

Department of Graphic Communications

Guiding Principles for Department Faculty

and

**Departmental Guidelines for
Reappointment, Promotion,
and Tenure**

Committee for Reappointment, Promotion & Tenure
Department of Graphic Communications
College of Business and Behavior Science
Clemson University
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PREFACE

The educational approach within Clemson University's Department of Graphic Communications is different from most departments within the College of Business and Behavioral Science, and in fact, different from all but a few select departments on most campuses across the country. As a result, the academic challenges are also different. The uniqueness of this department, its mission, and its established national and international position within the realms of educational, professional, technical, and industrial entities in which it functions must all be understood for any evaluative guidelines to be meaningful, realistic, practical, and fair.

The primary mission and focus of the Department of Graphic Communications is to share knowledge through instruction of students, industry trainees, and graphic communications industrial and educational personnel; therefore, most activities of faculty are pursued based upon their contribution to the development of others through sharing. The unique tie of in-depth, cognitive learning combined with the application of technical and theoretical classroom concepts in an intense "*learning factory*" laboratory setting demands extended faculty involvement.

Extensive and continual ties and partnerships with both small and large North American and international graphic communications firms mandate continual change to maintain technological relevance required to produce graduates and trainees ready to make contributions to this high-tech field. Comprehensive hands-on application of curricula in this rapidly changing field often demands time-consuming faculty-created teaching materials because no charted road maps from commercially available texts yet exist. Industry involvement is highly visible, and industry partnerships continuously demand additional attention to maintain relations which only knowledgeable faculty can cultivate.

Open laboratories for graphic communications students involve all departmental faculty in a cooperative application of instructional methodology. This is a very uncommon arrangement whereby no faculty is responsible for a single laboratory, but all faculty are responsible for all laboratories. This highly successful, time-tested practice has proven most valuable for student outcomes, but often is a trying and untenably time-consuming demand for faculty.

The extensively time-consuming hands-on application of curricula, expansive and continual affiliation with industry, and ceaseless industry changes—which command the same frequency of course and curricular changes—mandate heavy contact-hour workloads uncommon and usually incongruous with baccalaureate institutions. The above existing, distinctive characteristics warrant a differentiated system for evaluation of accomplishments for faculty in the Department of Graphic Communications as compared to other departments within the College of Business and Behavioral Science and within the University as a whole.

The above prefacing remarks and the following principles directed the development of these *Guidelines* for Reappointment, Promotion, and Tenure.

Departmental Faculty Identified Core Values that Drive Success

1. Problem solving skills result from real “problem solving” hands-on assignments. People, including faculty, learn more when their projects engage their creativity (creativity in process not just “design”). Students get excited about their projects and typically design-in more challenges than a professor could assign. Once they’re motivated, they drive to successfully execute their dream and both the student and the faculty member learn far more than the usual “do the steps” project.
2. The end product of the class is not the actual paper project or electronic file created to fill the requirements of the class, it is the experience that actually better prepares the student for the future where they need to be practical problem solving employees.
3. “Work Ethic” has always been a cornerstone of the academic experience. While it is typically unspoken, demanding high quality work and designing “Rigor” into the class room and laboratory work to challenge the superior students to excel and push them to their limits and thereby teaching them to always reassess their true limits.
4. Knowledge is not enough, the students need to approach their work as an opportunity to become innovative and solve problems with unique solutions, whether they are technical or people related.
5. Contact with the industry is one of the real keys to our past success; it has validated our approach and everything we teach. This includes our visits to the industry and having speakers come to class or lab to work with our students. The industry has told us over and over again that they want committed, loyal, problem solving, forward thinking employees to help run their company. The technical knowledge is a bonus and is a by-product of the development process in critical thinking
6. It is critical that the faculty not only teach the technical information, they must set an example of what it means to be a dedicated employee with a strong work ethic and solid problem solving skills. The curriculum was developed to drive the successful students to give the extra effort that sets them apart from other students around them and can only be practical if the faculty is willing to give that same extra effort.
7. Faculty members are motivated to challenge themselves, their colleagues, and students to creatively exchange ideas, address issues, and assume leadership responsibilities.
8. GC faculty recognizes excellence as a process of vision, innovation, engagement, and achievement. Efforts must be directed to identifying resources, sustaining existing partnerships, and communicating our potential to the industry.
9. Students learn to think outside of the box. Students appreciate and respect all levels of the printing workforce and process. Students learn to work successfully in groups and rely on group efforts. Students learn to work independently, learning for themselves.
10. We are in the “people” business, our customers are the students and employers of our graduates; further more, our obligation to these people does not stop upon their graduation. A key element of the departments past and future success is due to developing an ongoing relationship with former students in order to keep them as contacts for field trips, internships, presenters, supporters, etc.
11. The future success of our graduates and enhanced through opportunities for presented for personal growth by Leadership roles in student organizations (TAGA, GET, CGAS) and professional organizations in the graphic communications industry (XPLOR, PIA/GATF, NAPL, etc.).

