



Department TPR and PTR Documents Routing Sheet
Requirements based on 2020-2021 Faculty Manual

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

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

Department: _____

College: _____

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

[] Faculty Manual Consultant

I have reviewed this document for conformance to the Clemson University Faculty Manual.
Comments are attached immediately following this cover sheet.

Department Chair

[x] Approved

Signature [Handwritten Signature]

Revision Required (see comments) Name [Handwritten Name] Date [Handwritten Date]

[Empty rectangular box for comments]

Dean

Approved

Signature [Handwritten Signature]

Revision Required (see comments) Name Wendy L. York Date _____

[Empty rectangular box for comments]

Provost

Approved [x] Approved

Signature [Handwritten Signature]

Revision Required (see comments) Name Robert H Jones Date 05/10/2021

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Requirements for DEPARTMENTAL TPR and PTR DOCUMENTS – 2020-2021 *Faculty Manual*

Department: **Graphic Communications**

Date

4/15/2021

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

	Requirement	Reference	Yes	No	N/A
0	Consistent otherwise with the <i>Faculty Manual</i> and internally and with departmental bylaws	Ch III, A1c	X		
1	The TPR document is distinct from departmental bylaws	Ch V, D1c	X		
2	Criteria for tenure	Ch V, D1b	X		
3	Process for tenure	Ch V, D1b	X		
4	Consistent with the requirement that tenure applications, once submitted, cannot be withdrawn (New in 2018-2019 <i>Faculty Manual</i>)	Ch V, C3	X		
5	Qualifications (criteria) for reappointment	Ch V, D1c			
5a	* assistant and untenured associate professor	Ch V, D1b	X		
5b	* research faculty	Ch IV, B2e & B2b, i(3)	X		
5c	* extension faculty	Ch IV, B2e & B2b, ii(4)			X
5d	* clinical faculty	Ch IV, B2e	X		
5e	* lecturer	Ch IV, B2e; Ch V, C2b, i	X		
5f	* senior lecturer	Ch IV, B2e; Ch V, C2c	X		
5g	* principal lecturer (Can delay until Aug 1, 2021)	Ch IV, B2e; Ch V, C2d	X		
5h	* Professor of Practice	Ch IV, B2e	X		
6	Processes for reappointment (annual except as noted below)	Ch V, D1c			
6a	* assistant and untenured associate professor	Ch V, D1b	X		
6b	* research faculty	Ch IV, B2e	X		
6c	* extension faculty	Ch IV, B2e			X
6d	* clinical faculty	Ch IV, B2e	X		
6e	* lecturer	Ch IV, B2e; Ch V, C2b, i	X		
6e, i	* including feedback from senior and principal lecturers	Ch V, D1g	X		
6f	* senior lecturer	Ch IV, B2e; Ch V, C2c	X		
6f, i	* including feedback from senior and principal lecturers	Ch V, D1g	X		
6f, ii	* at least every three years and in penultimate year	Ch V, C2c, i	X		
6g	* principal lecturer (Can delay until Aug 1, 2021)	Ch IV, B2e; Ch V, C2d	X		
6g, i	* including feedback from principal lecturers	Ch V, D1g	X		
6g, ii	* at least every five years and in penultimate year	Ch V, C2d, i	X		
6h	* Professor of Practice	Ch IV, B2e	X		
7	Qualifications (criteria) for promotion	Ch V, C4a, i			
7a	* to associate professor	Ch IV, B1f, iii	X		
7b	* to full professor	Ch IV, B1f, iv	X		
7c	* research faculty ranks	Ch IV, B1e	X		
7d	* extension faculty ranks	Ch IV, B1e			X
7e	* clinical faculty ranks	Ch IV, B1e	X		
7f	* to senior lecturer	Ch IV, B1e & B2i, iv(3),(b)	X		
7g	* to principal lecturer (Can delay until Aug 1, 2021)	Ch IV, B1e & B2i, iv(4),(b)	X		
8	Processes for promotion	Ch V, D1c			
8a	* to associate professor	Ch V, D1c	X		
8b	* to full professor	Ch V, D1c	X		
8c	* research faculty ranks	Ch V, D1c	X		
8d	* extension faculty ranks	Ch V, D1c			X
8e	* clinical faculty ranks	Ch V, D1c	X		
8f	* to senior lecturer	Ch IV, B2i, iv(3),(b)	X		
8f, i	* including feedback from senior and principal lecturers	Ch V, D1g	X		
8g	* to principal lecturer (Can delay until Aug 1, 2021)	Ch IV, B2i, iv(4),(b)	X		
8g, i	* including feedback from principal lecturers	Ch V, D1g	X		

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

9	• Procedures the TPR Committee must follow	Ch V, D1c	X		
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10	• The composition of the TPR committee shall be defined in the TPR document (change from 2018-2019; this committee need not be elected)	Ch V, D1e, i	X		
11	• The TPR committee's members shall not be appointed by the department chair (new in 2019-2020)	Ch V, D1e, i	X		
12	• Voting rights on a committee making tenure recommendations are limited to tenured regular faculty	Ch V, D1e, ii	X		
13	• The Committee shall be composed of full-time regular faculty members excluding individuals who as administrators, have input into personnel decisions such as appointment, tenure and promotion	Ch V, D1e, ii	X		
14	• Voting rights on a committee making a recommendation concerning promotion to rank or appointment at a rank are limited to regular faculty with equivalent rank or higher	Ch V, D1e, iii	X		
15	• The Committee must have a minimum of three departmental members, and a mechanism to elect additional members from outside the unit if not possible that is consistent with Ch V, D2a, ii	Ch V, D1e, iv	X		
16	• Departmental procedures for peer evaluation shall be in writing in the TPR document and shall be available to the faculty, the chair, the dean, and the Provost	Ch V, D1f, i	X		
Guidelines providing details of the PTR process adhering to <i>Faculty Manual</i> requirements to include at least the following:					
17	Post tenure review criteria and processes are documented in the TPR document	Ch V, G3a	X		
18	• Specific guidelines	Ch V, G3a	X		
19	• Specification of ONE option for external representation	Ch V, G6a	X		
19a	• Process for <i>selecting</i> an external PTR member if this is part of the Post-tenure review process	Ch V, G6a, ii	X		
19b	• If external letters are required for post-tenure review, there must be at least four letters, two from list of six submitted by faculty member	Ch V, G6e			X
19c	• Allow each faculty member under review the option of either having external letters solicited or incorporating the external committee member in the review process	Ch V, G6a, iii			X
20	• Procedures for creating the Post-Tenure Review Committee (need not be separate from the TPR Committee; need not be elected)	Ch V, G4a	X		
21	• Only tenured faculty may serve on the PTR Committee	Ch V, G4b	X		
22	• The PTR Committee shall have a minimum of three members	Ch V, G4c	X		
23	• Faculty members in Part II of PTR are not eligible to serve on the PTR committee	Ch V, G4d	X		
24	• The PTR Committee shall elect its own chair	Ch V, G4e	X		

Department of Graphic Communications

**Guidelines for
Tenure, Promotion, Reappointment and
Post-Tenure Review**

Committee for Tenure, Promotion, Reappointment, & Post-Tenure Review
Department of Graphic Communications
Wilbur O. and Ann Powers College of Business
Clemson University, February 2021

Preface

This document contains policies, procedures, committee structures, and standards to guide tenure, promotion, reappointment, and post-tenure review recommendations. Any changes to this document must be approved by the regular Graphic Communications faculty, the Department Chair, the Wilbur O. and Ann Powers College of Business Dean, and the Provost.

