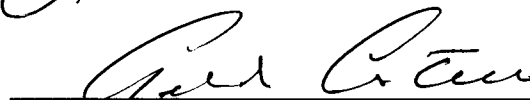# Department of Public Health Sciences

Guidelines for Promotion, Tenure and/or Reappointment and Post-Tenure Review

Document Date: Revised August 23, 2006, Approved: August 23, 2006

(signature)	8·30·06
Chair, PTAR Committee	Date
(signature)	8-30-06
Chair, Department of Public Health Sciences	Date
(signature)	9/11/06
Dean, College of Health, Education, and Human Development	Date

Comment:

_✓_ **Approve**   _____ **Do not approve**

(signature)	8/30/07
Provost & Vice President for Academic Affairs	Date

Comment:

Clemson University

College of Health, Education, and Human Development

Department of Public Health Sciences

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Department of Public Health Sciences

Guidelines for Promotion, Tenure and/or Reappointment and Post-Tenure Review

I. Policy

Consideration and recommendations for reappointment, renewal, promotion, and conferring of tenure are based upon qualifications without discrimination in regard to race, color, religion, sex, age, or handicap.

All policy, procedures and actions regarding faculty appointment, renewal, promotion, conferring of tenure and termination shall conform to University By-laws, Statement of Principles Governing Faculty Relationships, and the University Affirmative Action Program.

The Promotion, Tenure and Review (PTR) Committee shall review all supporting documents pertinent to appointments, re-appointments, promotions and conferring of tenure and shall make written recommendations to the Chair. Applicants for new appointments (full and part-time) will be interviewed by representative(s) of the PTR Committee.

All supporting documents for the purpose of Appointment, Reappointment, Promotion, and Tenure will be treated with confidentiality. Proceedings of PTR Committee meetings will be confidential.

II. Faculty Ranks

The faculty ranks are as follows:

Tenure Track	Non-Tenure Track
Assistant Professor	Instructor (non-renewable)
Associate Professor	Lecturer (renewable)
Professor	

Tenure track faculty workloads consist of three performance areas: teaching, scholarship, and service (public, institutional, and professional service). Tenure track faculty assuming administrative/management responsibilities should address that work within the service area. .

Department of Public Health Sciences Faculty Role Expectations

MINIMUM	ROLE	MAXIMUM
25	Teaching (formal & informal) and/or Advising and Student Committees	75
25	Research & Creative Activities or Scholarly dissemination	75
5*	Public Service/Outreach (Includes community service)	50
0	Administration & Management	50
5	Institutional/Professional Service (Unit, College, University, Profession)	25

*Public Service/Outreach activities can be embedded within research and teaching activities if specifically explained in the faculty member's annual goals.

IV. Minimum Requirements for Initial Appointment to the Faculty

Tenure Track

1) An earned doctorate
2) Evidence of research skills and identified research interests
3) Previous teaching experience and/or academic preparation in an appropriate related discipline

Tenure

A faculty member seeking tenure must be an Associate Professor or eligible for promotion to the rank of Associate Professor.

Time in Tenure Track Ranks: before eligible for promotion

Assistant Professor	6 years at assistant rank
Associate Professor	4 years at associate rank and 10 years total in tenure track position.
Professor	10 years total

Faculty who have unusually outstanding qualifications and experiences may apply for promotion and/or tenure earlier than the indicated time in rank.

V. Meeting Criteria for Promotion, Tenure and/or Reappointment

1) The Dean, Department Chair, and PTR Committee will consider the match of the qualities, talents and endeavors of the candidate to the goals of the Department, College and to the University.

2) The candidate who is seeking appointment, renewal or promotion will include the "Professional Goals and Duties" from FAS Goals and Accomplishments and Form 3-evaluation.

3) The evaluation must give documented evidence of the candidate's teaching, scholarship, and service to the department, University and community.

4) The supporting evaluations may include a self-evaluation as well as evaluations from peer(s), students, and the appropriate department chair.