GUIDING PRINCIPLES

1. Department faculty expect colleagues to make contributions to teaching (instructing undergraduate students, graduate students, and/or industrial trainees), scholarship, and to professional, industry, and university service. Faculty contributions to 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, honors, and graduate research projects; funded and unfunded research; professional or technical writing; industry training and industry research support activities; seminar, symposia, and conference design, 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 which support the instructional mission of working with both theoretical and practical, problem-solving experiences. Publication, presentation, and otherwise 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 expect colleagues 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 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 is 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 which are 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 Reappointment, Promotion, and Tenure (as defined by the department's committee structure, and hereafter referred to as The Committee) when extraordinary exceptions will affect reappointment, promotion, or tenure decisions.
8. Performance standards for annual evaluations, reappointment, promotion, and tenure may change as the university, college, and/or department missions change. Reappointment, promotion, and tenure decisions made in a given year are not necessarily precedents for decisions made in subsequent years. Each year all untenured faculty will receive a letter from Committee outlining a set of concerns, suggestions for improvement, and recommendations on how to better serve the goals of the students enrolled in the BS Degree in Graphic Communications Management.

ADMINISTRATIVE PROCEDURES

1. At the beginning of the academic year, the Department Chair and each faculty member will develop mutually acceptable goals representing excellence in each of the areas of teaching, scholarship, and service. The purposes of the goal-setting process are to:
 - a) establish a balance between the needs of the university and the interests of the faculty member,
 - b) identify performance expectations using the list of performance indicators listed in this document as a guide,
 - c) serve as a framework for completing the initial goals and statements on university Faculty Activity System (FAS) link, to serve as part of the university's personnel evaluation system, and
 - d) ensure the faculty member is making adequate progress toward the longer range goals of reappointment, promotion, and/or tenure. Evaluations of cumulative accomplishments (i.e. reappointment letters of recommendation) made by the Department Chair and the Committee in previous years should be reviewed at this time as well. These records will be maintained and provided to the Committee, upon request, by the Department Chair.
2. At the appropriate time during the academic year (as published by the University Administration), the faculty member who wishes to apply for reappointment, promotion or tenure must submit an application letter and supporting documentation to the Committee. The Committee will review the cumulative performance record of the faculty member and make a recommendation to the Department Chair based on a simple majority vote taken in accordance with faculty defined procedures. Candidates for reappointment, promotion, and tenure decisions will be evaluated using the same performance ratings by the Department Chair when submitting the faculty members final evaluation letter to the Dean's office of the College of Business and Behavioral Science (Excellent, Very Good, Good, Fair, Marginal, or Unsatisfactory). The Department Chair will meet with the faculty member to review the recommendation and cumulative performance documentation forwarded by the Committee, and to discuss the recommendation by the department chair for reappointment, promotion, and/or tenure.
3. At the end of the academic year, the Department Chair will request that each faculty member complete the Reporting of Accomplishments on the university FAS web page. Faculty members will meet individually with the Department Chair to discuss the information provided on the university FAS. Subsequent to these discussions, the Department Chair will complete a recommendation letter evaluating each member of the Department of Graphic Communications, providing a formal assessment of the faculty member's performance with reference to the goals established at the start of the evaluation period on the university FAS. Each faculty member will meet with the Department Chair to discuss the completed the evaluation from the Department Chair and the Committee.
4. All recommendations and the annual evaluation of performance will be forwarded to the Dean for review and appropriate action.