Clemson University's Department of Graphic Communications offers a unique blend of business, technology, and critical thinking set in classroom and laboratory experiences. Faculty and students first focus on identified concepts providing foundations for learning in subsequent courses. Central to the successful learning model is the holistic philosophy of carefully integrating concepts in laboratory projects—students are guided from concept development through production to finished piece. Faculty members continue to add layers of complexity in concepts and technology as students advance through the curriculum. The experiential model used by the department is proven to provide graduates with relevant, marketable, diverse skill sets sought by business employers.

GUIDING PRINCIPLES

1. Department faculty members expect their colleagues to make contributions in teaching (instructing undergraduate students, graduate students, and/or industrial trainees), scholarship, and to professional, business/industry, and university service. Faculty contributions in teaching, scholarship, and service may result from a wide variety of activities, examples of which follow: curriculum, course, and instructional materials development; supervising and guiding undergraduate advising, honors, and graduate research advising; funded and unfunded research; professional and technical writing; business/industry training and research support activities; seminar, symposia, and conference development, production, and management; approved consulting; program public relations projects and activities, and active involvement in professional and technical association participation.
2. Scholarship shall be broadly defined to include scholarly activities supporting the instructional mission of working with both theoretical and applied problem-solving experiences. Publication, presentation, and otherwise engaging with business and technology practitioners, sharing basic and/or applied research is encouraged.
3. Due to the ongoing technical evolution in this field, and in support of the departmental philosophy emphasizing theoretical knowledge accompanied with hands-on application, department faculty at all ranks are expected to continuously engage in their own professional development activities and to implement up-to-date techniques and technologies in their course activities.
4. Department faculty expect colleagues at all ranks to continuously participate in the upkeep, improvement, and the development of assets to enable the graphic communications laboratories to keep pace with developing technologies. This includes fostering relationships with industry to create partnerships to obtain necessary equipment, supplies, and facilities not furnished by University or state funding.
5. Department faculty members have different interests and strengths, and there is no single model of excellence in teaching, scholarship, and service activities and accomplishments. In fact, faculty are encouraged to seek interests, participation, and expertise in diverse areas from other faculty to assist program coverage of the many broad and varied facets of the graphic communications industry.
6. A listing of performance indicators among faculty in a department consisting of and encouraging such diversity as necessary in a field so broad, technical, and ever-changing as graphic communications would be incomplete, controlling, and could deter progress in maintaining present national and international prominence. Consequently, this evaluative system must permit divergence of faculty accomplishments in line with the Department's mission and goals and approved by the department chair.
7. Extraordinary exceptions such as disciplinary actions or leaves of absence will be incorporated into the performance evaluation system on a case-by-case basis at the discretion of the department chair. The department chair will consult with the Department of Graphic Communication Faculty Committee for Tenure, Promotion, and Reappointment when extraordinary exceptions may affect reappointment, promotion, or tenure decisions.

8. Performance standards for annual evaluations, reappointment, promotion, tenure and change. Reappointment, promotion, and tenure decisions made in a given year are not necessarily precedents for decisions made in subsequent years. Each year, all non-tenured faculty will receive a letter from the Committee that recognizes their achievements and provides suggestions as to how to better serve the goals and mission of the Department.

ARTICLE I

RESPONSIBILITIES

The responsibilities of the Department Chair, faculty member seeking promotion, retention, or tenure, and Committee are outlined below:

Responsibilities of the Department Chair

1. Ensure that the faculty member's goals and proposed distribution of effort are balanced with respect to the needs of the University and the Department of Graphic Communications, their academic rank, and the interests of the faculty member. The goals must also be consistent in spirit and letter with the Clemson University *Faculty Manual*. The Committee will be provided a copy of objectives and goals agreed on by the faculty member and the Department Chair and invited to offer input in the event there is any concern over future effects on reappointment, promotion, or tenure.
2. Ensure the teaching and/or industry training goals and activities of the faculty are exemplary and in-line with the department's mission.
3. Ensure that scholarly activities supporting the department's instructional mission are represented in the scholarship goals of the faculty member.
4. Ensure that an individual faculty member's professional, industry, and university service goals are reasonable and fair based on the needs of the Department, the Wilbur O. and Ann Powers College of Business, the University and the faculty member's career.
5. Ensure that professional development activities are represented in the goals of the faculty member.
6. Clarify the extent to which the resource needs of the faculty member are met by the University and review alternative sources for the support of the faculty member's goals.
7. Disclose fully to the faculty member the basis for the performance evaluation in the letter of recommendation to the Dean of the Wilbur O. and Ann Powers College of Business.
8. Counsel the faculty member in good faith regarding the Department's standards for tenure, promotion and reappointment and the faculty member's cumulative performance as evaluated by both the Department Chair and the Committee.

Responsibilities of the Faculty Member

1. Provide the highest quality instruction in preparing students with a well-grounded foundation of knowledge applicable to current technological practices.
2. Pursue the types of scholarly and professional development activities that lead to fulfillment of the university, college, and department missions.
3. Approach the goal-setting discussion with the Department Chair in good faith, with reasonable and challenging goals, consistent with their academic rank that reflect a commitment to continuous improvement in all areas.
4. Ensure that his/her goals and distribution of effort are consistent in spirit and letter with the *Faculty Manual* and the needs of the Department, the Wilbur O. and Ann Powers College of Business, the University and the faculty member's career.

5. Provide appropriate documentation to support reported accomplishments and submit all materials by the established deadlines.
6. Create a cumulative performance record that supports requests for reappointment, promotion, and tenure.

Responsibilities of the Committee for Tenure, Promotion and Reappointment:

1. Ensure that the current expectations regarding an individual faculty member's cumulative accomplishments are consistent with the expectations made of other faculty members of similar academic rank within the Department.
2. Disclose fully to the faculty member the basis for the performance evaluation.
3. Communicate to the faculty member in good faith an assessment of his or her potential for reappointment, promotion, and tenure with reference to the department's standards, and the faculty member's cumulative performance.
4. Make all procedures public at the start of the evaluation period and follow those procedures and these *Guidelines* consistently.
5. Ensure that all committee members are involved in the process appropriately for the promotion in faculty rank or tenure decisions based on the university and college guidelines.

