CLEMSON
U N I V E R S I T Y

Department TPR and PTR Documents Routing Sheet

In accordance with the 2019-2020 *Faculty Manual,* each department's TPR and PTR 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: **Communication**

College: **Behavioral, Social and Health Sciences**

Department Faculty Meeting at which the attached TPR documents were approved: **August 21, 2019**

Faculty Manual Consultant

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

Please note that the faculty meeting at which this document was approved was August 21, 2019; the previous draft was approved in March 2019 but subsequently revised and approved in the revised state.
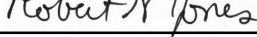
Department Chair Joseph Mazer (Sep 24, 2019)   Sep 24, 2019

◉ Approved   ○ Revision Required (see comments) Joseph Mazer

Dean Leslie Hossfeld (Oct 9, 2019)   Oct 9, 2019

○ Approved   ○ Revision Required (see comments)   Leslie Hossfeld

Provost Robert H Jones   Aug 7, 2020

⊗ Approved   ○ Revision Required (see comments)

Requirements for DEPARTMENTAL TPR and PTR DOCUMENTS – 2019-2020 *Faculty Manual*

Department: Communications Date 7/17/2020

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*. Updated 8/12/2019.

Compliance

NOTE: Principal lecturers must be incorporated into department TPR documents by August 1, 2021 to be facilitate promotion in Fall 2021.

	Requirement	Reference	Yes	No	N/A
0	Consistent otherwise with the *Faculty Manual* 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4	Consistent with the requirement that tenure applications, once submitted, cannot be withdrawn (New in 2018-2019 *Faculty Manual*)	Ch V, C3	X		
5	Qualifications (criteria) for reappointment	Ch V, D1c			
5a	* assistant and untenured associate professor	Ch V, D1b	*		
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		*	
6f	* senior lecturer	Ch IV, B2e; Ch V, C2c	X		
6f, i	* including feedback from senior and principal lecturers	Ch V, D1g		*	
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		*	
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		*	
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		*	

Procedures and committee structure of departmental **TPR** committees, adhering to *Faculty Manual* requirements to include at least the following:

		Reference	Yes	No	N/A
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	*		

#	Requirement	Reference			
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 *Faculty Manual* 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 *selecting* 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
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		

Comments

5a   These criteria are in the section titled "Criteria for Promotion to Associate Professor with Tenure", in section 4 titled "Review Process". It might be better to title the section as "Criteria for reappointment of untenured faculty and promotion ... " since this section now addresses the criteria for tenure for faculty hired as untenured associate professors.

6e, i; The Committee of Senior Lecturers is in the Bylaws, but does not include Principal Lecturers. Therefore, at this time, the mechanisms for including feedback
6f, i; from principal lecturers do not exist.
8, f, i:

11   Strictly interpreting the Faculty Manual requirement, the statement "For promotion to the rank of professor, additional committee members may be appointed by the dean of the college in consultation with the department chair." is consistent with the requirement that TPR committee members not be appointed by the department chair.

Department of Communication, Clemson University
Guidelines for Reappointment, Tenure, and Promotion

Approved by the faculty on August 21, 2019.

Overview of Manual

This document, *Guidelines for Reappointment, Tenure, and Promotion*, provides Communication faculty at Clemson with specific performance expectations in the areas of teaching, research, and service, consistent with the department vision and mission. This document explains how expectations are applied to the reappointment, tenure, and promotion process for faculty within the department and how faculty might articulate their achievements as aligned with each expectation.

Clemson University's Department of Communication 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.

See the Department's bylaws for the department vision and mission.

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I. Expectations for Performance in Teaching

The Department of Communication 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.** Communication 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, communication 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. Communication faculty should be viewed by a majority of students as effective teachers. Teaching evaluations are expected to be highly rated **(consistently above a four on a five-point quantitative scale)** with **response rates of at least 75% in each section.**
- **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.
- **Development and dissemination of innovative pedagogy.** Grants or funding for teaching- or advising-related activities, new course creation and/or curriculum development, and scholarly journal articles and conference presentations specifically related to pedagogy (e.g., a conference G.I.F.T.s paper or a teaching exercise published in *Communication Teacher* or a similar outlet) may support a case of excellence in teaching.
- **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.
- **Publications with undergraduate and graduate students.** Guiding students through the research process is important in the development of future scholars.

- **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 Research

Communication faculty at Clemson University are at the cutting edge of research in diverse areas of human communication. This scholarship serves to help ensure that our students receive quality classroom education at both abstract and applied levels. As such, excellence in research is a fundamental requirement for continued service in the department for tenure line faculty.