5) For tenure appointment, additional references must be obtained from outside the University.

6) Additional documentation, limited to notifications of grant funding or manuscript acceptance, can be submitted at any time in the tenure/and or promotion process.

7) Non-Tenure Track faculty will follow the limited curriculum vitae format and Tenure-Track faculty will follow the expanded format (See Appendix A).

Performance Criteria and Standards:

The performance criteria and standards set forth in these Guidelines are intended to establish departmental indicators of excellence and effectiveness for teaching, research, and service. The list of criteria is not exhaustive. The Guidelines provide information that will be useful for faculty career planning and development. The primary goal of the Guidelines is to establish a set of standards that will promote faculty performance and development and enable the Department of Public Health Sciences and College of Health, Education and Human development to achieve regional and national recognition.

The following criteria will be used in evaluating applications for Tenure and/or Promotion and Reappointment:

1) Reappointment: A record of Competence in each of the 3 area of performance evaluation (see Section III. Workloads)

2) Promotion to Associate Professor and/or Tenure*: A consistent record of Achievement in all 3 areas of performance evaluation.

3) Promotion to Professor: a) A consistent record of achievement in each of the three areas of performance evaluation (Teaching, Research/Scholarship, Service); b) A consistent record of achievement with distinction in at least two of the three areas.

   ◆ A prospective faculty member seeking the rank of professor with tenure upon appointment must meet the criteria for promotion to professor.

The following definitions of performance standards will be used in evaluating applications for Tenure and/or Promotion and Reappointment:

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1) Competence: Refers to activities through which the faculty member demonstrates effort and ability in a particular area of performance evaluation.

2) Achievement: Refers to substantive contributions to one's discipline and/or one's academic/professional specialty area.

3) Achievement with Distinction: Refers to significant contributions to one's discipline and/or one's academic/professional specialty area. Such distinctive contributions are identified through rigorous peer review and approval.

Performance Indicators:

Indicators of Competence, Achievement and Achievement with Distinction for each of the three performance areas of Teaching, Research/Scholarship and Service are set forth on the following pages. Candidates should provide a narrative for each area explaining how they have met the indicators. Candidates may cite activities in more than one category. For example, certain teaching activities might also be considered service activities. Documentation should be provided for the category in which an activity is listed. For those activities listed in more than one category, an asterisk should be placed next to the activity in the category where the candidate desires to receive the most emphasis.

Research/Scholarship:

The research narrative of accomplishments should also include a description of one's areas of research expertise and goals for further development of a program of research. Below are examples of activities which meet the criteria for performance evaluation with Distinction, Achievement, and Competence in the area of Research/Scholarship. These lists are not exhaustive.

Achievement with Distinction. To meet the level of "Achievement with Distinction" for research, the faculty member must meet threshold criteria 1 and 2 below; and achieve at least two additional criteria listed below.

1) Significant record of publication in refereed journals; specifically publishing on average more than 1 manuscript per year. (*Note on Authorship: For evaluation at the level of Achievement with Distinction, it is expected that the applicant will demonstrate a consistent record of first authored publications in national/international, peer-reviewed journals)

2) Principal Investigator on major grant (at least $100,000) from external funding agency (funded)

3) Editorial Board for refereed journal.

4) Grant reviewer for major national/international funding agency.

5) Author or co-author of book or published monograph

6) Invited chapter in book from recognized publisher (e.g., Wiley, Plenum)

7) Editor of a national or regional journal

8) Editor of a book (in print)

9) A substantial number of citations of work in peer reviewed manuscripts or books that indicate the candidate's work (research or practice) has significantly contributed to new knowledge in their field, advancement of their field, or solutions to problems in their field (i.e. The candidate's work adds something consequential to the field).*

10) Nationally recognized contribution in electronic media development (e.g. computer software)

11) A consistent record of leadership in collaborative, interdisciplinary research activities with researchers or practitioners outside Clemson University that results in measurable/documentable and significant contributions to public health.

