TENURE, PROMOTION, AND REAPPOINTMENT GUIDELINES

DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT

CLEMSON UNIVERSITY

APPROVED BY THE FACULTY MAY 23, 2015
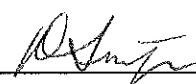

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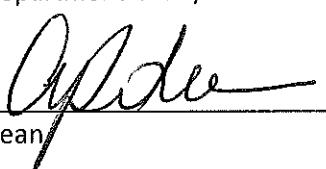
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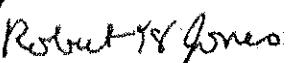
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Procedures and Guidelines for
Tenure, Promotion, and Reappointment

Department of Education and Human Development
School of Education
Clemson University

Approved: May 23, 2015

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The Clemson University Faculty Manual (FM) specifies parameters for decisions and processes concerning tenure, promotion, and reappointment (TPR). However, the FM requires each Academic Department to detail the specific procedures and guidelines it will follow within those parameters (e.g., see FM, Part IV, Section D). The purpose of this document is to provide that specificity concerning TPR in the Department of Education and Human Development (EHD).

1.0 The TPR Committee
1.1 Membership
The TPR Committee (hereafter "Committee") will consist of 5 members with at least 4 full professors. Efforts should be made to ensure representation on the committee from each program area. Each member will be elected in accordance with EHD bylaws, serving staggered 3-year terms to ensure continuity. The Committee will elect its own Chair who must be a full professor. A position on the Committee that is vacated before the completion of a 3-year term will be filled by a temporary appointee of the EHD Department Chair in consultation with the Chair of the Committee. A vacant position will be filled by an appointee for no more than one cycle of the Committee's work, after which time the vacant position must again be filled by a returning or newly elected member.

1.2 Committee Chair
Each year, the Committee will elect or re-elect one of its members to be Chair. The Chair schedules Committee meetings and presides over them. The Chair also represents the Committee to all relevant parties internal (e.g., administrators) and external (e.g., evaluators) to the University. The Chair is also responsible for disseminating information, on behalf of the Committee, to all faculty affected by the Committee's work (e.g., responding to questions from individual faculty or organizing open forums for faculty who are seeking clarifications or who wish to comment on issues related to TPR). The Chair also works with an administrative assistant to insure that the Committee's work and all formal personnel actions in relation to TPR are carried out in a timely, efficient, and appropriate manner.

1.3 Ex Officio Member
Each year, a current Senior Lecturer in EDH will be appointed by the Department Chair to serve as an ex officio member of the Committee. If no Senior Lecturer in EDH is available or agrees to serve, the Department Chair will recruit a Senior Lecturer from another department in the School or from another academic unit in the University. A Senior Lecturer is ex officio, because the FM specifies that TPR recommendation are

limited to regular faculty (FM Part IV: Section D). As an ex officio member, the Senior Lecturer will participate only in discussions pertaining to annual recommendations for reappointment of Lecturers, the promotion of Lecturers to Senior Lecturer, and the 3-year reappointment of Senior Lecturers.

1.4 Process

1.41 Deliberation. Independently, each Committee member will first review each candidate's materials submitted in accordance with University and Departmental guidelines. Based on that review each Committee member will independently rate each candidate's accomplishments in the areas of research/scholarship, teaching, and service, using the following categories: unsatisfactory, competence, achievement, achievement with distinction. Representative examples of the categories in each area are provided in Appendix A. Committee members will also note evidence in support of their assessment, as well as any feedback, constructive advice, and so forth that may be useful to a candidate's development and subsequent evaluation. Committee members' preliminary independent assessments will be shared with other members of the committee followed by an opportunity for open discussion. After discussion, each Committee member will finalize his or her assessment of a candidate and the Committee will then vote on rating accomplishment in each area and on an overall recommendation for reappointment, tenure, and/or promotion, subject to the minimal levels of achievement specified in section 3.0.

1.42 Selecting external/internal reviewers. In the Spring semester, the Chair of the Committee will communicate with all EHD faculty requesting letters of intent from any faculty member desiring to be considered for tenure and/or promotion in the subsequent academic year. Candidates for promotion and/or tenure will submit with their letters of intent suggestions for qualified external reviewers using the form in Appendix B. Lecturers seeking promotion to Senior Lecturer will submit suggestions for internal reviewers who hold the rank of Senior Lecturer. For tenure or tenure-track faculty, the Committee will select 3-5 external reviewers for each candidate, with at least two reviewers being suggested by a candidate. All nominated external reviewers are at or above the rank sought, and are at peer institutions OR highly regarded in the candidate's field of scholarship. A justification must be provided for nominees not at peer institutions. For lecturers seeking promotion, the Committee will select 2-3 reviewers, with at least one reviewer being suggested by a candidate.