ARTICLE II

COMMITTEE DUTIES AND COMPOSITION

1. Tenure, Promotion, and Reappointment Committee

a. *Duties of the Committee.*

The Department believes that each faculty member can make important contributions to accomplishing the department's vision as stated in the Department of Graphic Communications By-Laws. The work of the Committee is undertaken to ensure that the faculty member's contribution is aligned with the department vision and enhances the college, the university, and the discipline. As such, the committee will base reappointment, tenure, and/or promotion recommendations on faculty members' contributions in the areas of teaching, research, and/or service, depending on the faculty member's duties and responsibilities. The decision of granting tenure is major as it may imply a commitment of decades by Clemson University. Correspondingly, the Tenure, Promotion, and Reappointment (TPR) Committee (hereafter, "the TPR Committee") shall evaluate all regular- and special-rank faculty members within the Department of Graphic Communications (hereafter, "the Department"), as described in Articles III and IV of this document, and make recommendations about reappointment, tenure, and promotion. Further, the TPR Committee for regular rank faculty shall evaluate sabbatical requests, make recommendations on tenure, rank, and years credited from time in rank at other institutions for new hires, and develop and maintain guidelines for each of these responsibilities. In performing these duties, the TPR Committee shall observe all University-established deadlines applicable to the review and reporting process.

b. *Composition.*

- 1) **Regular Rank Faculty Member Evaluation.** Per the Faculty Manual, the TPR Committee to evaluate regular rank faculty is limited to tenured, regular-rank faculty members who are in residence. The TPR Committee must have at least three (3) members and may contain more members subject to the following guidelines:
 - a) All tenured regular-rank faculty members in the department who are in residence shall serve on the Committee. The TPR Committee will form TPR subcommittees to prepare annual evaluation letters for non-tenured regular rank faculty and evaluation letters for faculty members petitioning for tenure and/or promotion. The Committee will determine the size and composition of each TPR subcommittee for faculty assessments, and subcommittees should consist of at least three members whenever feasible.
 - b) If the department has fewer than three tenured, regular-rank faculty members, the Committee shall consist of three members, including all tenured, regular-rank faculty members within the department and external members selected from the Wilbur O. and Ann Powers College of Business's (hereafter, "the College") tenured, regular-rank faculty members. When the Committee requires one or more external member(s), the Committee will solicit nominees for the GC regular Faculty to vote to select external committee member(s) to serve a one-year term.

When selecting external members, the Committee will consider the faculty member's availability and qualifications to evaluate Graphic Communications (hereafter, "GC") faculty (e.g., an external member should be capable of evaluating the research program(s) of the applicant(s)).

- c) Associate Professors petitioning for promotion to Professor will be evaluated by a subset of the TPR committee consisting of all tenured Professors in the department. If the number of tenured Professors is fewer than three, the Committee shall be composed of three members, including all tenured, regular-rank Professors within the department and external members selected from the College's tenured, regular-rank, Professors according to the process described in the previous paragraph.

- 2) **Lecturer, Senior Lecturer and Principal Lecturer Evaluation.** A subcommittee of the TPR Committee and the Department's Senior and Principal Lecturers will conduct annual evaluations of Lecturers for reappointment and evaluate Lecturers petitioning for promotion to Senior Lecturer or other approved rank. If the Department does not include Senior or Principal Lecturers, evaluations of Lecturers will be conducted by the TPR Committee. The subcommittee evaluating Lecturers will consist of a minimum of three (3) members, including at least one Senior or Principal Lecturer and one tenured regular rank TPR committee member.

A subcommittee of the TPR Committee and the Department's Principal and Senior Lecturers will conduct evaluations of Senior Lecturers for reappointment. If the Department does not include Principal or Senior Lecturers, evaluations of Principal Lecturers will be conducted by the TPR Committee. The subcommittee evaluating Lecturers will consist of a minimum of three (3) members, including at least one Senior or Principal Lecturer and one tenured regular rank TPR committee member. Any Senior Lecturer requesting reappointment is not eligible for committee membership during the academic year that the request is evaluated.

A subcommittee of the TPR Committee and the Department's Principal Lecturers will conduct evaluations of Principal Lecturers for reappointment. If the Department does not include Principal Lecturers, evaluations of Principal Lecturers will be conducted by the TPR Committee. The subcommittee evaluating Lecturers will consist of a minimum of three (3) members, including at least one Principal Lecturer and one tenured regular rank TPR committee member. Any Principal Lecturer requesting reappointment is not eligible for committee membership during the academic year that the request is evaluated.

Each faculty evaluation letter will be reviewed and approved by both the TPR committee as a whole and all subcommittee members before being released to the faculty member.

- 3) **Other Special Rank Faculty Evaluation.** The TPR Committee will conduct annual evaluations of other special rank faculty (e.g. Clinical Faculty, Professors of Practice). Each faculty evaluation letter will be reviewed and approved by the TPR committee as a whole before being released to the faculty member. All TPR committee members are eligible to vote to promote a special rank faculty member

(e.g. Clinical faculty promotion). The criteria for evaluating Other Special Rank Faculty will be derived from the faculty member's contract letter and responsibilities as assigned by the Department Chair.

Regarding other types of specialty faculty rank (Extension Faculty, Research Faculty), as the Department of Graphic Communications does not have members in these roles, they are not addressed in this document, as the related requirements from the Faculty Manual do not apply.

- c. **TPR Chairperson.** The Committee will elect its own chairperson who will represent the Committee in discussions with the candidate, the Department Chair, and the Dean's office. A Committee member may not serve as Chair during their first year on the Committee.
- d. **Term.** All tenured, regular-rank faculty members in the Department who are in residence shall serve on the TPR Committee each year. When appropriate, all of the Department's Senior and Principal Lecturers shall also serve on the subcommittee for Lecturer evaluation each year.
- e. **Confidentiality.** All Committee deliberations will remain confidential at all times except when testifying before a University grievance board or when compelled by a court subpoena. Otherwise, divulging confidential discussions is a violation of the University's policy of ethical conduct and will be reported to the University (see <http://www.clemson.edu/employment/> for more information about Clemson's policy on ethical behavior).

2. Post-Tenure Review Committee

- a. **Duties of the Committee.** Whenever any faculty member is scheduled for regular review or in a period of post-tenure review remediation, the Post-Tenure Review committee (hereafter "PTR Committee") shall be formed to evaluate the member. In performing these duties, the committee shall observe all University-established deadlines applicable to the review and reporting process.
 - b. **Composition.** The PTR Committee is a subset of the TPR Committee and will consist of a minimum of three tenured regular rank faculty members at a rank equal to or higher than the member being reviewed. When the Committee requires one or more external member(s), the Committee will solicit and select external committee member(s) to serve a one-year term. When selecting external members, the Committee will consider the faculty member's availability and qualifications to evaluate GC faculty (e.g., an external member should be capable of evaluating the research program(s) of the applicant(s)).

The PTR committee will form the post-tenure review sub-committee and the subcommittee will elect its own chairperson.

- c. **Term.** The period of service for members of the post-tenure review committee will be one year.

ARTICLE III

EVALUATION PROCESS AND CRITERIA

The TPR and PTR Committees shall use the processes and general criteria described below to perform their duties. Article IV provides specific evidence of performance that Committee members should consider in their evaluations. While the Committees are responsible for providing faculty members being evaluated with relevant deadlines and other information pertinent to the evaluation process, the faculty member also bears responsibility for knowing this information by consulting department, college, and university rules and regulations.