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Achievement. To meet the level of "Achievement in Research", the faculty member must accomplish threshold criteria 1,2 and 3 below; and achieve at least two additional criteria listed below.

1) Principle investigator for a small grant ($50,000) or co-investigator (minimum 25% effort) for a larger grant (at least $100,000) from external funding agency (funded)

2) A sustained record of publication (specifically publishing on average 1 manuscript per year) in refereed journals with a demonstration of first author in predominant number.

3) Six papers or symposium presented at national or international professional conference (evidence of refereed process).

4) Invited chapter in book

5) Invited lecture at national or international conference (as recorded in proceeding).

6) Invited reviewer for book, book chapter(s), peer-reviewed journals, state-level funding agencies.

7) Abstract reviewer for major professional conference

8) Multiple citations of work in peer reviewed manuscripts or technical reports.

9) Contributions in electronic media development (e.g. computer software)

10) A consistent record of participation in collaborative, interdisciplinary research or practice activities with Clemson faculty or practitioners from disciplines/departments outside the Department of Public Health Sciences resulting in documentable contributions to the respective field(s).

11) Author/co-author of a technical report, program statement, or policy statement sponsored by national or international public health organizations or agencies.

Competence. To meet the level of "Competence", the faculty member must accomplish the threshold criteria 1, 2 and 3.

1) Paper presented at local meeting or state or regional conference

2) Paper submitted to refereed journal (evidence)

3) Grant submitted (evidence of substantial effort)

4) Paper in progress (evidence of substantial effort)

5) Research in progress (evidence of substantial effort)

6) Technical report (unpublished) and/or non-refereed journal article

7) University grant (funded)

8) Book or chapter in progress (evidence of substantial effort)

9) Evidence of participation in collaborative, interdisciplinary research or practice activities with Clemson faculty or practitioners from disciplines/departments outside the Department of Public health sciences.

Teaching:

Teaching is the fundamental responsibility of the faculty. Teaching encompasses not only classroom teaching, but also such activities as field supervision, advising, mentoring, tutoring, and service on graduate committees. The teaching narrative should include a statement of one's teaching philosophy and goals for continued growth and development.

Teaching effectiveness must be documented with course syllabi and a summary of student evaluations and individual student evaluation comments. 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, contributions to course development, and professional development activities.

<u>Achievement with Distinction.</u> To meet the level of "Achievement with Distinction", the faculty member will be evaluated by students, peers, and supervisors as demonstrating with *marked consistency* the threshold criteria for "Competence" and at least *four* of the criteria listed below. Documentation of Achievement with Distinction in the area of Teaching must be presented in the format of a Teaching Portfolio.

1) Development of pedagogical methods and materials that have a demonstrated and significant impact on learning.

2) Significant contributions to major curriculum changes, course development and other instructional programs.

3) Generating of significant grants and/or securing donations of resources to support the instructional mission.

4) Evidence of significant contributions to the education of graduate students, honors students or undergraduate research students.

5) Evidence that the instructor has demonstrated innovative service or applied learning in teaching that extends beyond the classroom.

<u>Achievement.</u> To meet the level of "Achievement in Teaching", the faculty member will be evaluated by students, peers, and supervisors as demonstrating with *marked consistency* the threshold criteria for "Competence" and at least *two* of the criteria listed below

1) Development of pedagogical methods and materials that have a demonstrated and significant impact on learning.

2) Significant contributions to major curriculum changes, course development and other instructional programs.

3) Generating of significant grants and/or securing donations of resources to support the instructional mission.

4) Evidence of significant contributions to the education of graduate students, honors students or undergraduate research students.

5) Evidence that the instructor has demonstrated innovative service or applied learning teaching that extends beyond the classroom.