1.43 Reporting. In making a recommendation for tenure and/or promotion, or for reappointment, the Committee will report anonymously the configuration of Committee members' independent ratings and the Committee's overall vote in research/Scholarship, teaching, and service. The Committee will cite evidence supporting its ratings in each area and may provide feedback and advice for the sake of faculty development and to guide faculty towards success in future TPR actions.

2.0 General Principles
Principle 2.1

TPR review in EHD serves two primary and complementary purposes: (a) professional development through annual feedback to untenured faculty and lecturers about their progress toward promotion, and (b) evaluation leading to recommendations for reappointment, tenure, and/or promotion. In serving both of these purposes, the TPR review aims to make fair, equitable, unbiased, informed, and duly deliberated recommendations that are in the best interest of individual faculty members, their departmental colleagues, the larger university community, the disciplinary fields with which faculty align, and the communities that EHD and the School of Education aim to serve.

Principle 2.2

Deliberation and decisions related to TPR acknowledge the different roles and expectations for regular and special faculty ranks as defined in the Faculty Manual. In EHD, the distinction between regular and special faculty is evident in the distinction between tenured/tenure-track faculty and lecturers/senior lecturers.

Principle 2.3

Tenured/tenure-track faculty are expected to be active, productive scholars, continuously engaged in research and scholarship, which is a fundamental and essential component of their development and evaluation. Lecturers/senior lecturers are encouraged to be so engaged, but they are not expected to do so. Instead, effective teaching is the fundamental and essential component of their development and evaluation. Nonetheless, as indicated in the FM, Lecturers must document contributions beyond teaching, presumably in the areas of research/scholarship and/or service, to receive a favorable recommendation for promotion to Senior Lecturer, although much less is expected in those areas when compared to tenure-track or tenured faculty.

Principle 2.4

Unlike many fields and disciplines within the University, EHD encompasses applied fields and specialties that imply a greater integration of research/scholarship, teaching, and service, thus the boundaries between these categories often are blurred. Similarly, the Department's constituent fields do not aim to develop and refine knowledge and understanding, for its own sake, nor specifically for the sake of developing commercial products, fixed processes, patents, and decontextualized information. Instead, research/scholarship, teaching, and service are developed and evaluated with the expectations that these activities will substantively advance human wellbeing and promote societal improvement. The TPR Committee respects candidates' well-argued presentations of how their work is integrated across scholarship/research, teaching, and service.

Principle 2.5

Contractual stipulations (i.e., in offer letters) and yearly variations in workload will be considered in TPR deliberations, feedback, and recommendations. However, these stipulations and variations cannot negate Principle 2.3.

Principle 2.6
In general, expectations for accomplishment in all areas increase with seniority and rank.

3.0 Minimal Standards for a Positive Recommendation

Note. Representative examples of rating categories are provided in Appendix A.

3.1 Reappointment: A vote of at least Competence in the respective areas of research, teaching, and service for tenure-track faculty and in the area of teaching for lecturers.

3.2 Promotion to Associate Professor with Tenure: A vote of at least Achievement in the respective areas of research, teaching, and service.

3.3 Promotion to Full Professor: A vote of Achievement with Distinction in the area of Research and in one other area (Teaching or Service) and at least Achievement in the remaining area.

3.4 Promotion to Senior Lecturer: A vote of at least Achievement in the area of Teaching and Service. As specified in the FM (Part III, Section E) promotion to Senior Lecturer is contingent on evidence of accomplishment in areas beyond teaching. Although Achievement in Research/Scholarship is not required for faculty seeking promotion to Senior Lecturer, faculty are encouraged to provide evidence of any involvement in Research/Scholarship as appropriate to their faculty role.

4.0 Research/Scholarship

4.1 Principles
Principle 4.11. A broad range of activities and products fall under the category of research and scholarship. See section 4.3 for examples.

Principle 4.12. Research, involving data collection, analysis, and interpretation, is methodologically inclusive. Methods can include, but are not limited to, quantitative and/or qualitative approaches, meta-analyses, survey research, design-based research, discourse analysis, historical research, literature/research reviews, and so forth.

Principle 4.13. Indicators of quality/impact and of quantity are both relevant factors. However, quality/impact is the primary goal and always supersedes quantity.