1. Regular-Rank Faculty Evaluation

a. *Reappointment of untenured faculty members.*

- 1) **Time in rank.** There are no time-in-rank requirements for reappointment.
- 2) **General expectations.** To be reappointed, a faculty member must provide evidence that he/she is making demonstrable progress toward tenure through contributions in research, teaching, and service (see Article IV).
- 3) **Process.** A faculty member seeking reappointment must provide the TPR Committee, through Clemson's Digital Measures system, with evidence of her/his contributions in research, teaching, and service. Such evidence should date to the candidate's hire at Clemson plus any years credited from time in rank at other institutions. Should the faculty member need to update the Committee with any significant accomplishments that occur during the Committee's deliberations, the faculty member should notify the TPR Chair as soon as possible so that the additions can be made within the Digital Measures system. The Committee will only consider information provided by the candidate through the Digital Measures system but reserves the right to request additional information from the candidate and obtain additional information from other appropriate sources. If the Committee obtains additional information that contradicts the candidate's claims of his/her record, the Committee shall inform the candidate of these sources. Each faculty evaluation letter will be reviewed and approved by a majority vote of the entire TPR Committee before being released to the faculty member.
- 4) **External letters.** External letters are not required for reappointment.

b. *Tenure and promotion to the rank of Associate Professor.*

- 1) **Time in rank.** Tenure of a faculty member requires six (6) years of tenure-track experience in residence, years credited from time in rank at other institutions, or some combination thereof. The decision to grant tenure and promotion shall normally be made during the penultimate year of the probationary period and becomes effective at the beginning of the next academic year. In some cases, however, the length of the probationary period can vary. Faculty members may elect to apply for tenure prior to their penultimate year. In these instances, the remaining number of probationary years are forfeited and the year during which the faculty member is being evaluated for tenure becomes the faculty member's penultimate year. Once an application for tenure has been submitted, it cannot be

withdrawn. Other cases may involve one or more extensions of the probationary period. Granting a faculty member an approved extension of the probationary period (due to, for example, health, parenting, or professional reasons) does not change the requirements for a positive tenure decision. It only serves to provide the faculty member with additional time for the probationary period that is equivalent to the length of the extension.

- 2) **General expectations.** To be tenured and promoted, faculty members must meet the requirements for Associate Professor. Promotion to Associate Professor is based on the quality and quantity of the faculty member's contributions in terms of teaching, scholarship and service. Faculty wishing to be promoted must have demonstrated excellence in either teaching or research and marked success in all other areas. Indicators of excellence in these areas are provided in Article IV. Because tenure is a commitment to continued, long-term employment by the University, there must be evidence in the faculty member's record to project continued contributions in each of these three major areas of evaluation.
- 3) **Process.** A faculty member seeking tenure and promotion must provide the Committee, through Clemson's online Digital Measures system, with evidence of her/his contributions. Such evidence should date to the candidate's hire at Clemson, plus any years credited from time in rank at other institutions. Should the faculty member need to update the Committee with any significant accomplishments that occur during the Committee's deliberations, the faculty member should notify the TPR Chair as soon as possible so that the additions can be made within the Digital Measures system. The Committee will only consider information provided by the candidate through the Digital Measures system but reserves the right to request additional information from the candidate and obtain additional information from other appropriate sources. If the Committee obtains additional information that contradicts the candidate's claims of his/her record, the Committee shall inform the candidate of these sources. All TPR Committee members are eligible to vote on Tenure and promotion recommendations. Recommendations will be communicated in the TPR Committee letter, including the result of the vote. In the case of a split vote, the Committee members should make every attempt to dialogue until an unambiguous decision is made. Should notice of the denial of tenure not be given in advance of the expiration of the final probationary appointment, tenure shall become automatic at the end of the probationary period.
- 4) **External letters.** As part of the process described above, requests for tenure and promotion must be accompanied by reviews from individuals with appropriate academic research records. Because the purpose of the reviews is to obtain independent, outside evaluations of the quality of the faculty member's research, external evaluators cannot be co-authors, members of the faculty member's dissertation committee, or have significant conflict of interest. A minimum of four external letters should be part of the faculty member's Digital Measures package. If four external letters are not obtained, the Committee must demonstrate that it took reasonable efforts to acquire four external reviews. When deciding on the list of external reviewers, the Committee will select a minimum of two external reviewers suggested by the faculty member and a minimum of two external reviewers from the list developed by the Committee.

c. Promotion to the Rank of Professor.

- 1) **Time in rank.** To be eligible for promotion for Professor, a faculty member must have completed ten (10) years of academic experience as a regular rank faculty member and must have been an Associate Professor for at least five (5) years.
- 2) **General Expectations.** To be promoted, faculty members must meet the requirements for Professor. Promotion to Professor is based on the quality and quantity of the faculty member's contributions in terms of teaching, scholarship and service, not time in rank. Faculty wishing to be promoted to Professor must have demonstrated excellence in all three areas. Indicators of excellence in these areas are provided in Article IV. Further, one must demonstrate leadership in the Department, the College, the University, the profession, and, where appropriate, the community at large through community involvement.
- 3) **Process.** A faculty member seeking promotion to Professor must provide the TPR Committee, through Clemson's online Digital Measures system, with evidence of her/his career contributions. Should the faculty member need to update the Committee with any significant accomplishments that occur during the Committee's deliberations, the faculty member should notify the TPR Chair as soon as possible so that the additions can be made within the Digital Measures system. The Committee will only consider information provided by the candidate through the Digital Measures system but reserves the right to request additional information from the candidate and obtain additional information from other appropriate sources. If the Committee obtains additional information that contradicts the candidate's claims of his/her record, the Committee shall inform the candidate of these sources. Recommendations will be communicated in the TPR Committee letter, including the result of the vote. In the case of a split vote, the Committee members should make every attempt to dialogue until an unambiguous decision is made.
- 4) **External letters.** As part of the process described above, requests for promotion to Professor must be accompanied by reviews from faculty members at other institutions. Because the purpose of the reviews is to obtain independent, outside evaluations of the quality of the faculty member's research, external evaluators cannot be co-authors, members of the faculty member's dissertation committee, or have significant conflict of interest. A minimum of four external letters should be part of the faculty member's Digital Measures package. If four external letters are not obtained, the Committee must demonstrate that it took reasonable efforts to acquire four external reviews. When deciding on the list of external reviewers, the Committee will select a minimum of two external reviewers suggested by the faculty member and a minimum of two external reviewers from the list developed by the Committee.

2. Special-Rank Faculty Evaluations

Per the Faculty Manual (Part IV, Section A), the TPR Committee evaluates lecturers (for reappointment and promotion), adjunct faculty, clinical faculty, Professors of Practice, and research faculty.

a. Reappointment of Special Rank Faculty

- 1) **General expectations.** To be reappointed, a faculty member must provide evidence of her/his contributions based on duties and responsibilities described in their appointment letter, in the Faculty Manual, or as negotiated with the Department Chair (see Article III of the Faculty Manual).
- 2) **Process.** A faculty member seeking reappointment to a special rank must provide the Committee, through Clemson's online Digital Measures system, with evidence of her/his contributions. In the reappointment review of Lecturers, Senior Lecturers, and Principal Lecturers, the Committee shall solicit recommendations from Senior and Principal Lecturers in the department in a manner consistent with the department's bylaws and TPR document. Should the faculty member need to update the Committee with any significant accomplishments that occur during the Committee's deliberations, the faculty member should notify the TPR Chair as soon as possible so that the additions can be made within the Digital Measures system. The Committee will only consider information provided by the candidate through the Digital Measures system but reserves the right to request additional information from the candidate and obtain additional information from other appropriate sources. If the Committee obtains additional information that contradicts the candidate's claims of his/her record, the committee shall inform the candidate of these sources.