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 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 (see page 6) 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 College of Business and Behavioral Science, 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 can be 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 College of Business and Behavioral Science.
8. Counsel the faculty member in good faith regarding the Department's standards for reappointment, promotion, and tenure 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 and industry trainees with a well-grounded foundation, capable of applying current technological practices and making sound decisions to move the industry forward.
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 interview with the Department Chair in good faith, with reasonable and challenging goals, 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 College of Business and Behavioral Science, 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 will support requests for reappointment, promotion, and tenure.

Responsibilities of the Committee for Reappointment, Promotion, and Tenure:

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 seniority.
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.

PERFORMANCE CRITERIA AND STANDARDS

The performance criteria and standards set forth in this section of these *Guidelines* are intended to outline departmental policy with respect to the annual review, and reappointment, promotion, and tenure decisions. In addition, the *Guidelines* provide information that will be useful for faculty career planning and development. The *Guidelines* outline indicators of excellence for teaching, scholarship, and service which recognize that performance evaluations must be flexible enough to accommodate differences among faculty interests and strengths. The primary goal of the *Guidelines* is to establish a general set of standards that will promote faculty performance and development and enable the department to achieve and maintain regional, national, and international prominence. Faculty should recognize that standards 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.

Specific requirements for faculty Reporting of Accomplishments on the university FAS, may be found in Appendix One: Annual Report of Accomplishments. Specific documentation requirements for a reappointment, promotion, or tenure request made to the Committee may be found in Appendix Two: Documentation Required For Reappointment, Promotion, and Tenure Requests for Tenure-track Faculty. In both cases, the information requested will be based on, but not limited to, the performance criteria presented in these *Guidelines*.

Although the Department Chair and the Committee make reappointment, promotion, and tenure recommendations primarily on the criteria listed under the indicators of excellence, a certain element of professional judgment is involved. The qualities of an exemplary university faculty member cannot be reduced to a rigid formula. Factors such as the quality and impact of a faculty member's scholarly activities and citizenship behaviors, departmental and college needs, judgments of a faculty member's future productivity, teaching effectiveness, and collegiality are all important, but somewhat subjective, factors in personnel decisions. Assessments of the subjective aspects of a faculty member's performance are based on the separate professional judgments of the Department Chair and the Committee.

DIMENSIONS OF PERFORMANCE

This Guideline's list of performance indicators are divided into teaching and industrial training, scholarship, and professional and public service. The indicators listed throughout the *Guidelines* are indicative and consequently represent an incomplete listing of possible faculty activities. Additional indicators may be added to the *Guidelines* at the request of a faculty member with the agreement of the Department Chair and the Committee. The faculty member may also provide evidence that unique circumstances exist for a particular accomplishment which would allow it to be categorized differently than listed in this document. On occasion, an indicator will specify a time frame (e.g., chair of a dissertation in the year defended). This time frame is provided to assist faculty in the preparation of Annual Report of Accomplishments on the university FAS webpage submission.

TEACHING AND INDUSTRY TRAINING

Instruction and industrial training is the top priority and the fundamental responsibility of the Department of Graphic Communications faculty. Effective classroom and laboratory teaching is essential for favorable annual evaluations, and for positive reappointment, promotion and tenure recommendations. A high quality course in a professional program should be academically rigorous, effectively presented, encourage maximum student learning, contain updated content, and prepare students to think critically, solve problems effectively, and function successfully in business organizations. Effectiveness in instruction and/or industry training must be documented with student/participant evaluations and course syllabi. Teaching documentation may also include evidence of pedagogical innovations, academic rigor of courses, measured improvements in subject mastery by students, special teaching awards and recognition, peer review, and contributions to course development. Demonstrated leadership in active involvement of students in outside activities, e.g., work with industrial partners, presentations before industrial forums, or competition in industrial sponsored recognition programs is valued as evidence of exceptional teaching quality.