Principle 4.14. Quality is established fundamentally through peer review and complementary indicators of national/international status, exclusivity, and competitiveness (e.g., a journal's acceptance rate; a chapter in an exclusive handbook; a large federal grant). Impact can be substantiated through a variety of indicators (e.g., journal circulation and published impact factors; adoption and use of the products of one's scholarship).

Principle 4.15. Publication in the top-tier, peer-reviewed outlet(s) in one's field or specialty is expected as a prominent indicator of quality and impact. This expectation increases with seniority and rank. See section 4.2 for factors that might be documented as evidence of the quality and impact of an outlet for published articles in journals.

Principle 4.16. Collaboration in scholarly endeavors is encouraged and valued, but collaborative efforts must evidence at least occasional leadership (e.g., first or sole authorship or principle investigator).

Principle 4.17. The quality and impact of publications in online, open-access outlets will be assessed on the same basis as conventional printed outlets. That is, online, open-access publications will not automatically be discounted simply because they are not in printed form.

Principle 4.18. Effort and success in seeking external funding is expected, preferably to support research and scholarship. However, external funding alone cannot carry the full weight of accomplishment in research/scholarship. It is acknowledged that some fields or sub-specializations inherently have more limited funding opportunities. When that is clearly the case, expectations are adjusted accordingly. However, even in those cases, there is an expectation that faculty will explore diverse sources of funding and seek collaborations with faculty who are in a better position to obtain funding.

4.2 Quality and Impact of Journal Publications

The following illustrate factors that will be considered in determining the quality and impact of journal publications and that candidates are encouraged to address in their TPR eNotebooks:
- Prestige of the organization and/or publisher sponsoring the journal.
- Prestige of the editors and/or editorial review board.
- Circulation and audience of the journal.
- Acceptance rate for manuscripts submitted.
- Documented reputation in the field.
- Independent evaluation of the journal's impact, for example, through published impact factors.
- Citation of one's article in other prestigious sources.
- Reprints or republication of one's work in prestigious outlets.

4.3 Examples of Other Activities and Accomplishments in Research and Scholarship
The mainstay of scholarship and research is peer-reviewed publication (see Principles 4.12-4.17). Other activities in this area include the following:
- Books and monographs with respected academic publishers.
- Peer-reviewed presentations at national/international conferences.
- Invited publications in highly regarded books or journals.

- Textbooks, curriculum materials, digital media, and other products, that proceed from one's scholarship, particularly when accompanied by evidence that they have been broadly adopted and used.
- Election to high offices in scholarly organizations focusing on research or appointment to prestigious scholarly committees, panels, editorships, review boards, and so forth.
- National awards or competitive fellowships related to scholarship or research.
- Attention to one's scholarship in the popular media at a national level.
- Invited presentations or keynote addresses to prestigious groups or organizations.
- Publications or presentations in less prestigious or less rigorously reviewed venues and of lesser impact such as book reviews, newsletter articles, articles in state journals, and so forth.

5.0 Teaching

5.1 Principles

Principle 5.11
Teaching encompasses a diverse range of activities that go beyond being the instructor of a scheduled class. See section 5.3 for examples.

Principle 5.12
Results of the standard university evaluation questionnaire that students are requested to complete in each course are one source of documentation for a faculty member's accomplishments in teaching. Student evaluations and academic advising must be summarized in materials submitted for TPR.

Principle 5.13
Given Principle 5.12, evaluation and documentation of engagement in teaching activities and of skill and effectiveness must include diverse evidence. See Section 5.2 for examples of evidence.

5.2 Elements of Good Teaching
Within the context of teaching courses, elements of good teaching that might be documented in various ways, include, but are not limited to, the following:
- Demonstrating deep knowledge of and involvement with one's discipline and communicating that knowledge effectively to students.
- Engaging students actively and meaningfully in learning the content, processes, and orientations associated with one's discipline.
- Being responsive to students' individual needs and capabilities (e.g., making oneself available outside of class time or nominating students for special awards).
- Engaging in systematic reflection and analysis concerning one's teaching.
- Stimulating in students an interest and participation in one's discipline.

- Articulating clearly a rationale and justification for one's approach to teaching and how that rationale is embedded in the design, content, requirements, and assessment procedures for a particular course.
- Developing among students a scholarly inquisitiveness and perspective.
- Preparing students to become educational leaders with a well-developed sense of professionalism.
- Modeling the values and practices associated with professionalism and scholarly inquiry in teacher education.
- Mentoring and advising students diligently and successfully.