b. Promotion to Senior Lecturer

- 1) **Degree.** Promotion requires an advanced, but not a terminal degree, in Graphic Communications or a closely related field.
- 2) **Time in rank.** After four full academic years, a Lecturer may apply for promotion to Senior Lecturer. A Lecturer who is not promoted to Senior Lecturer after nine full academic years will not be reappointed.
- 3) **General expectations.** Promotion to Senior Lecturer is intended to recognize the efforts, contributions, and performance of Lecturers who combine excellence in teaching with additional significant contributions to the Department's vision and mission. Evidence of excellence includes, but is not limited to, teaching evaluations at or above department means, positive peer reviews, teaching awards, new course development, and/or course innovations. Additionally, maintenance of laboratory spaces, equipment and supplies for courses taught is important to excellence in teaching. Promotion to Senior Lecturer will be based on an assessment of the faculty member's teaching, service, and, if applicable, research performance. Indicators of excellence in these areas are provided in Article IV.
- 4) **Process.** A faculty member seeking promotion to Senior Lecturer should provide the Committee, through Clemson's online Digital Measures system, with evidence of her/his contributions. Further, the Committee shall solicit recommendations from Senior and Principal Lecturers in the department in a manner consistent with the department's bylaws and TPR documents in the promotion review of Lecturers to Senior Lecturers. Should the faculty member need to update the Committee with any significant accomplishments that occur during the Committee's deliberations, the faculty member should notify the TPR Chair as soon as possible so that the additions can be made within the Digital Measures system. The Committee will only consider information provided by the candidate through

the Digital Measures system but reserves the right to request additional information from the candidate and obtain additional information from other appropriate sources. If the Committee obtains additional information that contradicts the candidate's claims of his/her record, the Committee shall inform the candidate of these sources.

c. Promotion to Principal Lecturer

- 1) **Years of service.** Per the Faculty Manual, following a Senior Lecturer's fourth year of service, the department chair and the unit TPR committee shall conduct a comprehensive review of the Senior Lecturer either in response to a request for promotion to Principal Lecturer or to advise the Senior Lecturer of progress towards promotion to Principal Lecturer.
- 2) **Excellent teaching.** Candidates for promotion should present a record of sustained long-term excellence and diversity in teaching. Evidence of sustained excellence and diversity includes, but is not limited to, teaching evaluations at or above department means, positive peer reviews, teaching awards, new course development, course innovations, and successful teaching of a variety of different types of courses. Additionally, maintenance of laboratory spaces, equipment and supplies for courses taught is important to excellence in teaching. Evidence of a record of continuing success in mentoring students, supervising independent studies or internships, and advising students will also be considered.
- 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.

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 could include the following: significant service on department, college, or university committees; coordination of creative inquiry or similar student engagement experiences; serving as Internship Coordinator or Webmaster to the Department; serving as a mentor to Lecturers and other Senior Lecturers; advisement of student groups and individuals; administrative work; assisting with special events, projects, or other activities sponsored by the department, college, and/or university.

- 4) **Consistently positive annual reviews.** Previous annual reviews as Senior Lecturer should be consistently positive (e.g., Form 3 evaluations of 'very good' or 'excellent').

d. Promotion of Clinical Faculty

- 1) **Degree.** Promotion requires a terminal degree in Graphic Communications or a closely related field.
- 2) **Time in rank.** Clinical faculty should refer to their appointment letter for a timeline of opportunities for promotion. Clinical faculty are eligible for promotion to Associate

Professor after completing a five-year term, and eligibility for promotion to Professor after a ten-year term.

- 3) **General expectations.** Promotion of Clinical faculty is intended to recognize the efforts, contributions, and performance of Clinical faculty who combine excellence in teaching and excellence in either research or service with additional significant contributions to the Department's vision and mission. Evidence of sustained excellence includes, but is not limited to, teaching evaluations at or above department means, positive peer reviews, teaching awards, new course development, and/or course innovations. Additionally, maintenance of laboratory spaces, equipment and supplies for courses taught is important to excellence in teaching. Promotion of Clinical faculty will be based on an assessment of the faculty member's teaching, service, and research performance.
- 4) **Process.** A Clinical faculty member seeking promotion must provide the TPR Committee, through Clemson's online Digital Measures system, with evidence of her/his contributions. Should the faculty member need to update the Committee with any significant accomplishments that occur during the Committee's deliberations, the faculty member should notify the TPR Chair as soon as possible so that the additions can be made within the Digital Measures system. The Committee will only consider information provided by the candidate through the Digital Measures system but reserves the right to request additional information from the candidate and obtain additional information from other appropriate sources. If the Committee obtains additional information that contradicts the candidate's claims of his/her record, the Committee shall inform the candidate of these sources.

3. Post-Tenure Review

Per the Faculty Manual (Part IV, Section H-2), tenured faculty shall undergo periodic post-tenure (PTR) review. The purpose of these reviews is to ensure that all faculty serve the needs of the students and the institution and that excellent faculty are identified and rewarded. The focus of PTR is on the performance of the individual since the individual's tenure or previous PTR evaluation, however the overall contribution of the individual faculty member to Clemson University should not be neglected. For tenured faculty, PTR will be conducted during the fall semester of the sixth year after being granted tenure and each subsequent five years.

a. **Process.** There are two parts to the PTR or review process.

- 1) **Part I.** The chair of the academic unit must provide the PTR committee with copies of the tenured faculty member's annual performance reviews covering the preceding five years. The PTR committee will review the ratings received in those annual performance reviews (Form 3s). Faculty members receiving no more than one (of five) overall annual performance ratings of "fair," "marginal," or "unsatisfactory" on those reviews shall receive a PTR rating of "satisfactory." Those faculty members are thereby exempt from Part II of the PTR. If a faculty member has received more than one Annual Form 3 with a "Fair," "Marginal," or "Poor" performance evaluation, the faculty member will undergo a full PTR.
- 2) **Part II.** Faculty members who are under Part II PTR review are ineligible to serve on the PTR Committee. This part of the PTR consists of additional review by the PTR committee and the Department Chair of those faculty identified in Part I as subject to further review. In

addition to the copies of the faculty member's annual performance reviews covering the most recent five years, the Department Chair must also provide the PTR committee with a statement of the percentage allocation of assigned duties.

The PTR committee will select a faculty member or professional equivalent from outside the department nominated and selected in accordance with Article I of this document. The faculty member undergoing Part II of PTR must provide, at a minimum, the following documents to the PTR committee and the department chair:

- (a) A recent copy of the curriculum vita (paper or electronic);
 - (b) A summary of student assessment of instruction for the last five years including a summary of statistical ratings from student assessments of instruction (if appropriate to the individual's duties);
 - (c) A plan for continued professional growth;
 - (d) Information about the outcomes of any sabbatical leave awarded during the preceding five years; and
 - (e) If the faculty member under review selects the external letters option, the faculty member must provide names of six reviewers outside the department who the PTR committee could contact for references. At least three of the external references should be from "peer institutions" as identified by the department.
 - (f) To evaluate the faculty member, the PTR Committee will primarily use the performance criteria related to teaching duties outlined for promotion to the faculty member's current rank in Part 1 above (of this section) and (Part 2, (c) of this section) as a basis for the candidate's final rating.
- 3) ***PTR Report.*** The PTR committee will provide a written report to the faculty member. The faculty member will be given two weeks to provide a response to the Committee. If the faculty member requires additional time to prepare a response, a formal request must be directed to the PTR Committee Chair. The Committee Chair will then formally notify the faculty member of the PTR committee's decision about the time extension request. Both the committee's initial report and the response of the faculty member will be given to the Dean of the academic unit. The Department Chair will submit an independently written report to the faculty member who will then have two weeks to provide a response. The Chair's original report and the faculty member's response will be forwarded to the college Dean. The ratings of either Satisfactory or Unsatisfactory will be used in all stages of the review by the PTR committee and the Chair.