A. **Dimensions of an Excellent Research Program.** Regarding scholarly research, the Department of Communication strives to be egalitarian in terms of epistemology, with faculty pursuing scholarship in a variety of traditions. Faculty members have agreed that the process of **blind peer review is the most rigorous and equitable means of determining the significance of a program of scholarship.** Whether one engages in qualitative or quantitative pursuits, recognized scholars who serve on editorial boards determine whether articles, books, and other submissions assist in advancing the knowledge base in communication.

   The communication discipline has traditionally relied upon the quality of placement and number of publications when evaluating research productivity. With this in mind, the department acknowledges that blind peer-reviewed publications are the dominant, but not the sole indicator of research productivity or prestige, and will strive to balance tradition with broadmindedness, creativity, and a forward-thinking awareness of emerging forms of scholarship. Note, however, **under no circumstances do vanity publications and for-pay conferences, journals, etc. count toward research productivity.**

   The Personnel Committee recognizes that publications carry different levels of prestige and effort. For example, a blind peer-reviewed book published by a prestigious scholarly press could represent the equivalent of multiple blind peer-reviewed journal articles. An article published in a journal with acceptance rates in the single digits, for instance, is a significant accomplishment that would be weighted higher than a less competitive journal. Such publications not only build the reputation of the individual faculty member, but also build the reputations of the department and the larger university.

   The Department recognizes the evolving means by which scholars advance the knowledge base in communication, contribute to scholarly conversations, and build the reputations of the scholar, department, and university. Such broadmindedness reflects the same that we wish to impart in our students. We wish to be forward-looking and open to considering advances in the forms and modes of scholarly production. **Blind, peer-reviewed scholarly publications should make up the bulk of evidence of research excellence, but faculty may also make the case for other forms**. One may make a case, for instance, for editorial peer-reviewed publications and other publications to count toward scholarly activity to some degree.

The following items *could* be appropriate equivalences for blind peer-reviewed journal articles:

- Longer-form scholarly publications, such as individually authored or edited books or journal issues, or monographs; all peer-reviewed and published by a reputable publisher
- Book chapters, peer-reviewed (if not blind) and published by a reputable publisher
- Scholarly books (authored or edited) published by a reputable publisher

Furthermore, knowledge may be advanced in ways other than strictly defined publications. Absent the familiar model of publication review, it is important for faculty to present substantial evidence of peer review in such projects. Invited publications that do not travel through a process of blind or editorial peer review, such as newspaper stories, magazine articles, blog posts, or podcasts, require the candidate to make a clear and compelling case for their counting in the process of assessment to some degree, due to, for example, the prestige of the publication or the impact of the article.

External grant funding, while not a publication, is evidence of quality research and/or contribution to the department and institution. Applications for such funding are strongly encouraged, and competitive external grant funding is part of an excellent research program.

In general, the writing of textbooks (i.e., books that reorganize and redistribute existing knowledge) by junior faculty is discouraged; to be considered research, any book must clearly illustrate original thought, undergo blind peer review or significant and documented editorial review, and advance knowledge in the discipline.

The department strongly encourages faculty members to choose their research pursuits wisely. **Appendix B advises probationary faculty in the selection and balance of such pursuits.** Faculty should keep in mind that expectations may vary depending on where a faculty member is in their career trajectory. Pre-tenure faculty will wish to focus more on blind, peer-reviewed scholarship. Post-tenure faculty who are established in the field may have more freedom to explore alternate modes of scholarship. See below for further detail. Reviews conducted by the department's Personnel Committee and Department Chair should be instructive in this regard.

B. **Demonstrating an Excellent Research Program.** To demonstrate an excellent research program, communication faculty should consider the following during the reappointment, tenure, and/or promotion process:

1. **Regarding blind peer-reviewed publications. Appendix C provides probationary faculty with a partial list of journals that are widely accepted and agreed upon as quality outlets of peer-reviewed scholarship.** Faculty may also wish to supply data that supports the quality and rigor of blind peer-reviewed publications. This includes, but is not limited to:
- Impact factor of the publication

- Acceptance rate of the publication
- Sponsoring organization and/or press publishing the research
- Citation information regarding a particular book or article
- Distribution information
- Description of individual contribution to co-authored work

2. **Regarding non-blind peer-reviewed publications and creative work.** In these cases, it is the faculty member's responsibility to document the worth of the activity through substantial evidence such as, but not limited to:
- Rigor: Editorial reviews, feedback, and revisions, correspondence, competitiveness of grant, etc.
- Prestige: Grants awarded, circulation or visibility of publication or venue, centrality of outlet to relevant discussions, etc.
- Impact: Reviews, reprints, citations, interviews, rankings, etc.