5.3 <u>Examples of Other Activities and Accomplishments in the Area of Teaching</u>

Although the mainstay of university teaching is in relation to scheduled classes, the following are representative of other activities and accomplishments in the area of teaching:

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

5.4 <u>Documenting Accomplishments in Teaching</u>

Beyond questionnaires completed by students, the following are representative ways to document elements of good teaching:

- Items that supplement the standard Clemson University course evaluation and that reflect valued elements of teaching not tapped by the standard evaluation.
- Honors and awards for innovative or effective teaching.
- Written peer and/or administrative evaluations (it is recommended that these evaluations include more than a single class visit and that they comment on more than what occurs during a single observation).
- Course syllabi with relevant sections highlighted and explained, perhaps in relation to the valued elements of good teaching as outlined in the previous section or to other elements related to one's philosophical rationale pertaining to teaching (see the subsequent item).
- A written statement of the theoretical and/or philosophical rationale for one's approach to teaching, preferably including an explicit grounding in the appropriate literature.
- Exemplary student products (e.g., a paper, a portfolio).

- Student accomplishments directly related to one's course(s) (e.g., students' rate of passing certification examinations or a student's publication or award that originated in one's course; a student who achieves an award involving your mentoring).
- A personal journal summarizing one's activities and reflections in relation to teaching a course or several courses.
- Published work or products directly related to one's teaching.

6.0 Service

6.1 Principles

Principle 6.11. There are three categories of expected service: (a) service to one's colleagues at Clemson (Department, School, University), (b) service to one's field or discipline, and (c) service to societal communities, including practitioners in education and related fields.

Principle 6.12. Service to societal communities is only relevant to TPR when it is linked directly to a faculty member's professional interests and expertise. That is, general public service open to all citizens is not pertinent to TPR unless it is related directly to one's faculty position and expertise.

Principle 6.13. The degree to which any activity in the area of service is judged to be meritorious is based primarily on the following: (a) the amount of time and effort required, (b) the scope and potential impact of an activity, and (c) the degree to which the service activity is innovative in its conception and implementation.

6.2 Examples of Activities and Accomplishments in the Three Areas of Service
Service to Clemson Colleagues:
- Member of search committee
- Uncompensated program coordinator
- Assigned mentor for a new faculty member
- Member/chair of Program/Departmental/School/University committee or task force
- Participant in program-wide activities

Service to Discipline Field:
- Reviewer of manuscripts for journal/conference papers
- Editor of newsletter, yearbook, or professional journal
- Appointed/elected committee chair or officer of a professional organization
- Member of a state policy-making or advisory board
- Uncompensated consultant

Service to Societal Communities and Practitioners
- Creator of school or community-based programming
- Presenter for workshops, in-service, or professional development for teachers or counselors
- Member of advisory board for a community group in the area of one's expertise
- Producer of a technical manual or curricular materials for practitioners

Appendix A

Representative Examples of Ratings by Area and Category

Research and Scholarship

The following are representative examples of evaluative categories in the area of research/scholarship. **They are not specific expectations, requirements, or standards.** Evaluation decisions are based on the totality and consistency of one's research and scholarship over time, not on singular pieces of evidence. Sustained evidence is required to receive a rating in any given category.

Unsatisfactory
- One presentation at state conference
- Book review in state journal.

Competence
- Presentations at state or regional conferences
- Articles published in state and regional journals
- Technical report
- External grant submitted

Achievement
- Principal Investigator or Co-principal investigator on external grant (funded)
- Publications in national refereed professional journals or monographs (abstracted/indexed)
- Refereed conference proceedings paper for national or international professional conference
- Chapter in book
- Presentations at national or international professional conferences (evidence of refereed process)
- Invited lecture (keynote address or equivalent) at state or regional conference
- Invited to serve on editorial review board of high impact research journal
- Research and scholarly activity found in citation index
- Electronic media development (e.g., computer software and evidence of national impact)
- University grant (funded)

Achievement with Distinction
- Sustained contributions in nationally recognized professional journals (refereed and indexed) and edited books
- National recognition for publications or research (e.g., awards, articles in national newspapers)
- Elected/appointed editor of high-impact research journal
- Author or co-author of book or scholarly monograph
- Principal investigator or co-investigator on major external grants (funded)
- Editor or section editor of a national journal
- Editor of a book (in print)

- Evidence of publication impact--Citation index
- Nationally recognized contributions (sustained) in electronic media development
- Invited presentations at a national or international conference
- Invited national webinar presentation

Teaching

The following are representative examples of evaluative categories in the area of teaching. **They are not specific expectations, requirements, or standards.** Evaluation decisions are based on the totality and consistency of one's teaching over time, not on singular pieces of evidence. Sustained evidence is required to receive a rating in any given category.

