nursing criteria and Clemson University *Faculty Manual*.
2. Provide an orientation and an annual update to the TPR review system for all faculty.
3. Provide each applicant for tenure, promotion, and reappointment an individual written statement of Findings and Recommendations relative to the application.
4. Make recommendations to the School of Nursing Director for the tenure, promotion, and reappointment of School faculty members.
5. Make recommendations to the SON Director for new appointments to School faculty with immediate tenure, tenure probationary periods of two (2) years or less, or for appointment at rank higher than Assistant Professor.
6. Make recommendations to the School of Nursing faculty for changes in policies, procedures, practices, and criteria for tenure, promotion, and reappointment.

**See the School's bylaws for the department vision and mission.*

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Section I: Lecturer Faculty

-  Lecturer
-  Senior Lecturer
-  Principal Lecturer

I. Expectations for Performance in Teaching

The School of Nursing at Clemson University cultivates undergraduate and graduate students with the knowledge and critical thinking skills necessary to succeed in a professional or advanced academic environment and in society as engaged global citizens. To that end, excellence in teaching is a fundamental requirement for continued service in the department.

Faculty who do not demonstrate excellence in the classroom at Clemson generally do not stand to be reappointed, tenured, and/or promoted.

- A. Dimensions of Excellent Teaching.** Nursing faculty are expected to demonstrate effective (1) instructional design, (2) classroom management, (3) course management, (4) counsel to students outside the classroom, (5) classroom cultures of collaborative, collegial learning, and (6) participation in graduate education (where and when appropriate).
- B. Demonstrating Excellence in Teaching.** To demonstrate excellence in the above areas, nursing faculty should consider providing, but not limit themselves to, the following list during the reappointment and promotion process:
- **Student evaluations.** While student evaluations of instructors have certain limitations, they serve an important part in the overall evaluation of effective teaching. Nursing faculty should be viewed by a majority of students as effective teachers. Teaching evaluations are expected to be acceptable.
 - **Teaching observations.** The written reports of peers and administrators performing teaching evaluations as part of the regular reappointment, tenure, and promotion process are encouraged to be included as evidence of teaching excellence.
 - **Pedagogical materials.** Teaching materials, classroom exercises and assignments, and syllabi can be used to illustrate quality instruction.
 - **Awards.** The acknowledgement of distinction in teaching by one's peers clearly supports a case for excellence. This includes peer-reviewed teaching or advising awards and the exceptional achievements of former students.
 - **Material related to advising.** In addition to coursework, undergraduate and graduate advising is considered part of teaching responsibilities, which can be demonstrated through evidence including but not limited to successful completion of graduate and undergraduate honors theses by advisees, chairing or serving on thesis and dissertation committees, and accomplishments of advisees.
 - **Unsolicited support.** Other material may include unsolicited letters or emails from students, peers, or administrators related to teaching.

For more information, see Appendix A: Guidelines for Excellence in Teaching.

II. Expectations for Performance in The Scholarship of Teaching and Learning

Nursing faculty at Clemson University are at the cutting edge of scholarship in diverse areas of healthcare that serves to ensure our students receive quality classroom education at both abstract and applied levels. The School of Nursing supports research and scholarship based on Boyer's Model, which recognizes that faculty scholarship is not just traditional research, but occurs across four domains: discovery, application, integration, and teaching and learning. These domains are unique parts of a complete system. Scholarship in one domain can lead to scholarship in another, such as a literature review (integration) identifying a new research study (discovery). Boyer's Model fits SON faculty, who are well-rounded scholars, making contributions in a variety of ways to the profession. Scholarship can occur in an academic or practitioner role. There is a need for a more inclusive view of what it means to be a scholar. As such, excellence in scholarship is a fundamental requirement for which enriches the practice of non-tenured faculty. The Scholarship of Teaching involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.

- a. **Dimensions in the Scholarship of Teaching and Learning.** The purpose of the scholarship of teaching and learning is to study and improve teaching models and practices to achieve optimal learning. Scholarship of Teaching and Learning benefits students' educational experience directly, but there is added value to the institution and faculty. Innovation in teaching and learning is central to improving as an educational institution. Reciprocal benefits between faculty and students can emerge; interactions in the classroom may inspire scholarship of teaching and learning.
- b. **Demonstrating Excellence in Scholarship of Teaching**
 - **Development of new or substantially revised courses, curricula**
 - **Innovative teaching materials/strategies**
 - **Educational research projects** resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
 - **Funded Projects** by external or internal grants to support instructional activities
 - **Technical, procedural or practical innovations** made clinically or professionally
 - **Digital scholarship.** Blogs / commentaries as communication in virtual spaces, Open Education Resources (OER), digital publishing, production of videos for instruction
 - **Dissemination of innovative pedagogy.** (e.g., a conference presentation abstract or a teaching publication in a *peer-reviewed nursing journal* or a similar outlet) may support a case of excellence in teaching, publication of textbooks or teaching materials
 - **Publications with undergraduate and graduate students.** Guiding students through the research process is important in the development of future scholars, e.g. Creative Inquiry, Faculty Mentor for Departmental Honors Students