C. **Authorship.** Sole authorship versus co-authoring varies across different areas of our field. While evaluators for cases pertaining to tenure, promotion, and/or reappointment will make a holistic assessment of all evidence, here are some general guidelines:
- A faculty member's publications should not be entirely co-authored. Evidence of scholarly impact and potential is demonstrated by having multiple sole-authored publications.
- Candidates are encouraged to describe their contribution to co-authored publications.
- Publications co-authored with students are encouraged and valued, and faculty may make a case for greater authorship credit regardless of published authorship order. These types of publications cannot comprise the bulk of a faculty member's research program.
- There is no easy formula for calculating the equivalences of publications. Sole author or first author on a team of two or three generally carries more weight than being a member of a team of five. However, if that team of five produced an article in an internationally recognized journal as part of a federally funded research grant (e.g., *Journal of the American Medical Association*, NIH) it could be viewed as on par, or even more favorably, than a sole authored piece in an obscure journal.
- Expectations for sole authorship versus co-authorship in subareas of our field will also be taken into account.

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. **Faculty on the tenure-track should always be cognizant of the time required of service activities and whether certain pursuits might compromise time better spent elsewhere.**

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.

1. 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

2. To external publics in the Discipline, add to the above:
- Editorships, reviewing manuscripts, chairing panels
- Outside reviewer for tenure files
- Leadership roles in disciplinary and interdisciplinary organizations

3. 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 communication (i.e., be related to our profession). Examples could include providing pro bono communication consulting or services for community organizations, participating in relevant educational events, or teaching communication skills and knowledge to community members. Extensive community or professional service will not be considered an adequate substitute for service to our internal publics or to the discipline.

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 Department Chair, Personnel Committee, and faculty member. All senior (tenured) faculty are expected to make significant contributions in the areas of service to both internal and external publics; significant disciplinary service is expected of all senior (tenured) faculty. Service performance will be evaluated annually by the department's Personnel

Committee and Department Chair through the reappointment, tenure, promotion, and post-tenure review processes, and individual service expectations will be communicated to faculty through this process.

IV. Reappointment, Tenure, 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
- Probationary, tenure track faculty will be reviewed for reappointment annually
- 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 tenure. In support of our department's mission to instill broadmindedness and curiosity, we note that an openness to innovative forms of achievement is desirable. 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.

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 Communication, 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 Communication, lecturers must meet all of the following criteria:

   1. **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).

   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**. 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.

   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 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.

C. **Criteria for Reappointment as Senior Lecturer.** To maintain their status as a senior lecturer in the Department of Communication, 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.

D. **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.

E. Criteria for Reappointment as Principal Lecturer

To maintain their status as a principal lecturer in the Department of Communication, 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.

F. Criteria for Promotion to Associate Professor with Tenure

Promotion to associate professor with tenure will follow all the guidelines and procedures outlined in the Clemson University *Faculty Manual*. To be promoted to the rank of associate professor with tenure, probationary faculty will adhere to department expectations regarding performance in teaching, research, and service (sections I, II, and III above). In the rare instance when a faculty member is hired at the associate professor level without tenure, the length of the probationary period and expectations for tenure will be made clear to the faculty member at the time of hire.

Probationary faculty are expected to balance independent programs of research and publication with teaching and service responsibilities. However, the service needs of the

department may not always make an ideal balance possible and assessments of teaching and research should take this into account.

1. **Years of service.** Faculty seeking promotion to associate professor with tenure typically apply for promotion in their sixth full year of service. See the Clemson University *Faculty Manual* for information regarding requesting extensions to the probationary period.

2. **Teaching.** Promotion to associate professor will require a demonstration of excellent teaching (sections I.1-2).

3. **Research productivity.** Probationary tenure-line faculty carrying an average 3-3 teaching load are expected to produce, on average, one major scholarly publication per year or equivalent during the probationary period. Tenure-line faculty carrying an average 3-2 or 2-3 teaching load are expected to produce, on average, one and a half major scholarly publications per year or equivalent (i.e., three over a two year period). Tenure-line faculty carrying an average 2-2 teaching load are expected to produce, on average, two major scholarly publications per year or equivalent. Decreases in teaching load result in increased expectations for research productivity; unless the release was explicitly intended for a non-research purpose. These standards of research productivity should be consistently met. Allocations of institutional resources (e.g., course releases, research assistantships, fellowships, etc.) may be taken into consideration when assessing research productivity.