<u>Competence.</u> To meet the level of "Competence in Teaching", the faculty member will be evaluated by students, peers, and supervisors as consistently demonstrating a record of improvement of the criteria listed below. *The following 11 criteria are threshold criteria and are required to meet the level of "Competence".* When using student evaluations to document achievement of a particular criteria, the score for that item must be a value of 3 or higher (1 being the lowest score and 5 being the highest score). :

1) A high level of subject matter knowledge and mastery of course content.

2) Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject.

3) Thorough preparation of course materials for the semester and for each individual class.

4) Evidence of a high level of scholarly course content, rigor and fairness in grading, and effective instructional skills.(e.g., a variety of teaching methods)

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Comment [u1]:

Comment [u2R1]:

Comment [u3R2]:

Comment [u4R3]:

Comment [u5R4]:

5) Evidence that the instructor defines expectations, provides consultation and evaluation on student progress.
6) Evidence that the instructor demonstrates respect for students.
7) Evidence that the instructor allows expression of differing points of view.
8) Evidence that the instructor expresses importance of cultural competence.
9) Evidence of student learning.
10) Evidence of effective student advising as evaluated through graduating senior exit survey of satisfaction with elements of the advising process.
11) Evidence of exceptional level of teaching based on extensive peer review is required. A member of the PTAR committee will attend a class of the pre-tenured faculty at least once an academic year to evaluate and use a standardized instrument. Classroom visits can be increased to more than once a year if warranted. Department chair person will evaluate each tenure-track faculty once per academic year through an unannounced visit. Faculty must submit topical outline to the Department and PTAR committee chairs at beginning of semester to facilitate planning of visit.

Service:

In addition to addressing how performance indicators have been met, the service narrative should *include how service activities are consistent with one's teaching and research areas of expertise*. The narrative should also note how one is progressing toward assuming leadership roles at the University, professional, and state or national levels. Administrative or managerial/leadership responsibilities at the department or college level should also be presented here. Indicators of Competence, Achievement and Achievement with Distinction for Service are given below. It should be noted that the indicators in each list are examples of activities that meet the criteria for inclusion in the category. The lists are not exhaustive. All activities should be appropriately documented.

Achievement with Distinction. To meet the level of "Achievement with Distinction in Service", the faculty member must maintain the University and Professional criteria for "Competence", all of the criteria for "Achievement" and accomplish at least three of the criterion listed below. Documentation of Achievement with Distinction in the area of Service must be presented in a format that demonstrates a consistent record of leadership that results in measurable/documentable and significant contributions to public health.

University:
1) Elected or appointed post in university wide constituencies or governance structures. Has role of leadership responsibility at University level (chairs committees; represents University at state level; serves on SACS committee; works on University-wide projects; provides statewide or regional training; or has administrative/managerial responsibilities that result in significant impact on departmental growth consistent with the mission of the department/college/university).

Professional:
2) Holds national or international office or contributes substantially to national work (e.g., policy-making, boards, or professional literature editor or editorial board; chair or program chair of state organization).

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3) In the area of one's professional expertise, contributes to the resolution of a problem at a national or international level; or serves on a state or national policy-making and/or advisory board.

Administrative Responsibilities:

4) Serves in an administrative capacity for the University, College, or Department that can be documented through letters of appointment or comparable reports. Administrative accomplishments must demonstrate **outstanding leadership and completion of objectives** established and evaluated through the individuals designated supervisor(s). Documentation of accomplishments should include evidence of quantity and quality of completion of those objectives (e.g. official reports, minutes, proceedings, letters of support) and their positive impact on the achievement of the institution's goals. Administrative roles could include but are not limited to the following: Organize/Chair a university task force charged with accomplishing a set objective in a given period of time; Assuming the role of director or coordinator of undergraduate or graduate studies within the department; Serving as a coordinator of a major departmental or college research group or consortium; Serving in an interim administrative capacity for the department, college, or university; Serving as director or interim director of a center, institute, or extramural project in the service of the department, college or university; Coordinating the development and management of research, teaching or service agreements or contractual relationships between Clemson University and local or state agencies or organizations; filling an administrative appointment by the Provost or the President of the university.