III. Expectations for Performance in Service

All faculty members are expected to engage in service activities that are consistent with their rank and teaching requirements. In addition to service to the department, college, and university, disciplinary service is valued, and examples include serving on committees, reviewing papers for annual conferences, and so forth

Attention should be given to the amount, quality, and impact of one's service contribution. Contextual issues such as teaching load, scope of assigned administrative responsibilities, and opportunities for service will be evaluated.

- A. Guiding Assumptions.** The following recommendations are made with the assumption that each faculty member will be required to document performance in each major area, and that qualitative determinations will be made based on the nature of the service (e.g., reviewing manuscripts for a major national journal or conference will "count" more than the same activity done at the local or regional level). Service contributions should be appropriate to the needs of the department as well as individual expertise.
- B. Definitions of Service.** Service may include but is not limited to the following definitions in each area.
- To internal publics of the Department, College, and University:
 - Organizing/participating in professional development and other events for the department's graduate students
 - Serving on and chairing committees (relative to nature of position)
 - Participation in co-curricular activities
 - Sponsorship of student organizations
 - Participation in fundraising/development/outreach activities, approved by the Department Chair in advance
 - Conducting/planning workshops, colloquia, trainings
 - To external publics in the Discipline, add to the above:
 - Maintenance of clinical practice
 - Editorships, reviewing manuscripts, chairing panels
 - Membership in disciplinary and interdisciplinary organizations
 - Leadership roles in disciplinary and interdisciplinary organizations
 - To external publics in the community and professional service: To be considered service for the purpose of evaluating faculty performance, any community service must be related to providing consultation on matters involving nursing and/or healthcare (i.e., be related to our profession). Examples could include maintaining clinical practice, participating in services for community organizations, participating in relevant educational events, or teaching healthcare skills and knowledge to community members.
- C. Methods Used to Evaluate Service.** Service requirements depend on the nature of the position, individual expertise, and seniority, with the nature of service expectations increasing in scope and significance to reflect development of individual faculty over time. Service expectations should be determined collaboratively among the Director, TPR Committee, and faculty member. All senior faculty are expected to make significant contributions in the areas of service to both internal and external publics. Service performance will be evaluated annually by the

department's TPR Committee and Director through the reappointment, tenure, promotion, and post-tenure review processes, and individual service expectations will be communicated to faculty through this process.

IV. Reappointment and Promotion

It is the responsibility of each faculty member to make his or her best case for continued reappointment and promotion.

- Lecturers will be reviewed for reappointment annually and when seeking promotion to Senior Lecturer and Principal Lecturer
- Senior lecturers will be reviewed for reappointment in the penultimate year of their appointment as described by the Faculty Manual
- Principal lecturers will be reviewed for reappointment in the penultimate year of their appointment as described by the Faculty Manual

Demonstrated scholarly achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for promotion. We note that an openness to innovative forms of achievement is desirable, which instill broadmindedness and curiosity. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, and other special forms of professional activity by the faculty member should be considered when applicable.

The process of reappointment is stated in the Clemson University *Faculty Manual* and faculty are encouraged to review these procedures.

The university shares with faculty a system for organizing reappointment materials, such as CVs, teaching evaluations, copies of research articles, and so forth. It is important that all required materials are submitted for reappointment, including items such as previous reappointment letters, copies of evaluations, letters verifying special recognitions, and other materials by required dates. It is also vital that all scholarly pursuits (e.g., publications, articles in press, conference papers, and grants) be represented in an accurate manner.

When assembling reappointment materials, faculty members should make certain all information is accurate. The task is to make a cogent argument for continued reappointment, which is best constructed with a parsimonious letter and CV indicating accomplishments and pursuits continued from the previous year, as well as inclusion of all required forms and existing letters. Peer Evaluation: The TPR committee shall solicit recommendations from senior lecturer(s) and principal lecturer(s) in a manner consistent with the TPR documents in the reappointment review of lecturers, the promotion review of lecturers to senior lecturers, the promotion of senior lecturer to principal lecturer and the reappointment review of senior lecturers and principal lecturers.

In all cases, it is the responsibility of a faculty member to make the best case for reappointment, tenure, and/or promotion.