   Scholarly publications are defined as those that have gone through a process of blind peer review, contain theoretical and/or methodological development appropriate to the work, and published in a relevant, respected, blind peer-reviewed regional, national, or international outlet in human communication or related fields.

   Grant funding is an alternative means through which applicants may demonstrate research productivity. Applicants with a record of significant and external grant funding may substitute these achievement in place of traditional publications provided that a grant is sizeable, the reputation of the funding organization is established, and the applicant has met/is meeting their obligations associated with maintaining said grant (e.g., made their expenditures, completed studies, and submitted manuscripts to scholarly outlets). These criteria will be considered in conjunction with the standards and opportunities offered to particular subdisciplines.

   It is up to probationary faculty members to articulate how their research has met the above outlined expectations for research productivity. See Appendix B, Expectations Regarding Research Productivity for Probationary Faculty, for information regarding issues of authorship and distribution of effort as they regard research productivity over the scope of a faculty member's probationary period.

   Probationary faculty should strive to develop an identifiable program of scholarship that demonstrates a trajectory for success beyond the tenure-track years. Faculty

should demonstrate original thought, as evidenced by sole and first-authorships, as well as collaborate with others at Clemson and other universities when appropriate. In this vein, faculty are encouraged to collaborate with undergraduate and graduate students on scholarly research (such work may also be used as evidence of quality teaching, see section I.2). In all cases of collaboration, faculty should carefully consider issues of ethics as they relate to authorship. The quality of scholarly publication is evidenced by factors used to demonstrate the excellence of research (see II.2).

While the average total number and nature of publications as stated above is a general goal for all faculty, the total number and nature of publications may vary based on the faculty member's assignment and program of scholarship. See expectations regarding performance in research, section II.

4. **Review Process.** The Department's Personnel Committee and Department Chair will conduct separate and independent evaluations of probationary faculty research performance each year, offering feedback to each faculty member regarding his or her progress toward meeting expectations for producing quality research. It is a faculty member's responsibility to keep the committee and Department Chair informed of their progress during their probationary period and to meaningfully respond to feedback.

At the conclusion of the third year (or its equivalent) of the standard six year probationary period, the trajectory of probationary faculty will be evaluated in a more rigorous fashion by the personnel committee and department chair. Within the reappointment request following the completion of their third year, probationary faculty are encouraged to write a thorough letter and provide materials substantiating their performance in their first three years, as well as their trajectory moving forward. These materials will be provided as part of the annual reappointment process. The personnel committee and department chair may use this third year review to make reappointment decisions based on the trajectory and likelihood of a probationary faculty member satisfying the teaching, research, and service expectations of the Department of Communication. No faculty member shall be reappointed without demonstrating excellence in teaching, research, and service. The Department of Communication takes seriously the third year review process as means through which progress to tenure and promotion can be assessed.

Six external referees will evaluate the research portfolio at the close of each faculty member's probation period (tenure and promotion review). Three of these will be selected by the tenure candidate and three will be selected by the Department Chair in consultation with the Personnel Committee. All referees should be established scholars in the communication discipline, as evidenced by their degree(s), appointment(s), or research in areas related to the faculty member's line of research. As external referees should provide objective assessments of the candidate's program of research, the tenure candidate may have worked directly, either as a student or research collaborator, with no more than one external referee at any time in the past.

See the University *Faculty Manual* and department bylaws for additional expectations regarding tenure and promotion review procedures.

G. Criteria for Promotion to Full Professor

Promotion to professor will follow all the guidelines and procedures outlined in the Clemson University *Faculty Manual*. To be appointed to the rank of professor, faculty will continue to adhere to department expectations regarding performance in teaching, research, and service (sections I, II, and III, above).

1. **Years of service.** Faculty seeking promotion to professor may typically apply for promotion no earlier than after five years of service as an associate professor.

2. **Teaching.** Promotion to professor will require a continued demonstration of excellent teaching (sections I.1-2).

3. **Research productivity.** Promotion to professor will require the attainment of national and/or international prominence within research, and mentoring of junior faculty and/or graduate students as researchers.

   Yearly research expectations for faculty seeking promotion to professor are similar in quantity to those of faculty seeking promotion to associate professor with tenure (section IV.3). It is understood, however, that the nature and make-up of a faculty member's work will change as they continue through the arc of their career. As a faculty member prepares to apply for the rank of professor it is permissible that a relatively smaller percentage of their scholarly publications are first or sole authored as they apply more of their time to mentor graduate students and junior faculty.

   Established, tenured faculty also have more lenience in the nature of work that may be permissible, exploring ideas new to them and producing publications that may reach a broader audience than only their academic peers.