Indicators of Instructional Excellence

- Evidence of high level of scholarly course content, rigor in grading, and effective instructional skills, in addition to outstanding teaching evaluations on the standardized department form for courses taught.
- Development of new pedagogical methods and materials that have demonstrated a significant impact on learning over the last academic year (i.e., at least two semesters).
- Selection for a professional, university, college, or department teaching award.
- Development of a new course when the course has been approved by the University Curriculum Committee and has been taught.
- Significant contributions to major curriculum changes and other instructional programs.
- Direct supervisor for undergraduate, honors, and/or graduate special projects.
- Generation of significant grants, donations of money, materials and/or equipment to support the instructional mission.
- Contributions to instructional programs (e.g., effectively teaching a variety of courses in support of the academic mission, creation of student projects to support the master's program).
- Outside recognition by professional and technical organizations for student performance (e.g., Gutenberg student awards, TAGA Awards, SGIA, FTA awards or achievement scholarships/fellowships).
- Peer or student nomination for a teaching award.
- Meeting with Department of Graphic Communications' Advisory Boards.
- Unsolicited letters of commendation from former students who have graduated.
- Laudatory comments from students.

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, and investigation, and direct supervision of student research are important performance dimensions in making reappointment, promotion, and tenure decisions. The Department Chair and the Committee believe 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.

Both the quality and quantity of faculty research conducted and student research 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, responsibility for a web site, and having manuscripts accepted for publication.

Scholarly Activities in Support of the Instructional Mission: Scholarly activities that support the instructional mission of the Department of Graphic Communications and Clemson University are considered essential activities for all faculty members. This form of scholarship is demonstrated by the academic rigor of the instruction provided; participation in course/curriculum content and materials development, and facilitating and implementing of department sponsored training, workshops, seminars, and technical symposia; original materials created for the purposes of instruction particularly implementing new technologies, developing a new course, and supervising undergraduate and graduate students conducting original research and investigation. Indicators of this aspect of scholarship contribute to the overall teaching category percentage established on the faculty's university FAS.

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 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 Scholarship Excellence

- Publication/acceptance in a professional or technical journal. (e.g., TAGA, SPIE).
- Presentations of research/investigative findings before academic or industry audiences. (e.g., Technical Association of the Graphic Arts, Flexographic Technical Foundation, International Graphic Arts Education Association, technical symposia hosted on campus).
- Being named to national/international technical societies (e.g., Academy of Screen Printing Technology).

- Publication in refereed journals, in the year of publication or acceptance (at the option of the faculty member).
- Publication of textbooks.
- Chair of a dissertation committee in the year defended.
- Chair of a thesis committee in the year defended.
- Research that receives special technical or professional recognition (e.g., best in a volume).
- Editor of a journal or a special issue of a journal.
- Appointment to the editorial review board of a journal (in the year of appointment).
- Publication by a major publisher of a scholarly book or monograph for researchers or practitioners.
- Funding of research by an external foundation, corporation or association.
- Recognition from a national professional association for scholarly contributions in research or teaching over time (e.g., Graphic Arts Educator of the year by GATF) in the year given.
- Award from a regional professional association for scholarly contributions in research or teaching over time (in the year given).
- Member of a dissertation committee in the year defended.
- Direct supervisor of undergraduate, honors, and/or graduate project work receiving national research award.
- Chapter in a scholarly book (written solely for the book).
- Refereed papers (includes proceeding publications, presented at prestigious national meetings (e.g., Graphic Arts Technical Foundation, Gravure Association of America, Technical Association of Paper and Pulp Industries, Technical Association of the Graphic Arts, Flexographic Technical Association, International Graphic Arts Education Association).
- Ad hoc reviewer for a journal or of proposals for a research institution.
- Advisor to an academically-oriented student professional organization/publication (e.g., Clemson Graphic Arts Society, student chapter of the Technical Association of the Graphic Arts).
- Judge of Industry Awards or Applications of Technology.