- A. **Criteria for Reappointment as Lecturer.** To maintain their status as a lecturer in the Department of Nursing, lecturers must maintain and continue excellence in the areas of teaching and service. This means a continued demonstration of evidence of excellent teaching, as well as the performance of service to the mission of the department, college, and/or university.
- B. **Criteria for Promotion to Senior Lecturer.** Promotion to senior lecturer will follow all guidelines and procedures outlined in the Clemson University *Faculty Manual*. To be promoted to senior lecturer status in the Department of Nursing, lecturers must meet all of the following criteria:
 - **Years of service.** At least four full academic years of employment (regular nine-month annual appointment) as a full-time lecturer in the Department (lecturers may apply for

senior lecturer status during their fifth year).

- **Excellent teaching.** Applicants should meet all standards listed in this document under section I, expectations for performance in teaching. Applicants should be able to demonstrate excellent teaching through multiple means.
- **Significant service contribution.** Service that shows a commitment to the mission of the Department, College, and University. Examples of significant service may include one or more of the following: service on department, college, or university committees beyond the basic course committee; coordination of creative inquiry/student engagement experiences; serving as a mentor to graduate teaching assistants; assisting with special events, projects, or other activities sponsored by the department, college, or university.
- **Consistently positive annual reviews.** Annual reviews should be positive (e.g., Form 3 evaluations of 'very good' or 'excellent') for years prior to the application for promotion to senior lecturer. Unless otherwise stated in a faculty contract, excellence in research is not an expectation for promotion to senior lecturer. That said, contributions to quality research made by a candidate should be noted.

B. Criteria for Reappointment as Senior Lecturer. To maintain their status as a senior lecturer in the Department of Nursing, senior lecturers must maintain and continue excellence in the areas of teaching and service. This means a continued demonstration of evidence of excellent teaching, as well as the performance of significant service to the mission of the department, college, and university consistent with that which led to their promotion to senior lecturer.

C. Criteria for Promotion to Principal Lecturer

1. **Years of service.** At least four full consecutive academic years of employment (regular nine-month annual appointment) as a full-time senior lecturer in the Department.
2. **Excellent teaching.** Applicants should meet all standards listed in this document under section I, expectations for performance in teaching. Applicants should be able to demonstrate excellent teaching through multiple means.
3. **Significant service contribution.** When compared to expectations for promotion to senior lecturer, the service expectations for promotion to principal lecturer are primarily changed in terms of quality, not necessarily quantity. Applicants should demonstrate a significant and consistent program of service that is strategically selected and aligns with the department, college, and university strategic plans. This focused and programmatic approach to service should also include mentoring lecturers and, where appropriate, graduate teaching assistants.




Strong candidates for promotion to principal lecturer will demonstrate significant engagement across various levels of the institution (i.e., department, college, and university). Examples of service should include the following: significant service on department, college, or university committees beyond the basic courses committee; coordination of creative inquiry or similar student engagement experiences; serving as a mentor to graduate teaching assistants and/or full-time lecturers; assisting with special events, projects, or other activities sponsored by the department, college, and/or university.

4. **Consistently positive annual reviews.** Annual reviews should be positive (e.g., Form 3 evaluations of 'very good' or 'excellent') for years prior to the application for promotion to principal lecturer. Unless otherwise stated in a faculty contract, excellence in research is not an expectation for promotion to principal lecturer. That said, contributions to quality research made by a candidate should be noted. Peer Evaluation:

The TPR committee shall solicit recommendations from principal lecturer(s) in a manner consistent with the TPR documents in the reappointment review of senior lecturers, the promotion review of senior lecturers to principal lecturers, and the reappointment review of principal lecturers.

- D. Criteria for Reappointment as Principal Lecturer** To maintain their status as a principal lecturer in the Department of Nursing, principal lecturers must maintain and continue excellence in the areas of teaching and service. This means a continued demonstration of evidence of excellent teaching, as well as the performance of significant and programmatic service to the mission of the department, college, and university consistent with that which led to their promotion to principal lecturer.

Section II: Tenure Track Faculty

-  Assistant Professor
-  Associate Professor
-  Full Professor

Tenure, Promotion, and Reappointment Guidelines for Assistant, Associate and Full Professor

The School of Nursing Tenure, Promotion, and Reappointment (TPR) Committee is responsible for making appointment renewal, promotion and tenure recommendations in accordance with the procedures set forth in the Clemson University Faculty Manual and the School of Nursing By-laws. These guidelines and procedures share a common philosophy with the College of Behavioral, Social and Health Sciences and Clemson University through which the performance of all tenure track faculty applicants for tenure, promotion, and/or reappointment may be equitably evaluated.