Unsatisfactory
- Consistently low ratings* and/or other negative feedback from students.
- No offsetting evidence for competence or to indicate efforts to improve.
- Inconsistent attendance at meetings to discuss instructional program(s).

Competence
- Mostly above average ratings and frequent endorsements from students.
- Evidence presented of seeking improvement in the area of achievement.
- Developed a course, and participated as member of a curriculum committee.
- Supplemental evidence (beyond teaching evaluations)

Achievement
- Consistently above average ratings and clearly supportive comments from students.
- Chair of committee to do a major revision of programmatic curriculum.
- Extensive advising, including service on doctoral committees.
- External evaluation of and feedback about teaching and other supplemental evidence (e.g., evidence of efforts to improve)
- Innovative syllabus/course activities/requirements for course.

Achievement with Distinction
- Consistently high ratings and highly supportive comments from students.
- Chair of Curriculum Committee.
- Self-study of teaching.
- Nominated for/received teaching award.
- Peer-reviewed publication related to one's own teaching.
- Mentored a student who won award for professional accomplishments.
- Conducted research on own teaching.

*Ratings refer to the standard Clemson course evaluation forms.

Service

The following are representative examples of different levels of expectations for evaluative categories in the area of service. **They are not specific expectations, requirements, or standards.** Evaluation decisions are based on the totality and consistency of one's service over time, not on singular pieces of evidence. Sustained evidence is required to receive a rating in any given category.

Unsatisfactory

For untenured faculty: No service at any level

For tenured faculty and lecturers: Minimal service requiring little time or effort and having minimal scope and impact (e.g., member of departmental committee with few responsibilities and that rarely meets)

Competence

For un-tenured faculty:
- Service on Program committees
- Conducting a professional development workshop
- Reviewing conference proposals

For tenured faculty:
- Service on Departmental and School committees
- Conducting multiple professional development workshops
- Reviewing proposals for multiple conferences

For lecturers:
- Service on Program committees
- Conducting a professional development workshop
- Reviewing conference proposals

Achievement

For un-tenured faculty:
- Service on Departmental and School committees
- Editorial board member for peer-reviewed journal
- Committee member for state or regional professional organization

For tenured faculty:
- Service on School and University committees
- Associate editor of a peer-reviewed journal
- Committee member for national or international professional organization or Board member for a state or regional professional organization

For lecturers:
- Service on Department and School committees
- Editorial board member for a practitioner-focused peer-reviewed journal or publication
- Committee member for state or regional professional organization

Achievement with Distinction

For <u>untenured</u> faculty:
- Service on School and University committees
- Editor for a peer-reviewed journal or associate editor for multiple peer-reviewed journals
- Committee member for national or international professional organization or Board member for state or regional professional organization

For <u>tenured</u> faculty:
- Chair School committee or service on University committees
- Associate editor or editor of multiple peer-reviewed journals
- Chair of a national or international professional committee

For <u>lecturers</u>:
- Chairing Department and School committees or service on University committees
- Editor of a newsletter or other practitioner-focused publication
- Committee member for national or international professional organization or Board member for state or regional professional organization

APPENDIX B

CANDIDATE'S NOMINATIONS FOR EXTERNAL REVIEWERS

Provide the names of 6-8 <u>qualified</u> reviewers (NOTE QUALIFICATIONS ON NEXT PAGE)

Name / Rank / Position at University	Institution / Physical Address / Mailing Address	Contact Information		Relationship to Candidate *(see Appendix B, following page)* / Summary of Reviewer Qualifications
		Email	Phone /Fax	
1				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

CONTINUED

Assurances of Reviewer Eligibility

_____ All nominated external reviewers are at or above the rank sought.

_____ All nominated external reviewers are at peer institutions (major research university) OR highly regarded in the candidate's field of scholarship. In the case of the latter, provide a justification here for any individual listed above that is not at a peer institution: (i.e., what position does that individual hold and/or what accomplishments has that individual achieved that substantiate that he or she has high status in the field?):

_____ None of the reviewers hold a close or direct relationship with the candidate such as:
- Major professor
- Committee member, advisor or mentor
- Co-author
- Spouse or other relative
- Fellow graduate student
- Graduate/research assistant , post doc, or advisee/protégé
- Or possesses any other conflict of interest in candidate's attaining promotion or tenure.

Candidate's signature: _____   Date: _____