The candidate's final rating shall be satisfactory if (a) both the PTR Committee and the Chair, or (b) either the PTR Committee or the Chair, rates the candidate as satisfactory. The candidate's final rating shall be unsatisfactory if both the PTR Committee and the Chair rate the candidate as unsatisfactory. If the candidate's final rating is satisfactory, the Dean will forward that information to the Provost in summary form without appending any candidate materials. If the candidate's final rating is unsatisfactory, the Dean will forward all materials to the Provost.

- a) ***Remediation.*** Individuals who receive a rating of Unsatisfactory must be given a period of remediation to correct deficiencies detailed in the PTR reports. The process of remediation will occur according to Faculty Manual (Part IV, Section H-7).

- b) Dismissal for Unsatisfactory Professional Performance.* If dismissal for unsatisfactory professional performance is recommended, the case will be subject to the rules and regulations outlined in the Faculty Manual Section K-3.
- 4) **Confidentiality.** The deliberations of the PTR committee will remain confidential at all times except when testifying before a University grievance board or when compelled by a court subpoena. Otherwise, divulging confidential discussions is a violation of the University's policy of ethical conduct and will be reported to the University (see <http://www.clemson.edu/employment/> for more information about Clemson's policy on ethical behavior).

4. Reappointment of Senior Lecturers and Principal Lecturers

Senior Lecturers will be reviewed in their penultimate year, which for the first review cycle is their second year as a Senior Lecturer. Thereafter, Senior Lecturers are reviewed in the second of each three-year term. The recommendation for reappointment will be based on an assessment of the faculty member's teaching, service, and, if applicable, research performance. Indicators of excellence in these areas are provided in Article IV.

Principal Lecturers will be reviewed in their penultimate year, which for the first review cycle is their fourth year as a Principal Lecturer. Thereafter, Principal Lecturers are reviewed in the fourth of each five-year term. The recommendation for reappointment will be based on an assessment of the faculty member's teaching, service, and, if applicable, research performance. Indicators of excellence in these areas are provided in Article IV.

ARTICLE IV

PERFORMANCE CRITERIA AND STANDARDS

Each faculty member is expected to make important contributions to accomplishing the Department's vision as stated in the GC By-Laws. Consequently, the TPR committee is responsible for determining the extent to which a faculty member's contribution is aligned with the Department vision and enhances the College, the University, and the discipline. Moreover, the Committee's recommendation regarding the granting tenure is very important and implies a mutual long-term commitment to excellence by the faculty member and Clemson University.

The performance criteria and standards set forth in Article IV are intended to establish departmental guidelines to facilitate the committee's recommendations on reappointment, tenure, and/or promotion. Faculty members should find these standards useful for career planning and development. Performance expectations for reappointment, promotion, and tenure may change over time. Thus, personnel decisions made in a given year are not necessarily precedents for decisions made in subsequent years.

Guidelines for Annual Faculty Performance Rating, Tenure, and Promotion Recommendations.

Untenured regular rank faculty and special rank faculty receive two related, yet distinct sets of evaluations each year. An annual TPR evaluation is provided by both the TPR Committee and the Department Chair, each of whom provides an assessment of the faculty member's performance, and the other is a Form 3 assessment conducted by the Department Chair. More specifically, each year, the TPR process evaluates the progress of an untenured regular rank faculty and specialty rank faculty towards promotion and takes a longer-term view when assessing a faculty member's progress toward tenure and promotion. In making their assessment, the TPR Committee and Department Chair bases their evaluations and recommendations on projected trends derived from the faculty member's entire body of work. In contrast, the Form 3 evaluation utilizes faculty approved merit-pay rubrics to assess each faculty member's annual performance; this is a short-term assessment used for making merit-pay adjustments. If the faculty member focuses attention on the short-term and ignores its long-term implications for tenure and promotion, the Form 3 evaluation and TPR recommendations are likely to be inconsistent. However, Form 3 evaluations and TPR recommendations are likely to be more consistent when faculty members align their annual performances to be compatible with a longer-term focus towards earning tenure and promotion. Correspondingly, the performance criteria and standards described below are used for evaluating faculty members for promotion and tenure.

Initial recommendations on personnel decisions are made independently by the TPR Committee and the department chair via a written assessment. These assessments are made by considering the faculty member's organizational citizenship behaviors as well as their performance outcomes pertaining to teaching, research, and service. The "indicators of excellence" in the following sections serve as guides for both the TPR Committee and for the candidate when it comes to assessments about teaching research and service that must be made by the Committee in order to complete its evaluation of each candidate.

Organizational Citizenship.

Consistent with expectations of the Board of Trustees, collegiality will be considered by the committee when making reappointment, tenure, and/or promotion recommendations (see Board of Trustees Manual, Chapter III — Mission, Vision and Goals). Collegiality is a multi-dimensional construct that permeates the successful execution of all parts of the tripartite: teaching, research, and service and, thus, is evaluated as part of all three components. The importance of collegiality stems from Clemson's unique vision of "the Clemson Family" and from the Faculty Manual which states that, "The distinctive character of Clemson is reflected in the culture of collegiality and collaboration among faculty, students, staff, the administration, and the university board." Further, all department members should exhibit an ability and willingness, when appropriate, to engage in shared academic and administrative tasks that a department group must often perform, and participate with some measure of reason and knowledge in discussions germane to department policies and programs.

Collegial behavior contributes to the creation of a positive Department culture and relies on the acceptance and cooperativeness of each department member in achieving the Department vision. Correspondingly, there are basic responsibilities expected of all GC faculty members. These responsibilities are performed as a normal part of a faculty member's job-related, every-day activities and are not considered service. Examples include, but are not limited to, being available, open, and facilitating in interactions with students and colleagues; integrity in scholarship; dependability in meeting professional commitments; respectfully communicating with colleagues, staff members, and students; attendance at department events; demonstrating professional behavior consistent with being a productive departmental citizen; participating constructively during departmental or college faculty or committee meetings; cooperating with others to meet departmental/college/University goals; and being respectful and inclusive of differences in methodologies, interests, and points-of-view of others.

Non-collegial behavior, then, is behavior that does not meet the definition of collegiality as stated above and detracts from the productivity of faculty and staff. Respectful disagreement and infrequent/isolated incidents of discord should not be designated as non-collegial behavior. Civil discussion related to differences of opinion and diverse views are crucial to the health of any academic environment. Given that, examples of non-collegial behavior include, but are not limited to, regularly engaging in behaviors such as insulting other faculty members or students; being uninvolved in faculty meetings, university events and employment responsibilities; and, being unwilling to offer assistance to other faculty members, the department, or college when expertise, help, or advice is requested.

Although collegiality is not a dimension of performance that is quantitatively rated, it provides the foundation upon which tenure and promotion decisions rest. Consequently, non-tenured Faculty members who consistently display a lack of organizational citizenship/collegial behaviors may be subject to non-renewal. Similarly, tenure and promotions decisions will include an assessment of the faculty member's organizational citizenship behaviors.