The guidelines establish School of Nursing criteria and performance standards as indicators of Achievement with Distinction (referred to as Distinction), Achievement and Competence in the areas of teaching, research/scholarship and service. The primary goal of these guidelines is to establish standards and expectations that will enable the School of Nursing and the College of Behavioral, Social and Health Sciences to achieve regional and national recognition for excellence. The guidelines are also intended to promote faculty career planning and development.

Review Process

The Department's TPR Committee and Director will conduct separate and independent evaluations of probationary faculty in the area of research and scholarship, teaching and service performance each year, offering feedback to each faculty member regarding his or her progress toward meeting expectations for producing quality in all three areas. It is a faculty member's responsibility to keep the committee and Director informed of their progress during their probationary period (pre-tenure) and to meaningfully respond to feedback.

Tenure

The granting of tenure requires that the applicant meet performance criteria for promotion to the rank of Associate Professor. The awarding of tenure on appointment requires that the applicant meet the performance criteria of Professor.

Appointment

Appointment to a tenure track faculty position as Assistant Professor in the School of Nursing requires an earned doctorate in nursing or related field from a college or university accredited by the National Association of Schools and Colleges. The TPR committee will be involved in the review and determination of rank of all new tenure track appointments.

Reappointment and Promotion

Assistant Professor

Reappointment requires:

- A consistent and progressive record of meeting indicators of Competence in each of the three areas of evaluation.
- A demonstration of potential for continued advancement in rank through a progressive record by meeting indicators at the level of Achievement in each of the three areas of evaluation.

Associate Professor

Appointment or promotion requires:

- A consistent and progressive record of meeting indicators at the level of Achievement in all three areas of evaluation during prior-six years.
- Demonstrated accomplishments in meeting indicators of Distinction in Teaching or Research/Scholarship.
- Must have a minimum of **10** articles as primary author in peer reviewed journals within the prior 6 years. Recognition at the level of Distinction requires a minimum of **12** articles as primary author in peer reviewed journals. [Primary authorship requires first or second author (third with student) or evidence of substantial contribution.]
- Primary authorship of funded external grant(s)
- Demonstrated potential for continued advancement in rank. [e.g., established a program of research that demonstrates a trajectory for continuance.]

Professor

Promotion to professor requires:

- Consistent and progressive record of meeting indicators at the level of Achievement in each of the three areas of evaluation during the prior 9 years:
- Demonstrated progressive record of accomplishments at the level of Distinction in Research/Scholarship and either Teaching or Service.
- Primary authorship of 20 publications [Primary authorship requires first or second author (third with student) or evidence of substantial contribution.]
- Successful external research grant funding post tenure is required.

External Review

Promotion to the rank of Associate Professor or Professor and the awarding of Tenure require internal review by the Tenure, Promotion, and Reappointment Renewal Committee and external peer review by faculty of equal rank in a comparable School of Nursing. Names of six external reviewers will be solicited from the candidate and six names of external reviewers from the TPR Committee. The external reviewers must have knowledge of the candidate's background or specialty and their letters must state their relationship to candidate, if any. From this list of 12 potential reviewers, a minimum of three persons will be selected by the TPR Committee to review the dossier, and an additional three must be from the candidate's list, for a total of six reviewers. Materials that will be submitted for external review are: 1) the candidate's narrative statement, 2) the candidate's vitae, 3) copies of three publications of candidate's selection, 4) a copy of the School of Nursing Guidelines for Tenure, Promotion, and Reappointment and 5) a letter from the TPR Committee stating the number of publications and amount of grant funding. The letter should also contain a statement that additional supportive materials, if needed, will be forwarded at the reviewer's request. All external review letters received by the TPR committee will be forwarded with the candidate's portfolio.

Performance Criteria and Standards

The following definitions of performance standards will be used in evaluating faculty petitions for tenure, promotion, and reappointment. Each criteria cited under Achievement and Distinction in the faculty narrative must be documented with appropriate evidence.

- **Competence** refers to activities expected of faculty members. Only a summary is required with no documentation. It is expected that criteria in this category are reflected at higher levels in future submissions.
- **Achievement** refers to substantive contributions to one's discipline and/or academic and professional specialty area and which have an extended impact or influence.
- **Distinction** refers to significant contributions to one's discipline and academic or professional specialty area which have expansive or far-reaching impact at the national or international level or influence to the discipline and profession.

The following bullets are examples of what may be submitted as supporting evidence. Additional examples may be submitted with the label "item for consideration" identified at the level of Achievement or Distinction.