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 industrial 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.

Indicators of Service Excellence

Professional Service (Academic):

- Demonstrating leadership in support of the academic mission of the department, college, and/or university:
 - Chair of, and/or active participation on, departmental, college or university committees.
 - Generation of significant grants or donations of money, materials, and/or equipment to enable the graphic communications laboratories to keep pace with developing technologies.
 - Advisor to on-campus student organizations.
 - Participation in departmental student recruiting activities.
- Demonstrating leadership in professional and/or technical associations:
 - Officer of a national, regional and/or local association.
 - Program chair or session chair for a national or regional association meeting.
 - Service on a national, regional, and/or local advisory board.
 - Committee chair, or active committee member, for an association.
- Develop and/or conduct hands-on workshop or professional/staff development short course for graphic arts instructors or professionals (e.g., GAERF Summer Teacher Institutes, PIAG sponsored workshops, Craftsmen Club technical sessions, lab assistant training).
- Editor of a professional newsletter (e.g., The Communicator, CU On-Line).
- WebMaster or committee member in charge of website for department or a professional organization.

Public Service:

- Service on a major government/education commission, task force, or board for which no compensation has been received.
- Public recognition for contributions to a business/industry professional association.
- Significant industrial or educational extension activity for which no compensation has been received.
- Appointment to a board of directors or committee for a nonprofit organization based on professional expertise.
- Resource person for a government agency or professional association.

- Industry extension activity for which no compensation has been received.
- Guest speaker at meetings of professional organizations, schools, or public service groups.
- Consultant to Small Business Institute or other administrative units seeking special expertise.

The following sections discuss the specifics of the annual evaluation conducted by the department chair, and the reappointment, promotion and tenure recommendations made by the department chair and the Committee. It is expected that the accomplishments of each faculty member will reflect the goals established with the Department Chair as part of their initial submission on the university FAS, be responsive to past evaluations of the Committee, and be consistent with the faculty member's career stage. A rating below "good" for any performance dimension or for an overall evaluation is cause for serious concern to the Department of Graphic Communications.

ANNUAL EVALUATION

Clemson University's *Faculty Manual* requires that department chairs conduct an annual evaluation of all faculty, regardless of rank or tenure status. All faculty in the department are required to submit their Professional Goals and Duties on the university FAS in the beginning of the evaluation period and a Report of Accomplishments on the university FAS in the conclusion of the evaluation period. The general procedures for the completion of these tasks were provided at an earlier point in these *Guidelines*. Specific documentation requirements for Annual Report of Accomplishments on the university FAS may be found in Appendix One, Annual Report of Accomplishments.

In general, the evaluation will focus on the teaching, scholarship, and service goals, including professional self development goals, agreed upon during the first part of the academic year. The Department Chair may consider information not furnished by the faculty member in the annual evaluation when it is considered relevant to the faculty member's performance. The use of such information will be disclosed fully to the faculty member. This performance review will also include a discussion relating the faculty member's activities during the evaluation period to his or her reappointment, promotion, and tenure goals.

Assistant and associate professors are expected to establish goals and engage in activities which will result in positive reappointment and promotion recommendations as discussed in the following section, REAPPOINTMENT, PROMOTION, TENURE.

Full professors are expected to assume a greater responsibility than other faculty members for service to the department, university and profession. In addition, full professors are expected to exhibit leadership through the development of junior faculty and conspicuous success in all assigned areas of responsibility.

Senior Lecturers, Lecturers, Instructors, and other non-tenure track faculty play an integral role in achieving the mission of the Department of Graphic Communications and are expected to establish goals and engage in activities which result in a high quality educational experience for Clemson University students, trainees, and industry constituents.

REAPPOINTMENT, PROMOTION, TENURE

The Committee and the Department Chair are responsible for making independent reappointment, promotion, and tenure recommendations in accordance with the procedures set forth in the Clemson University *Faculty Manual*. For tenure-track faculty, specific documentation requirements for a reappointment, promotion, or tenure request made to the Committee may be found in Appendix Two, Documentation Required For

Reappointment, Promotion, and Tenure Requests for Tenure-track Faculty. For non-tenure track faculty the only documentation required for reappointment requests are teaching portfolios, including student/participant evaluations.