Achievement. To meet the level of "Achievement in Service", the faculty member must maintain the University and Professional criteria for "Competence and accomplish **three of** the following:

University:

1) Has role of leadership responsibility within Department (chairs committees) serves on and contributes to College or University committees; represents University at community level.

Professional:

2) Is active in national, international or state organizations or contributes substantially to national or state work.

Community/State/National/International:

3) In the area of one's professional expertise, contributes to the resolution of a problem at a state or a local level.

Administrative Responsibilities:

4) Serves in an administrative capacity for the University, College, or Department that can be documented through letters of appointment or comparable reports. Administrative accomplishments must demonstrate positive leadership and significant progress towards completion of objectives established and evaluated through the individuals designated supervisor(s). Documentation of accomplishments should include evidence of quantity and quality of completion of those objectives (e.g. official reports, minutes, proceedings, letters of support) and their positive impact on the achievement of the institution's goals. Administrative roles could include but are not limited to the following: Organize/Chair a university task force charged with accomplishing a set objective in a given period of time; Assuming the role of director or coordinator of undergraduate or graduate studies within the department; Serving as a coordinator of a major departmental or college research group or consortium; Serving in an interim administrative capacity for the department,

college, or university; Serving as director or interim director of a center, institute, or extramural project in the service of the department, college or university; Coordinating the development and management of research, teaching or service agreements or contractual relationships between Clemson University and local or state agencies or organizations; filling an administrative appointment by the Provost or the President of the university.

Competence: To meet the level of competence, faculty must demonstrate with *marked consistency* the following threshold criteria:

University:
1) Serves on and contributes to at least two Departmental Committees yearly; contributes to a curriculum strand of study; invited class presentations.

Professional:
2) Holds membership in relevant professional organizations, attends local, state or national meetings, and contributes to local program of work; provides invited talks, and presentations to professional groups.

Community/State/National/International:
3) In the area of one's professional expertise, contributes to the resolution of a problem at the community level ; fulfills a need which goes beyond self-interest (i.e., does not only benefit self or family members).

VI.   Supporting Documents

These documents should support the following areas of concern.

1) **Mastery of subject matter** as evidenced by advanced degrees, licenses, certificates, honors, awards, or invitations to speak or present papers *as documented in curriculum vitae.*

2) **Effectiveness of teaching** as documented through teaching portfolio and evaluations by students, peers, and Department Chair.

3) **Scholarly ability** as evidenced by successful research endeavors, (abstracts) copies of published material and letters of recommendation from colleagues internal and external to the university.

4) **Service effectiveness** within University as evidenced by committee work, administrative work and work with students. Committee work entries should be accompanied by discussion of the contribution significant of that committee to the College or University, positions held in the community and whether membership was appointed, elected or voluntary.

5) **Service contributions** may be documented through organizational minutes or agendas, letters of recognition and/or appreciation, recognized authorship of professional documents or technical reports, invited presentations, awards, or through publication of related reports or distributed literature. To meet Service achievement with Distinction, work must be presented in a format that demonstrates a consistent record of leadership that results in measurable/documentable and significant contributions to public health.

6) **Continuing growth** as evidenced by documented participation in professional development, to include: reading, research, workshop attendance, post-doctoral study. Self evaluation by candidate may serve as a source of this information.

7) Mastery of subject matter and scholarly ability as evidenced by **external peer review**. External peer review is required for faculty requesting promotion and/or tenure. (Procedures for external peer review are detailed in Appendix B.)

VII. Promotion, Tenure and Review Executive Summary Notebook (PTR)

The PTR Executive Summary Notebook is also required of those being considered for tenure and/or promotion. The <u>PTR Executive Summary Notebook</u> (for Dean's Review, Dean's Advisory Committees and Provost's Review) to be supplied by the faculty member, PTR Committee, and Department Chair or School Director <u>should include the following</u>:

1) Letter requesting Action (Tenure, Promotion and/or Reappointment).