Research/Scholarship

Distinction

- Primary investigator or significant contributor of major externally funded grant
- Primary investigator or significant contributor in multidisciplinary research team of externally funded research grant
- Publications (minimum of two in one year) as primary author of, or significant contributor to, scholarly articles in refereed journals.
- Editorial board member or editor for refereed journal or scholarly book in print
- Author/co-author of scholarly book or published monograph
- Citations of works in published articles (refereed journal) or books
- Nationally recognized scholarly contribution to electronic media development
- Invited keynote speaker at national or international professional conferences
- Scholarly papers and/or symposia presented at national or international professional conferences
- Reviewer for national research organization grants (minimum of two), (e.g. NINR, NIH, NIA, NSF)
- Chapter in published scholarly textbook
- National certification or recertification from an approved primary certifying body of the specialty

Achievement

- Scholarly paper or symposium presented at national or international professional conference
- Publication (or in press) as primary author/significant contributor of scholarly publication in a refereed journal
- Primary investigator or significant contributor of internally funded University, College or School research grant
- Primary investigator or significant contributor of major external research grant proposal submitted for funding
- Invited reviewer for book, book chapters, or journal manuscripts
- Appointment on review panel for major professional conference
- Citation of work in dissertation, technical report or non-refereed journal article

- Contribution to electronic media development or informatics
- Paper or symposium presented at state or regional conference
- Reviewer for national research organization grant (e.g. NINR, NIH, NIA, NSF)
- Primary author of poster presentation at national or international professional conference
- Activities to maintain expertise as evidenced by a regular clinical practice at the advanced practice level
- Submission of IRB proposal for international research project
- Directing students in innovative research projects

Competence

- Book or chapter in progress
- Scholarly manuscript submitted to refereed journal
- Paper or symposium presented at local meeting
- Article or paper in progress
- Research grant proposal in progress
- Primary author of poster presentation at university or college conference

Teaching

Distinction

- Mastery of subject matter and course content (state or national recognition)
- Curriculum consultant to Schools and Colleges of Nursing
- Recipient of professional, University, or College teaching awards
- Recognition for development of innovative pedagogical methods and materials
- Publication of widely adopted or acclaimed textbooks, cases, books of readings, simulations or other instructional materials
- Significant leadership and contributions to curriculum development, including electronic delivery
- Recipient of competitive grant supporting innovations in teaching and instruction
- Leadership in generation of significant grant funding which supports new programs or instructional programs
- College or University recognition for teaching performance
- Serve as national or international evaluator of educational programs
- Chair of theses, clinical problem committees or other special projects committees resulting in publications or presentations (evidence of significant mentoring)
- Visiting professor at a foreign higher education institution
- Leads and manages an ongoing, sustainable study abroad program extending over 2 or more years

Achievement

- Consistent above average teaching evaluations as reported by standardized evaluations
- Chair of thesis, clinical problem committees or other special projects committees
- Membership on thesis or special projects committees resulting in publications or presentations (evidence of significant mentoring)
- Recognition by peers and students for superior clinical laboratory teaching and mentoring
- School recognition for outstanding teaching performance
- Contributions to curriculum through membership of College or University Curriculum Committee
- Directing innovative, independent student projects

- Coordination of multi-section courses
- Development of new courses
- Significant advising of students
- Delivers subject matter clearly, concisely and in an organized manner
- Major revisions of existing courses for web-based/distance education or incorporation of technological advances
- Invited guest lecturer for a foreign higher education institution
- Develops and leads or co-leads a study abroad program
- Develops and teaches an online (virtual) course in collaboration with an external institution

Competence

- Average evaluations of teaching performance as reported by standardized evaluation forms
- Activities to improve and refine of teaching performance and effectiveness
- Contributions to curriculum through membership on department curriculum committee
- Advising of students

Service

Distinction

- Officer in national or international professional organization
- Member of national policymaking and /or advisory board
- Program chairperson of a national or international meeting
- Chairperson of state or regional conference
- Appointed or elected to a major state or national commission or taskforce
- National or international recognition
- Chairperson of major University, College or School Committee
- Development of significant faculty practice opportunities as evidenced by awards, contracts or grants to the school, which support the faculty practice mission of the School.
- Recognition by profession or peers for clinical contributions, clinical expertise and clinical competence
- Recognition by peers as an authority in area of specialized clinical practice
- Serving on boards of directors or trustees of health-related organizations
- Invited expert to present current practice, standards for clinical protocols and current research relative to medical and nursing therapeutics to clinical peers at professional meetings
- Demonstrates major faculty leadership role responsibility at the University level
- Initiate and direct major School or College innovation/project
- Leads and manages an ongoing, sustainable international service-learning program extending over 2 or more years

Achievement

- Officer in state or regional professional organization
- Program Chairperson of a state or regional meeting
- Appointment or elected position on local commission, taskforce or board
- Presentation or coordination of in-service or continuing education to other professionals at state or national level
- Service on College or University committees
- Development of current practice guidelines and practice standards
- Demonstrates major faculty leadership role at the School or College level
- Faculty advisor to student organizations resulting in significant student achievements