   That being said, faculty applying for the rank of professor must demonstrate (1) meaningful and consistent contributions to scholarly discussions within the field, (2) continued demonstration of original thought, (3) the development of a national and/or international reputation for scholarly excellence. In other words, the quality and prominence of one's scholarship are paramount for promotion to professor. It is up to a faculty member to demonstrate the impact and prestige of their research to national and international research communities.

4. **Service.** Similar to expectations for research, faculty members seeking promotion to professor should be engaging in service with national and international implications, including, but not limited to, serving as division chairs/planners for respected conferences (e.g., NCA, ICA, or AEJMC); president of regional associations (e.g., SSCA); or editor/editorial board member of respected journals. Quality service at this career stage also includes, but is not limited to, serving in college/university committees (e.g., faculty senate). Additionally, beyond the scope of the Communication discipline, service to a

state, national, or international entity or organization may demonstrate service worthy of promotion to professor.

5. **Review Process.** Six external referees will evaluate the research portfolio of the applicant for professor in the year that they apply for full professor status. Three of these will be selected by the candidate and three will be selected by the Department Chair. All referees should have attained the rank of professor and be established scholars in the communication discipline, as evidenced by appointment(s) and/or research in areas related to the faculty member's line of research. As external referees should provide objective assessments of the candidate's program of research, the candidate may have worked directly with no more than one external referee at any time in the past. See the Clemson University *Faculty Manual* and department bylaws for additional expectations regarding promotion review procedures.

H. Post-Tenure Review

Post-tenure review shall follow all guidelines outlined in the Clemson University *Faculty Manual*.
- All faculty who receive tenure following the institution of post-tenure review at Clemson University will be reviewed every 6 years (in the sixth year) following the date of tenure.
- Faculty hired with tenure following the institution of post-tenure review at Clemson University will be reviewed every 6 years following the date of hire.
- Time allowed for sabbaticals and leaves will be calculated according to the *Faculty Manual*.
- If a faculty member applies for promotion before their next post-tenure review, that promotion may count as a post-tenure review, if the faculty member so designates. The faculty member's subsequent post-tenure review would be in the sixth year from the year of promotion.

1. Procedures

a. The Department Chair shall advise, in writing, those faculty members who will be subject to post-tenure review by November 1 (approximately one calendar year) of the year prior to the post-tenure review year.

b. The Post-Tenure Review Committee will provide a written report to the faculty member and to the dean of the college. The committee will use the following rating system in its report: **Satisfactory** (no special reward shall be given) or **Unsatisfactory** (leads to remediation).

c. The faculty member will have 2 calendar weeks to provide a written response to the committee. Both the committee's written report and the faculty member's written response will be submitted to the college dean.

d.   The Department Chair will rate the faculty member according to the criteria set out above for associate professors and full professors. The chair shall present the faculty member with a copy of the written evaluation and the faculty member will have 2 calendar weeks to provide a response. Both the chair's written report and the faculty member's written response will be submitted to the college dean. For procedure beyond the department level, see the *Faculty Manual*.

e.   Remediation:
   a)   A faculty member who receives a strong rating of unsatisfactory shall, in accordance with the *Faculty Manual's* guidelines on post-tenure review, be given a period of remediation to correct the deficiencies identified in the post-tenure review.
   b)   The Department Chair, in consultation with the Post-Tenure Review 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 3 calendar years following the date of formal notification of the unsatisfactory outcome.
   c)   The Department Chair will meet at least twice annually with the faculty member to review their progress.
   d)   The faculty member will be reviewed each year by the Post-Tenure Review Committee and the Department Chair, both of whom shall supply written evaluations to the faculty member.
   e)   At the end of the 3-year remediation period, another post-tenure review will be conducted.
   f)   If the outcome is again unsatisfactory, the faculty member will be subject to dismissal for unsatisfactory performance.
   g)   If dismissal for unsatisfactory performance is recommended, the case will be subject to the relevant rules and regulations outlined in the *Faculty Manual*.
   h)   If the outcome is satisfactory, the normal six-year cycle will resume.

2. Required Materials

The faculty member shall present copies of each of the following to the Post-Tenure Review Committee and the Department Chair:

1.   An updated curriculum vita that includes:
   a)   Significant scholarly and/or creative activities such as publications (printed or electronic), papers or presentations given, and participation on panels and in seminars.
   b)   Other professional activities and recognitions such as consulting, serving as an association officer, serving on professional committees, receiving awards, and obtaining grants.
   c)   A record of contributions in such areas as serving on department, college, or university commissions, committees, or councils; serving as a student advisor; assisting in student activities; and performing community services related to his/her professional training and/or activities.

d) Continued growth in the profession.