2) Request for Faculty Personnel Action Form (Routing Slip) (Attachment G) and if appropriate, Granting of Tenure Form (Attachment H).

3) Letter of Recommendation from the PTR Committee. The PTR Peer Review Committee should also insert in reverse chronological order copies of all prior year PTR Peer Review Committee letters of recommendation following the current year letter.

4) Letter of Recommendation from either the Department Chair or School Director (whichever is appropriate). The Chair or Director should also insert in reverse chronological order copies of all prior year Chair/Director letters of recommendation following the current year letter.

5) Dean's Letter of Recommendation. The Dean should also insert in reverse chronological order copies of all prior year Dean letters of recommendation following the current year letter.

6) Detailed resume in conformance with the standard College format.

7) Top Achievements (Personal Summary of top achievements pertinent to the PTR decision (3 pages maximum).

8) Teaching:
- *Teaching narrative (3 pages maximum)*
- Statement on teaching including philosophy, methodology, materials developed, effectiveness, challenges, etc.

9) Student Feedback Forms
- Original Teaching Effectiveness Evaluation forms submitted by <u>all</u> students for <u>all</u> courses taught during the preceding two semesters. Summary statistics provided by the College to include a spreadsheet of evaluations.

10) Other Evidence of Teaching Effectiveness
- Any other evidence of teaching effectiveness, such as teaching portfolio, graduating senior exit surveys, alumni surveys, faculty peer triads, etc.

11) Research Activities: (not included in resume)
- *Research narrative*
- Research proposal abstracts
- Impact of research/scholarship, including literature citations (excluding self-citations), patents, awards, etc.
- Sample of Published Manuscript.

12) Service Activity:
- *Service narrative*
- May be documented in letters of commendation from PTR Committee, Department Chair/Director and Dean.

13) Copies of Faculty Evaluation Form 3 for the <u>last three years.</u> The department chair /school director should insert these documents into the portfolio. Copies should be presented in reverse chronological order. Also included should be a spreadsheet of annual evaluation ratings for the past 3 years including an indication of how the candidate's evaluations compare with other faculty in his/her unit.

14) Statement of short (1-year) and long (5 years) term goals.

15) Description of administrative duties, if appropriate.

16) External Evaluator Listing – Candidate's list of suggested external evaluators including contact information.

17) Copies of all external peer review letters (required for tenure and promotion consideration only.) The PTR Committee inserts all external letters of reference. For candidates seeking Promotion to Full, at least 6 external reviews, 3 of which will be taken from the candidates list and 3 that are independently provided by the PTR Committee are required. For candidates seeking Tenure, at least five external reviews, with a minimum of 2 taken from the candidates list and a minimum of two that are independently provided by the PTR Committee are required.

18) Supplemental Information - Any clarifying statements or additional information (supplementary to the standard resume) for a tenure, promotion, or reappointment that the candidate wishes to have included in the TPR Executive Summary Notebook. (5 pages maximum, optional)

19) Joint Appointment Agreements – if applicable (Attachment J)

20) Employment Office Letters – The Dean's Office inserts a copy of this letter.

21) Tenure agreement Form – The Dean's Office inserts a signed copy of this form (Attachment I)

22) Promotion Letters – The Dean's Office inserts copies of all promotion letters if applicable.

23) Department PTR Guidelines – The Department Chair/School Director insets a copy of the department's/school PTR Guidelines.

24) College PTR Guidelines – The Dean's Office inserts a copy of the College's PTR Guidelines.