- Writes scholarly health-related information articles for clinical agency brochures, newspapers, newsletters
- Participates regularly in faculty practice to maintain and enhance clinical skills
- Participates regularly in advanced level faculty practice to maintain and enhance clinical skills
- Develops and leads or co-leads an international service-learning project

Competence

- Demonstrates contributions through membership on School committee
- Participates in health-related professional and/or community activities
- Presents health-related topics to community groups at local level
- Demonstrates contributions to the profession through active membership and participation in professional organizations

Faculty employed full time for three or more years in tenure track prior to approval of the revised document may opt to utilize the document in place when they were hired. All others will adhere to these guidelines.

Approved School of Nursing Faculty Spring 2018

Approved School of Nursing Faculty September 25, 2017

Approved Dean of College of Behavioral, Social and Health Sciences _____, 2017

Post-Tenure Review

Overview

The purpose of Post-Tenure Review (PTR) is to evaluate rigorously a faculty member's professional contributions. Although the focus of PTR is on the performance of the individual since the individual's last tenure or post-tenure review, the overall contribution of the individual faculty member to Clemson University should not be neglected. PTR extends to all faculty members holding a tenured faculty position except for a faculty member planning to retire by August 15 of the same academic year in which the PTR would occur, providing that a binding letter of intent to retire is signed waiving the PTR.

Coverage of PTR

PTR occurs every five years, and is coincident with the beginning of the next five-year cycle. The first five-year period begins at the time that tenure is granted. Promotion during that period does not alter the schedule for review. PTRs are conducted during the fall semester when one or more faculty members in a department or equivalent unit are scheduled for review. See the Clemson Faculty Manual for PTR and special circumstances.

PTR Guidelines.

The primary basis for PTR is the individual's contributions in the areas of research and/or scholarship, teaching, and service. Guidelines must be flexible enough to accommodate faculty members with different professional responsibilities. PTR shall not infringe upon the accepted standards of academic freedom. Sex, age, ethnicity, and other factors unrelated to an individual's professional qualifications shall not be considered in the review process. Chairperson of the academic department and the dean of the college must not be involved directly in the PTR process at the departmental level. The PTR must be linked to annual reviews. Please refer to Appendix C, Best Practices for a Performance Review System for Faculty and Appendix D, Best Practices for Post-Tenure Review in the Faculty Manual as needed.

PTR Committee

A PTR committee will be constituted in accordance with departmental Post-Tenure Review Guidelines whenever any faculty member is scheduled for regular review or in a period of PTR remediation. Only tenured regular faculty members are eligible for membership on the PTR committee. The committee must have a minimum of three members. The PTR committee will elect its own chair.

- In cases in which the department does not have enough tenured regular faculty members to constitute a PTR committee, the departmental Tenure, Promotion, and Reappointment committee will elect regular faculty members from other departments who are qualified to serve on the PTR committee.

Faculty members subject to Part II of PTR will be recused from participating in this second stage process.

Part I, Post-Tenure Review

The PTR committee reviews the ratings received on the most recent available series of five years of annual performance reviews, as specified in the "Best Practices for Post-Tenure Review". Merit salary increments are based on these annual performance reviews, as is consistent with Appendix D, Best Practices for Post-Tenure Review in the Faculty Manual.

- All tenured faculty members receiving no more than one (of five) annual performance rating of "fair," "marginal," or "unsatisfactory" in Part I of the Post Tenure Review process receive a Post-

Tenure Review rating of “satisfactory.” These faculty members are thereby exempt from Part II of Post-Tenure Review.

- All tenured faculty members receiving two or more annual performance ratings of “fair,” “marginal,” or “unsatisfactory” will be reviewed under Part II of PTR.

Part II, Post-Tenure Review

Allow faculty member under review the option of either having external letters solicited or incorporating the external committee member in the review process. The faculty member undergoing Part II of PTR must provide, at a minimum, the following documents to the PTR committee and the department chair:

- A recent copy of the curriculum vita (paper or electronic);
- A summary of student assessment of instruction for the last 5 years including a summary of statistical ratings from student assessments of instruction (if appropriate to the individual’s duties);
- A plan for continued professional growth;
- Detailed information about the outcomes of any sabbatical leave awarded during the preceding five years.





The chair of the academic unit must provide the PTR committee with copies of the faculty member’s annual performance reviews covering the preceding five years. The PTR committee will provide a written report to the faculty member. The faculty member should be given at least two weeks to provide a response to the committee. Both the committee’s initial report and the response of the faculty member will be given to the dean of the academic unit. The department chair will submit an independent written report to the faculty member who will then have two weeks to provide a response. The chair’s original report and the faculty member’s response will be forwarded to the college dean.