Teaching

Instruction is a priority and fundamental responsibility of the Department of Graphic Communications faculty. Marked success in classroom and laboratory teaching is essential for favorable annual evaluations and for positive reappointment, promotion and tenure

recommendations. Excellence in instruction should be documented in accordance to the best practices outlined in the *Faculty Manual* including, but not limited to, evidence-based measurements of student learning (such as pre- and post-testing or student work samples) that meet defined student learning outcomes; evaluation (by peers and/or administrators) of course materials, learning objectives, and examinations; in-class visitation by peers and/or administrators; a statement by the faculty member describing his/her methods and/or a teaching philosophy; exit interview/surveys with current graduates/alumni; additional criteria as appropriate for the discipline and degree level of the students; and a statement by the faculty member of methods or philosophy that also describes and documents how feedback from student rating of course experiences or evaluation instruments above were used to improve teaching. Teaching documentation may also include evidence of pedagogical innovations, academic rigor of courses, measured improvements in subject mastery by students as reported in assessment documents, special teaching awards and recognition, peer review, and contributions to course development. Demonstrated leadership of student involvement in outside activities (i.e., work with industrial partners, presentations before business/industrial forums, or competition in business/industrial sponsored recognition programs) is valued as evidence of exceptional teaching quality.

When evaluating teaching performance, the Committee will verify the accuracy of the materials provided by the faculty member and other materials available to them. Any evidence that the Committee cannot verify will be discounted and may result in a recommendation of nonrenewal or no promotion. The Committee will be guided in its evaluation of a faculty member's teaching by the criteria listed in following Indicators of Excellence.

Additionally, each faculty member is responsible for the appropriate maintenance and enhancement of instructional laboratory facilities for optimal performance. Maintaining a safe environment with a continued effort for improvement creates a sustainable laboratory for all students and faculty.

Indicators of Instructional Excellence

Development of new pedagogical methods and materials to implement evolving instructional tools to create a more effective learning environment. The results should show a significant impact on learning over the last academic year, (i.e., at least two semesters).

- 1) Selection for a professional, university, college, or department teaching award.
- 2) Development of a new course or a redeveloped course when the course has been approved by the University Curriculum Committee and has been taught.
- 3) Significant contributions to major curriculum changes and other instructional programs.
- 4) Direct supervisor for undergraduate, honors, and/or graduate special projects.
- 5) Generation of significant grants, donations of money, materials and/or equipment to support the instructional mission.
- 6) Exceptional effort in lab maintenance and facilities enhancement over and above the normal maintenance expected of an operator of technologies used in the lab.
- 7) Outside recognition by professional and technical organizations for student performance (ex. Gutenberg student awards, TAGA Awards, Printing United, FTA awards or achievement scholarships/fellowships).

- 8) Peer or student nomination for a teaching award.
- 9) Award recognition presented by an organization for the teaching/instructional activities of faculty in classes or activities working with student organizations.
- 10) Attending on/off-campus training session or appropriate training webinar for professional or instructional development.
- 11) Organize and coordinate students for active participation in professional and technical conferences.
- 12) Others as approved by the Committee.

Faculty may submit a sample teaching portfolio that could include (but is not limited to) a course syllabus, project handout sheet with sample projects and grading rubrics, instructional aids (ex. PowerPoint, URL links, use of iClick, etc.), and recordings or supportive video/audio presentations (ex. webinar, Podcast, SIP, etc.).

Scholarship

Scholarly activities are an integral part of a faculty member's job. These activities advance our basic and applied knowledge and keep the content of education current, pertinent, and challenging to students. Consequently, an important requirement for reappointment, promotion and tenure is a serious and continuous commitment to the pursuit and application of knowledge and the demonstrated ability to share successfully that knowledge with a broader community.

Research, Publications and Presentations: The professional reputation of the Department is enhanced through faculty and student investigative and applied research productivity. These activities affect the attraction of superior students and faculty, and placement of graduates in challenging career path opportunities in business, industry or higher education programs. Consequently, faculty research, industry sponsored research, experimentation, investigation, and direct supervision of student research are important performance dimensions in making tenure, promotion and retention decisions. The primary end product of this type of scholarly activity should be the publication or presentation of the results in regional/national/international journals and recognized technical publications or technical seminars/symposia.

The quality and quantity of faculty research and student research, both supervised or directed, as well as publication and/or presentation of the results of research and testing are important. Publications of other types are also considered important, such as scholarly writings, technical or professional articles in technical or professional industry or education journals, newsletters, web sites, or books. Writing or editing publications, for print or electronic dissemination, for public relations purposes or professional or educational organizations is also considered important, as is production and integration of instructional materials. Indices of quality include peer recognition, membership on editorial boards, obtaining external funding for research, and having manuscripts accepted for publication.

The following lists of indicators are useful guidelines for classifying behaviors, awards and outcomes. Not all indicators within a category are equally important. Consequently, the Department Chair and the TPR Committee will judge the relative merits of each contribution when making performance evaluations. The category listings of indicators for teaching and service activities should be viewed similarly.

Indicators of Scholarly Excellence

- 1) Presentations of research/investigative findings before academic or industry audiences—these may include but are not limited to Technical Association of the Graphic Arts (TAGA), Flexographic Technical Foundation (FTA), Graphic Communications Education Association (GCEA), Gravure Association of the Americas (GAA), Technical Association of Pulp and Paper Industries (TAPPI), The Electronic Document Systems Association (Xplor), Electronic Document Scholarship Foundation (EDSF), Printing United Association (PrUA), and technical symposia hosted on campus.
- 2) Publication of a textbook in the graphic communications field.
- 3) Published papers (includes proceeding publications, presented at prestigious national meetings— could include but not limited to. PrUA, GAA, TAPPI, TAGA, FTA/FQC, GCEA)
 - Juried
 - Refereed
 - Trade publications (with a professional editorial review staff)
- 4) Publication in a content relevant arena appropriate for the faculty's instructional and/or research efforts.
- 5) Publication by a major publisher of a scholarly booklet or monograph for researcher or practitioners.
- 6) Being named to national/international technical societies (ex. Academy of Screen Printing Technology).
- 7) Chair of a dissertation committee in the year defended.
- 8) Chair of a thesis committee in the year defended.
- 9) Research that receives special technical or professional recognition (ex. best in a volume).
- 10) Active participation in the editorial review board of a journal or review of a proposal for a journal.
- 11) Funding of research by an external foundation, corporation or association.
- 12) Recognition from a national professional association for scholarly contributions in research or teaching over time in the year given.
- 13) Grant proposals to recognized regional, national and international funding agency/associations/companies that require a detailed proposal following guidelines from the funding group. The grant focus can deal with academic research/activities, industry specific research/activities or community specific research/activities. First time applications will be weighted higher than renewals or follow-up proposals.
- 14) Working with research institutes on campus in related fields to graphic communication that will allow the faculty to collaborate with faculty in related areas.
- 15) Submitting a patent for review by the US Patent Office.
- 16) Successfully receiving a patent from the US Patent Office.
- 17) Award recognition presented by an organization for the research activities of students working with the faculty in classes or in student organizations.
- 18) Member of a dissertation/thesis committee in the year defended.

- 19) Direct supervisor of undergraduate, honors, and/or graduate project work receiving national research award.
- 20) Acceptance of faculty art into juried exhibitions, i.e. graphic design, photography, video.
- 21) Others as approved by the Committee.