VIII.   Post-Tenure Review

See the on-line web version of the Clemson University Faculty Manual for complete guidelines for post tenure review. In accordance with guidelines stated in the university faculty manual and the departmental policy and procedures for Part I of the post-tenure review, the department PTR Committee, will review the past five years of annual reviews for all faculty members who are scheduled to undergo Post-Tenure Review in a given year. If an individual has received no more than one (of five), ratings in the categories of fair, marginal or unsatisfactory in Part I of the Post Tenure Review process they will receive a "satisfactory" rating by the committee and will be exempt from Part II of the Post Tenure Review process.   If the faculty member under review receives two or more annual performance ratings of fair, marginal or unsatisfactory, they will be subjected to further review (Part II). , Post-tenure review materials will be processed through the PTR Committee, department chair and dean as described in the *Faculty Manual.* This review will result in a rating of "satisfactory" or "unsatisfactory" As described in the faculty manual.

,Note: According to the University Faculty Manual, "All faculty members holding a tenured faculty position shall be subject to the Post Tenure Review except for faculty planning to retire by August 15 of the same academic year in which the post tenure review would occur, providing that a binding letter of intent to retire is signed thereby waving the Post Tenure Review. The period for post tenure review is after every five years. The first five-year period begins at the time that tenure is granted. Promotion during that period does not alter the schedule for review. Post Tenure Reviews covering that five year period are conducted during the fall semester of the sixth year when one or more faculty members in a department is scheduled for review." See the faculty manual for guidelines for academic administrator reviews and for circumstances altering the timing

fo review for tenured faculty. The primary basis for post-tenure review is the individual's contributions in the areas of research and/or scholarship, teaching, and service. Performance indicators for each of the three areas will be those listed in Section V. "Meeting Criteria for Promotion, Tenure, and/or Reappointment" of the departmental guidelines for promotion, tenure and/or reappointment. Only criteria listed under "Achievement and Achievement with Distinction" will be used.

1) Each faculty member under review will have the option of either soliciting external reference letters or incorporating an external committee member in the review process.

2) The PTR Committee will be composed of three tenured faculty.

IX. Post Tenure Review Executive Summary Notebook

1) Dean's Recommendation – Request for Post-Tenure Review Personnel Action Form – Dean (Attachment L)

2) Chair's/Director's Recommendation – Request for Post-Tenure Review Personnel Action From – Department Chair/School director (Attachment M). Report from department Chair/School Director and faculty responses, if any. NOTE: The letter of recommendation shall include a commentary on the Faculty Member's significant accomplishments during the review period.

3) PTR Committee's Recommendation – Request for Post-Tenure Review Action Form – PTR Committee (Attachment N). Report from PTR committee and faculty member's response, if any. NOTE: The letter of recommendation shall include a short summary of the Faculty Member's accomplishments during the review period.

4) Granting of Tenure From – Copy of Filed Form (Attachment H or I, as is appropriate)

5) External Evaluator Letters of Reference – If appropriate

6) Standard College Resume – Formatted according to college requirements.

7) Student Evaluation for Teaching – Summary statistical sheets for "Student evaluation of Instructors for the past 5 years in reverse chronological order.

8) Plan for Professional Growth

9) Sabbatical Leave Outcomes - Include a detailed summary of outcomes of any sabbatical leave awarded during the six-year post-tenure review period.

10) Names of six referees outside of the department whom the PTR committee could contct for references.

11) Other Documentation – Could include additional evidence of teaching effectiveness, research impacts or service.

> **Deleted:** Additional Letters of Support

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Department Chair

1) On the first day of employment, provide new tenure track faculty with a copy of the "Guidelines" and discuss the requirements and procedures for tenure, promotion and reappointment.

2) By September 1st, meet with each faculty to confirm goals in FAS. Discuss distribution of effort in reference to promotion and tenure considerations.

3) By November, faculty should complete summary goal accomplishments in FAS.

4) By the last day of faculty appointment, meet with faculty to discuss Form 3.

5) By September 15th of each year, notify all faculty who are eligible for tenure or promotion or who must apply for reappointment.

6) Provide the Committee Chair with a list of faculty eligible for tenure, promotion, or reappointment which shall include the hire date, promotion dates, and tenure date.