The ratings of either Satisfactory or Unsatisfactory will be used in all stages of the review by the PTR committee and the chair.

- If both the PTR committee and the chair, or either the PTR committee or the chair, rates the candidate as satisfactory, the candidate’s final rating shall be satisfactory.
 - If the candidate’s final rating is satisfactory, the dean will forward that information to the Provost in summary form without appending any candidate materials.
- If both the PTR Committee and the Chair rate the candidate as unsatisfactory, the candidates final rating shall be unsatisfactory.
 - If the candidate’s final rating is unsatisfactory, the dean will forward all materials to the Provost.
 - Remediation must occur when individuals receive a rating of Unsatisfactory so there is time to correct deficiencies detailed in the PTR reports.
 - The chair in consultation with the PTR committee and the faculty member will provide a list of specific goals and measurable outcomes the faculty member should achieve in each of the next three calendar years following the date of formal notification of the unsatisfactory outcome.
 - The University will provide reasonable resources (as identified in the PTR reports and as approved by the chair and the dean) to meet the deficiencies.
 - The chair will meet at least twice annually with the faculty member to review progress.
 - The faculty member will be reviewed each year by the PTR committee and the chair, both of

- whom shall supply written evaluations.
- At the end of the three-year period, another post-tenure review will be conducted.
 - If the outcome is again Unsatisfactory, the faculty member will be subject to dismissal for unsatisfactory performance.
 - Dismissal for Unsatisfactory Professional Performance, when recommended, will be subject to the rules and regulations outlined in CHAPTER V H. in the Faculty Manual.
 - If the review is Satisfactory, then the normal five-year annual performance review cycle will resume.

Section III: Clinical Track Faculty

-  Clinical Instructor
-  Assistant Clinical Professor
-  Associate Clinical Professor
-  Full Clinical Professor

Criteria for Promotion of Clinical Faculty

Clinical Faculty, which include the titles of clinical professor, clinical associate professor, clinical assistant professor, and instructor (depending upon professional qualifications) may be granted to persons of professional nursing qualifications who perform teaching, research, service, or extension functions in a clinical environment and/or supervising students in an academic, clinical, or field settings in connection with the School of Nursing. Promotion of clinical faculty will follow all the guidelines and procedures outlined in the Clemson University *Faculty Manual*. Clinical faculty will be expected to adhere to department expectations regarding performance in teaching, research/scholarship, service/outreach, practice as listed in the Clinical Track Doctoral Promotion Criteria (non-tenure) listed on the following pages.

Clinical Track Doctoral Promotion Criteria (non-tenure)

CATEGORY	Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
TEACHING	1. Acceptable score on overall effectiveness for course evaluations and advisement.	1. Effectively participates in implementation and evaluation of assigned courses.	1. Demonstrates collaborative work with colleagues in course and curricular design, implementation, and evaluation.	1. Provides leadership in course and program design, implementation, and evaluation.
	2. Acceptable score on overall effectiveness on peer review evaluation.	2. Demonstrates ongoing evaluation and revision of classroom and clinical teaching.	2. Demonstrates effective use of innovative teaching methods for classroom and clinical learning.	2. Recognition as role model for classroom/clinical teaching.
	3. Provides evidence of clinical expertise	3. Contributes latest evidence-based practice to SON curriculum.	3. Ongoing contributions of latest evidence-based practice to SON at all levels.	3. Provides leadership in ongoing SON curriculum development and revision, consistently incorporating best practices.
		4. Demonstrates collaborative relationships with agency personnel in clinical course implementation and evaluation.	4. Promotes unique clinical experiences to provide optimal learning.	4. Provides leadership to develop and/or expand connections with agencies to facilitate learning experiences.

CATEGORY	Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
SCHOLARSHIP/ RESEARCH	1. Demonstrates evidence-based practice and teaching in clinical setting.	1. Collaborates in scholarly/creative activities including evidence-based projects and other scholarly activities.	1. Collaborates in promoting, planning and implementing evidence based scholarly/creative activities.	1. Leads an ongoing program of evidence based scholarly/creative activities with other colleagues.
	2. Evidences ability to facilitate scholarship activities in the clinical setting.	2. Submits a minimum of 1 manuscript as primary author* in a peer-reviewed journal every other year.	2. Publishes a minimum of 1 manuscript as primary author* in a peer-reviewed journal every other year.	2. Demonstrates a consistent record** of scholarship/research.
		3. Participates in a minimum of one presentation (papers/posters) at state/regional/national/international levels.	3. Primary author for minimum of 2 presentations (papers/posters) at state/regional/national/international levels.	3. Demonstrates a consistent record of leadership in collaborative presentations at state/regional/national/international levels.
			4. Contributes to the planning and writing of grant proposals related to area of expertise.	4. Provides leadership in grant development related to expertise.