Professional and Public Service

As a unit within a professional college, the Department of Graphic Communications serves a number of constituencies including our students, the academic profession, the college and university, the business community, and the general public. The service activities of faculty support the academic programs of the university, college, and department; the continued success of important academic, practitioner and student organizations; and provide an essential level of contact and interaction with business, industry and government. Faculty members are expected to contribute to the service area consistent with their level of appointment and consistent with the mission of the college. The extent of such contributions will be considered when reappointment, promotion, and tenure decisions are made.

To be considered for reappointment, tenure and/or promotion, the faculty member must provide a detailed self-evaluation of service performance, accompanied by documented evidence, including their sources. When evaluating service performance, the Committee will verify the accuracy of the materials provided by the faculty member and other materials available to them. Any evidence that the Committee cannot verify will be discounted and may result in a recommendation of nonrenewal or no promotion. The Committee will be guided in its evaluation of a faculty member's teaching by the criteria listed in following Indicators of Excellence.

Indicators of Service Excellence

Professional Service (Academic):

- 1) Demonstrating leadership in support of the academic mission of the department, college, and/or university:
 - a) Chair of, and/or active participation on, departmental, college or university committees.
 - b) Chair of, and/or active participation on, departmental, college or university events (includes but not limited to the Treadaway Forum, Awards, Homecoming).
 - c) Generation of significant grants or donations of money, materials, and/or equipment to enable the graphic communications laboratories to keep pace with developing technologies.
 - d) Advisor to on-campus student organizations, such as TAGA or GET
 - e) Participation in departmental student recruiting activities.
- 2) Webmaster or committee member in charge of website for department or a professional organization or management of the Department's social media presence.
- 3) Service to department on lab management activities such as: computer support,

chemical inventory and disposal, and management of industry and alumni databases.

- 4) Demonstrating leadership in professional and/or technical associations:
 - a) Officer of a national, regional and/or local association.
 - b) Program chair or session chair for a national or regional association meeting.
 - c) Service on a national, regional, and/or local advisory board.
 - d) Committee chair, or active committee member, for an association.
- 5) Develop and/or conduct hands-on workshop or professional/staff development short course for graphic arts instructors or professionals.
- 6) Editor of a professional journal/newsletter primarily administrative duty.
- 7) Attend on-campus training session or appropriate training webinar for professional or instructional development.
- 8) Attending a professional or industry related conference/trade show.
- 9) Others as approved by the Committee.

Public Service:

- 1) Service on a major government/education commission, task force, or board for which no compensation has been received.
- 2) Public recognition for contributions to a business/industry professional association.
- 3) Significant industrial or educational extension activity for which no compensation has been received.
- 4) Appointment to a board of directors or committee for a nonprofit organization based on professional expertise.
- 5) Resource person for a government agency or professional association.
- 6) Industry extension activity for which no compensation has been received.
- 7) Guest speaker at meetings of professional organizations, schools, or public service groups. Consultant to Small Business Institute or other administrative units seeking special expertise.
- 8) Work that is taken on to create a better advising situation for students beyond the normal academic advising that takes place each semester.
- 9) Working as a consultant or as a technical expert in related fields to graphic communications that brings benefit back to the activities within the department.
- 10) Judge of industry awards or applications of technology
- 11) Others as approved by the Committee.

ARTICLE V

DOCUMENTATION

The primary responsibility for collecting and presenting evidence belongs to the candidate seeking reappointment, promotion and/or tenure. Candidates are advised to be thorough and systematic in preparing their submissions. Each request for reappointment, promotion and tenure requires the uploading of supportive materials through, and as specified by the University's on-line system. Faculty seeking reappointment, tenure or promotion must initiate a request early in the fall semester. The deadlines set forth by the University must be observed. These dates are available each year from the Dean's office.

Basic Documentation for Digital Measures. Each candidate for reappointment, promotion and/or tenure must provide the TPR Committee with the following items which should be uploaded to the Digital Measures system in a timely manner:

- 1) A letter requesting reappointment, promotion, and/or tenure.
- 2) A detailed vita.
- 3) Specific evidence in support of teaching, research and publication, and service activities including:
 - a) Brief statements of the candidate's teaching, research and publication, and service. It would be appropriate for the candidate to also address the role that collegiality has played in each area.
 - b) Self-evaluation for each of the three dimensions.
 - c) Statements of short and long-term goals, if not reflected in the philosophy statements above.
 - d) A copy of summary sheets of the teaching evaluation forms for all classes taught. (The candidate may wish to develop and include summary statistics; data should be pre-sorted for all courses taught at Clemson since employment, last promotion, or for a minimum of the past four years, except for instructional formats in which the collection of data may be impractical).
 - e) Course syllabi and other educational materials.
- 4) Where candidates believe it appropriate and helpful, their linkage between a dimension of performance (teaching, research and publication, service) and a success measurement (indicator of marked success or indicator of distinguished success) should be delineated.
- 5) Any other clarifying statements or additional information the candidate wishes to include.

Other Required Documentation. The candidate must provide other documentation, including sources, in the Digital Measures system to package support their petition for tenure and/or promotion. The Committee will verify the accuracy of the supporting materials provided by the faculty member and other materials available to them. Any evidence that the Committee cannot verify will be discounted and may result in a recommendation of nonrenewal or no promotion. Examples of other documentation for each of the performance dimensions may include the following.

Teaching:

- 1) Letters documenting teaching awards or honors
- 2) Summaries of course grades and comparisons with departmental norms, i.e., evidence of rigor in grading
- 3) Objective surveys of appropriate groups of present and former students
- 4) Letters from students, both present and former
- 5) Evidence of special efforts to improve teaching skill and effectiveness
- 6) Letters from employers whose employees have attended a course taught by the candidate
- 7) A self-assessment of the quality and comprehensiveness of course syllabi and related teaching materials
- 8) Other documentation on teaching success that the faculty member believes is relevant, e.g., awards or special recognitions for teaching, senior exit survey results, alumni surveys, faculty peer review comments, data documenting student learning outcomes, incorporation of practical applications and real-world experiences into the classroom or enrollment patterns, extent of involvement or supervision of independent studies, etc.

Scholarship:

- 1) Reviews or critiques written by others on the faculty member's journal publications and scholarly books.
- 2) Reprint requests and unsolicited letters which evaluate research and publication
- 3) Information on journals or trade publications in which the faculty member has published (e.g., topical content, scope, editorial policies, and acceptance rates).
- 4) Evidence of research productivity, e.g., a copy of a letter from a journal indicating receipt of a paper, a revision, etc.
- 5) Upload a digital copy of each published journal article.

Service to the Department, Profession, the University, and the GC Industry

- 1) Documentation of outreach efforts to the GC industry and professional associations.
- 2) A listing of academic and other professional organization offices held by the faculty member
- 3) Documentation of awards or honors received through service efforts
- 4) Published reviews/critiques written by the candidate on the scholarly works of others
- 5) Letters/notes acknowledging reviewing and other service activities
- 6) A listing of activities at international, national and regional meetings
- 7) Identification of work performed as a committee chairman or member, e.g., how often the committee met, work done outside of the committee meeting, work done in the committee meeting, and required time commitment (a copy of committee minutes might be helpful)
- 8) Other documentation on service to the department, college, university, GC industry and professional associations.