2. A summary of all teaching evaluations for the previous 5 years, plus 5 complete sets of teaching evaluations.

3. Detailed information about the outcomes of any sabbatical leave awarded within the 6 years prior to the post-tenure review.

4. A plan for continued professional growth.

5. Any additional material requested of the candidate from the Post-Tenure Review Committee. The Department Chair shall provide the Post-Tenure Review Committee copies of the faculty member's annual performance reviews covering the time since the initial tenure or last promotion, whichever is most recent, or since the last post-tenure review.

3. Post-Tenure Review Committee

Each faculty member eligible for post-tenure review will be reviewed by a committee consisting of 2 tenured Communication faculty (elected by the department faculty) and an outside faculty member of their choosing (see procedure below). The same 2 Communication faculty will sit on the committees for all reviews conducted that year. Faculty members subject to post-tenure review that year are not eligible to sit on the Post-Tenure Review Committee. The Post-Tenure Review Committee will elect its own chair.

Since candidates must be evaluated by faculty of their rank or higher, both candidates for the post-tenure review committee must be full professors during any year in which any candidate for post-tenure review is a full professor. If there are not 2 faculty members of appropriate rank to serve on the committee, the Personnel Committee shall elect Clemson faculty from other departments to serve on the Post-Tenure Review Committee. The department chair shall secure the agreement of any elected committee members from outside the department. If one declines, the department's Personnel Committee will hold a second election.

The outside member of the committee will be selected as follows:
1. Faculty coming up for post-tenure review shall, by September 15 of the year of their review, provide the departmental members of the post-tenure review committee with a list of 3-5 acceptable outside candidates.
2. The department chair shall secure the agreement of any elected committee members from outside the department. If one declines, the department's Personnel Committee will hold a second election.

I. Criteria for Promotion of Clinical Faculty

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, and service (sections I, II, III above).

I. Criteria for Reappointment as Professor of Practice

Reappointment of professors of practice will follow all the guidelines and procedures outlined in the Clemson University *Faculty Manual*. Professors of practice will be expected to adhere to department expectations regarding performance in teaching and service (sections I, III above).

V. Department of Communication Reappointment, Tenure, and Promotion Committee

The Department of Communication's Reappointment, Tenure, and Promotion Committee (the Personnel Committee) shall consist of at least 5 full-time, tenured, Graduate Faculty members, one of which must be the director of graduate studies, unless ineligible due to conditions described below. These faculty will be elected annually by all voting faculty in the Department of Communication. Should 5 qualified faculty members not be available to serve, the chair shall, in conjunction with the dean of the college, invite additional colleagues from the university to constitute the 5-person committee. The committee shall be elected yearly and shall elect its chair.

The Personnel Committee shall operate according to the procedures outlined in the Clemson University *Faculty Manual*. Applying the standards outlined in this document, the Personnel Committee shall forward its recommendations on all personnel matters involving tenure, reappointment, promotion, and sabbaticals to the college dean. The committee shall also make recommendations to the college dean on all appointments with immediate tenure, or with probationary periods of two years or less, and on initial appointment to a rank higher than assistant professor. The committee may also be involved in additional personnel matters where appropriate.

Only members at or above the rank of the candidate are eligible to judge the candidate. For promotion to the rank of professor, additional committee members may be appointed by the dean of the college in consultation with the department chair.

To avoid the potential for either real or reasonably perceived conflicts of interest, faculty members who are otherwise eligible shall not serve on the department's Personnel Committee during any academic year in which the following circumstances exist: when the faculty member has submitted an application for promotion, when the faculty member is undergoing post-tenure review, or when the faculty member is undergoing remediation following post-tenure review. In addition, a Personnel Committee member should absent him/herself from committee deliberations when that faculty member has served as a coauthor on a significant portion of a submitted work of the faculty member being evaluated.

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

Appendix B: Expectations Regarding Research Productivity for Pre-Tenure Faculty

Faculty seeking promotion to associate professor with tenure may wish to consider the following tiers as they consider how to distribute their research time and effort. Tiers are defined below and include recommended percentage of total productivity each tier should represent in an applicant's vitae.