REAPPOINTMENT

Non-tenured faculty are reappointed on an annual basis in accordance with the Clemson University *Faculty Manual*. One major purpose of the annual reappointment evaluations is to provide career counseling to faculty members. In general, as a faculty member's career progresses, it is expected that he or she will engage in an increasing proportion of activities listed as indicators of excellence in the PERFORMANCE CRITERIA AND STANDARDS section of these *Guidelines*.

For tenure track faculty, reappointment recommendations will be based on the relationship between a faculty member's cumulative performance and the current standards for promotion and tenure. A formal reappointment recommendation will be provided, along with an assessment of overall performance, scholarship, teaching, and service performance, and progress toward promotion and tenure. Positive recommendations for reappointment will be made if the department chair and/or the Committee believe that the faculty member has the potential to earn promotion and/or tenure. However, a series of favorable reappointment decisions made prior to the faculty member's penultimate year does not necessarily guarantee a favorable tenure recommendation. Detailed information regarding tenure decisions is presented in a separate section of these *Guidelines*.

PROMOTION

Promotion to Assistant Professor: The persons appointed to the rank of Assistant Professor must demonstrate effectiveness in teaching and should show further evidence of ability to meet the requirements for advancement in faculty rank.

Promotion to Associate Professor: The primary concern for assistant professors desiring promotion should be to demonstrate excellence in teaching and evidence of competence in service along with a productive pattern of research, publication, and/or presentation. Promotion to associate professor requires clear evidence of a consistent and continuous commitment to teaching and scholarship, including indication of excellence in research and/or service. Being invited for publication and presentation opportunities is considered valuable evidence.

Promotion to Full Professor: Associate professors preparing for promotion should continue to emphasize excellence in teaching and scholarship, including research and publications. Effectiveness in service is also expected. A total of nine years of relevant experience and completion of a terminal degree are normally expected for promotion to the rank of full professor. A necessary but not sufficient condition for promotion to full professor is excellence in teaching. Prior to promotion to full professor a faculty member is expected to have established a national and/or international reputation for his/her scholarship and professional expertise and to serve as a role model for junior faculty.

TENURE

Philosophy: Achieving tenure at a major university is a selective process. Tenure is granted for exemplary teaching and scholarship, and should be regarded as a career milestone rather than a career objective. Although tenure provides a degree of job security, it should also herald the beginning of a productive career that brings further promotions and rewards.

The concept of tenure evolved primarily to ensure academic freedom. However, a favorable tenure decision represents a major financial commitment by the university, and may have a significant impact on the quality of

a program or department for years to come. The practice of granting tenure in institutions of higher learning has also come under increasing public scrutiny and criticism. Consequently, the Department Chair and Committee must take their responsibilities in this regard very seriously, viewing tenure as an item that should not be conferred lightly.

Standards: The Committee and Department Chair base their tenure recommendations on a faculty member's teaching, scholarship, and service accomplishments and his or her potential for growth and advancement. An overall evaluation of "very good" or better in successive years is the minimum level of cumulative performance required for a positive tenure recommendation.

Independent of the level of cumulative performance, convincing evidence must be provided by a faculty member that he or she will continue to engage in quality scholarly activities and grow professionally after tenure has been granted. To some extent, this evaluation must be based on the professional judgment of those making the recommendation. Indicators of future professional growth and scholarship include: 1) a dependable routine of excellence in teaching, 2) continuous participation in activities of industrial and/or educational associations directly related to the teaching areas, 3) the development of a research program or agenda that will enable the faculty member to develop a national or international reputation as an expert in an academic specialty area, 4) a demonstrated independence of scholarship, rather than a continued reliance on colleagues for scholarly ideas; that is, tenured faculty should be scholarly leaders in their own right, 5) a progressive improvement in teaching endeavors and the use of pedagogical innovations, and 6) the establishment of long-term commitments to one's academic professional group and peers.