*Primary authorship is defined as first or second author with faculty colleague or third author if student is first author.

**Minimum of 5 publications as primary author over a 5 - 7 year period.

CATEGORY	Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
PRACTICE	1. National certification in clinical specialty or equivalent	1. Provides clinical expertise at state, national, or international level.	1. Develops reputation for excellence in clinical practice at the state / regional / national / international level.	1. Maintains reputation for excellence in clinical practice at the state/regional/national/International levels.
	2. Member in professional organization related to area of expertise.	2. Participates in professional organization related to area of expertise at state/regional/national/international levels.	2. Provides substantial contribution to professional organization in area of expertise at state/regional/national/international levels.	2. Provides leadership in professional organization(s) in area of expertise at state/regional/national/international levels.

CATEGORY	Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
SERVICE / OUTREACH	1. Member on one SON committee or task force.	1. Provides evidence of active service on SON committee or task force.	1. Provides evidence of ongoing contributions to SON/ University committee or task force.	1. Provides active leadership on SON and/or University committee
	2. Contributes to the health of the community through service or faculty practice.	2. Demonstrates contributions to the health of the community via service or faculty practice.	2. Provides service or consultation within area of expertise to state or regional entities.	2. Leads initiatives in service consultation.
			3. Develops opportunities for clinical service at agency and/or community level.	3. Plans and implements service projects or programs at state/ regional/national/ international levels.

CATEGORY	Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
Minimum Academic Experience or Equivalent <i>Must meet promotion criteria in all four categories</i>	Terminal degree (DNP; PhD; EdD) Masters prepared seeking a terminal degree with 50% completion of program*	Minimum one year FT as Clinical Instructor	Minimum four years FT in academia	Minimum seven years FT in academia
	Minimum one year FT, if new to academia before eligible for promotion	Comparable FT academic practice at an R1 institution	Comparable FT academic practice at an R1 institution	Comparable FT academic practice at an R1 institution

*Promotion to Assistant Clinical Professor requires completion of terminal.

Approved School of Nursing Faculty May 2017.

Appendix

Appendix A: Guidelines for Excellence in Teaching

The following table identifies the five characteristics the department deems necessary to achieving excellence in teaching along with strategies for achieving such excellence and concrete sources of measurement of such excellence.

Goal	Strategy	Measurement
I. To demonstrate effective instructional design skills	1. Demonstrate knowledge and understanding of current theories and methods in practices related to teaching areas	A. Review of course materials (syllabus, assignments, goals/objectives, grading criteria) B. Student feedback C. Self-reports
	2. Promote and encourage connections among knowledge, attitudes, and skills	A. Review of course materials (syllabus, assignments, goals/objectives, grading criteria) B. Student feedback C. Self-reports
	3. Indicate rigorous and fair grading standards	A. Review of course materials (syllabus, assignments, goals/objectives, grading criteria) B. Student feedback C. Self-reports D. Review of grade distributions
II. To demonstrate effective classroom management skills	1. Promote and encourage connections among knowledge, attitudes, and skills	A. Student feedback B. Peer observations C. Self-reports
	2. Foster open and supportive educational climates	A. Student feedback B. Peer observations C. Self-reports
	3. Demonstrate well-organized instructional skills	A. Student feedback B. Peer observations C. Self-reports
III. To demonstrate effective course management skills	1. Return graded materials promptly and submit final grades according to university deadlines	A. Student feedback

	2. Keep students informed of progress in course	A. Student feedback
	3. Adhere to course requirements as written in syllabi	A. Student feedback
	4. Respond to student communication in a timely manner	A. Student feedback
IV. To provide effective counsel and/or advising outside the classroom	1. Be available to students outside of class	A. Student feedback
	2. Maintain an attitude of concern toward students	A. Student feedback B. Peer observations C. Self-reports
	3. Provide quality academic advising (if applicable)	A. Student feedback B. Finished student work
	4. Assist in developing educational goals and objectives (if applicable)	A. Student feedback B. Finished student work
V. To contribute to a culture of collaborative, collegial learning	1. Collaborate with peers to share pedagogy and research with peers to bolster student learning	A. Review of course materials B. Published works C. Peer observations D. Self-reports
	2. Serve as a contributing member of the faculty on committees related to department / college / university curriculum and pedagogy	A. Peer observations B. Self-reports
	3. Share pedagogical innovations with broader academic community	A. Published works B. Self-reports

TPR guidelines updated and approved by SoN director *May 2021*.
 Approved by CBSHS Dean and Provost *June 2021*