Percentages shown below are of the **base expectation for tenure** (as outlined in the Guidelines for Reappointment, Tenure, and Promotion) and actual publication rates depend on the teaching expectations for a given faculty member. **Work done in excess of the base expectation may be of any tier.**

Definitions of tiers:
Tier I > 50% of research productivity
To include:
- Sole or first author blind peer-reviewed journal articles in scholarly publications. A candidate's publications should not be entirely coauthored. Evidence of scholarly impact and potential is demonstrated by having at least some sole-authored publications.
- Longer-form scholarly publications, such as individually authored or edited books or journal issues, or monographs, all peer-reviewed and published by a reputable publisher.
- Principal investigator in award of external grant funding. The relative weight given to a funded grant will depend greatly on both the size of the grant, the reputation of the funding organization, and the competitiveness of seeking process.

Tier II < 50% of research productivity
To include:
- Second author blind peer-reviewed journal articles in scholarly publications.
- Co-principal investigator in award of external grant funding. The relative weight given to a funded grant will depend greatly on both the size of the grant, the reputation of the funding organization, and the competitiveness of seeking process.

Tier III < 25% of research productivity
To include:
- Third author (or below) blind peer-reviewed journal articles in scholarly publications.
- Book chapters, peer-reviewed (if not blind) and published by a reputable publisher.
- Recipient of a research grant from an academic organization (e.g., AEJMC, ICA, or NCA). Conference travel and service grants do not count as a research grant. The money must be obtained for the purpose of funding research. It is the applicant's duty to make any arguments needed to clarify the type of funding received.

Tier IV < 15% of research productivity
To include:
- Unfunded external grant proposals. The weight given to an unfunded grant will depend on both the size of the grant and the reputation of the funding organization. Faculty members should share feedback received from funding agencies regarding unfunded proposals and their plans to move the project forward as part of their research agenda.

- Public outreach connected to one's scholarly work including invited and/or editorial reviewed publications that do not travel through a process of blind peer review but which have explicit connections to a faculty member's research and generate new knowlege. These may include book chapters, institutional reports, journal forum articles, and articles in respected mainstream media. Creative projects intended to connect one's research with a broader audience, such as documentaries, may also fall under this tier. Faculty members must clearly articulate arguments for how this work meets the standard of research and contributes to their broader research agenda.

Figure 1. Visualization of Tiers

Tier I > 50%

Tier II < 50%

Tier III < 25%

Tier IV < 15%
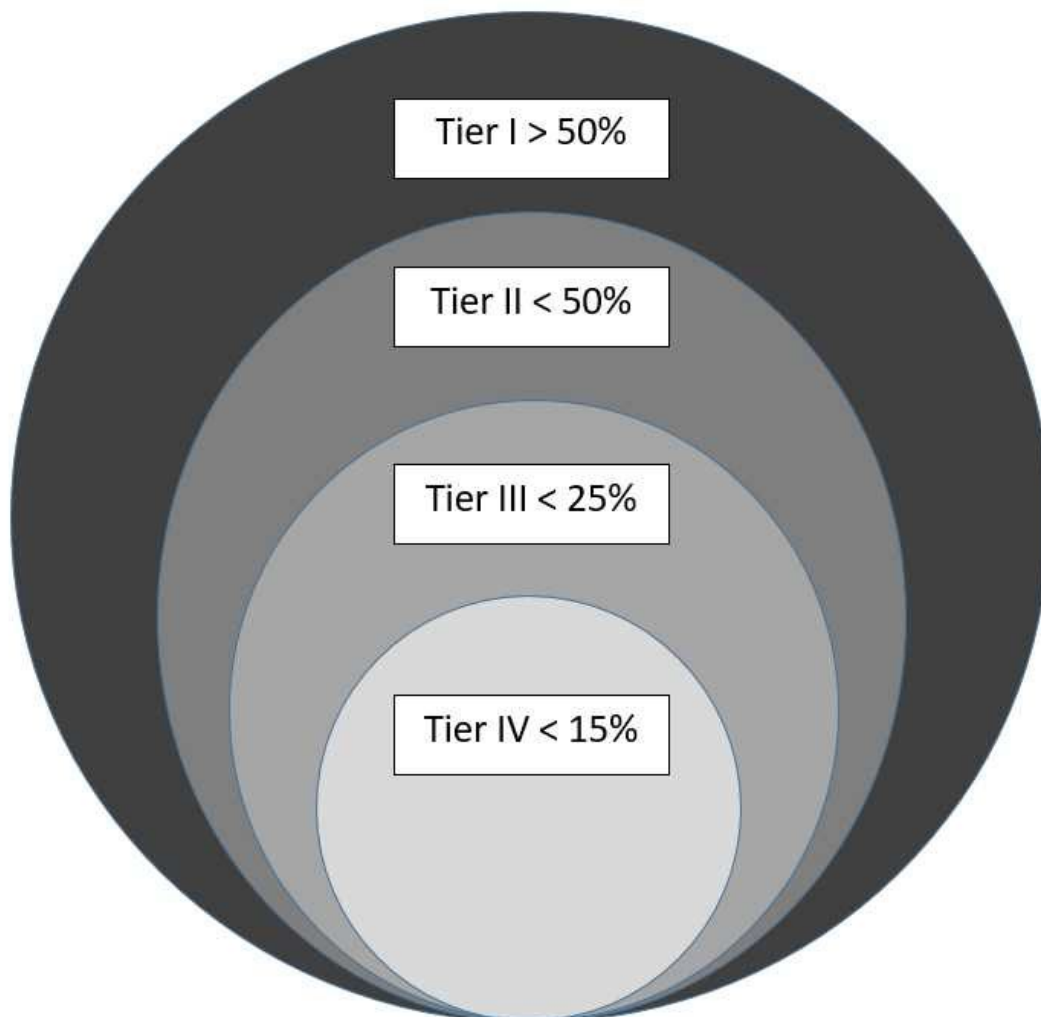
Appendix C: Commonly Accepted Communication Journals

Below is a list of journals that the faculty of the Department of Communication agrees are common and meritorious outlets of peer-reviewed scholarship. These journals are scored on InCites journal rankings, SJR, or considered by a consensus of scholars (e.g., Griffin et al., 2018) as historically important to the field of Communication. This list is not intended to be inclusive of every potential outlet of your scholarship; it is merely a guide to help the targeting of quality and agreed upon journals. Faculty members are still welcomed to publish in additional communication journals or interdisciplinary outlets that they can justify as rigorous and meaningful scholarly journals.

Journal	Publisher	Affiliation Association
Journal of Computer-Mediated Communication	Wiley	ICA
Journal of Communication	Wiley	ICA
Communication Research	Sage	
New Media & Society	Sage	
Political Communication	Taylor & Francis	
Communication Theory	Wiley	ICA
Media Psychology	Taylor & Francis	
Public Understanding of Science	Sage	
Communication & Sport	Sage	
Human Communication Research	Wiley	ICA
Science Communication	Sage	
Communication Monographs	Taylor & Francis	NCA
Journal of Broadcasting & Electronic Media	Taylor & Francis	
Health Communication	Taylor & Francis	
Journalism & Mass Communication Quarterly	Sage	AEJMC
Journal of Social and Personal Relationships	Sage	
Journal of Health Communication	Taylor & Francis	
Mass Communication and Society	Taylor & Francis	AEJMC*
International Journal of Business Communication	Sage	BCA
Feminist Media Studies	Taylor & Francis	
Management Communication Quarterly	Sage	
Public Relations Review	Elsevier Science	
Environmental Communication	Taylor & Francis	
Journal of Public Relations Research	Taylor & Francis	AEJMC*
Discourse & Society	Sage	
Media Culture & Society	Sage	
International Journal of Communication	USC ANN. PRESS	
Journal of Applied Communication Research	Taylor & Francis	NCA
Personal Relationships	Wiley	
Critical Discourse Studies	Taylor & Francis	
Critical Studies in Media Communication	Taylor & Francis	NCA
Quarterly Journal of Speech	Taylor & Francis	NCA

Communication, Culture, & Critique	Wiley	ICA
Communication & Critical/Cultural Studies	Taylor & Francis	NCA
Communication Education	Taylor & Francis	NCA
Communication Methods and Measures	Taylor & Francis	AEJMC#
Communication Reports	Taylor & Francis	WSCA
Journalism & Communication Monographs	Sage	AEJMC
Communication Studies	Taylor & Francis	CSCA
Communication Research Reports	Taylor & Francis	ECA
Communication Quarterly	Taylor & Francis	ECA
Journal of International and Intercultural Communication	Taylor & Francis	NCA
Journal of Sports Media	U. Nebraska	AEJMC#
Philosophy & Rhetoric	PSU Press	
Western Journal of Communication	Taylor & Francis	WSCA
Southern Communication Journal	Taylor & Francis	SSCA
Journal of Communication Inquiry	Sage	AEJMC#
Howard Journal of Communications	Taylor & Francis	
Women's Studies in Communication	Taylor & Francis	
Qualitative Research Reports in Communication	Taylor & Francis	ECA
Text and Performance Quarterly	Taylor & Francis	NCA
Journal of Communication & Religion	Rel. Comm. Assoc.	
International Communication Research Journal	AEJMC#	AEJMC#
International Journal of Sport Communication	Human Kinetics	
Journal of Family Communication	Taylor & Francis	
Computers in Human Behavior	Elsevier	