7) Ensure that the requirements and procedures for tenure, promotion and reappointment are properly executed.

8) Develop a comprehensive recommendation stating the strengths, weaknesses and areas of concern for each candidate addressing all areas of performance as stated in the Guidelines. The recommendation will follow the same format for all candidates.

9) Provide each applicant for tenure, promotion, or reappointment with an opportunity to review the department chair's recommendations, as well as those of the committee, prior to sending them to the Dean.

10) Forward the Committee's recommendation, along with that of the Department Chair's to the Dean provided that the applicant has consented through signature on "Attachment D-Request for Faculty Personnel Action".

1) By September 15th, review and update the "Guidelines" as necessary.

2) Address any procedural questions and assist candidates in the preparation of their TPR Executive Summary Notebook and the identification of external reviewers.

3) Seeks any information on supporting documentation beyond that which is submitted by the candidate when the Committee deems this to be necessary.

4) Develops a comprehensive recommendation stating the strengths, weaknesses and areas of concern for each candidate addressing all areas of performance as stated in the Guidelines. The recommendation should follow the same format for all candidates.

5) Submits recommendations to the Dean of the College via the Department Chair.

6) Department Chair shares PTR Committee recommendation letter and his/her recommendation with the candidate.

XI.　　　　Selection of PTR Committee Members

The PTR committee members will be selected in accordance with the departmental bylaws 9article 9, section 8). No person of academic rank lower than the rank to which the candidate is seeking shall vote on the disposition of a candidate's file. In the case where insufficient eligible DPHS faculty at the appropriate rank are available to review a candidate's file (i.e. there are not 3 Full Professors from the DPHS), the following procedures will be followed:

1) The existing DPHS PTR Committee will compile a slate of eligible Full Professors from the College of Health, Education and Human Development. These faculty should be familiar with the work of the DPHS in the areas of teaching, research, and service. If three reviewers are needed, a slate of 5 will be created; If 1-2 reviewers are needed, a slate of 3 will be created.

2) The slate will be submitted to all tenured and tenure track faculty for a vote.

3) The elected Full Professor Ad Hoc Committee will meet initially with the existing DPHS PTR committee to review the DPHS by-laws, PTR Guidelines, and review procedures. The DPHS PTR committee members of associate rank can serve the Ad Hoc committee in a advisory role but they will not participate in the vote on the disposition of the candidate's file.

XII.　　　　Format for Application

The candidates' materials for consideration of reappointment, promotion, and/or tenure should be submitted in accordance with the guidelines the Provost has provided for the development of the PTR Executive Summary Notebook. The candidate should maintain a file of any supporting materials that may provide evidence of effectiveness in teaching, research, and service, so that supporting materials are available upon request.

A. Expanded Curriculum Vitae:

Below are suggested items and format for the curriculum vitae. Note that this is a suggested format. The applicant should feel free to rearrange items as candidate believes will strengthen the presentation. Note also that other items may be included.

1. Name:
2. Education:(Give degree, date, university, location. List degrees from most recent to earliest.)
3. Professional Training: (Provide dates, title, and place for any that apply.)
    - Post-doctoral Fellowships
    - Teaching Assistantships
    - Research Assistantships
4. Academic Appointments: (Provide dates, title, and place; list from most recent to earliest)
5. Other professional positions and major visiting appointments: (Provide dates, title, and place. List from most recent to earliest.)
6. Public school teaching (and/or administrative positions): (Provide dates, title, school name and location. List from most recent to earliest.)
7. Licensure and certification (Give dates, type of license or certification and number of state license or certification):
8. Honors and awards: (List date, and brief description of award or honor.)
9. Editorial Boards: (List dates and titles of journal(s).)
    - Major committee assignments: (List dates and title of committee. Note: Major committee positions may also be listed under "Honors and Awards". *)
    - Membership and service in professional societies: (List dates and name of organization. Indicate office held – e.g. chair, president, etc. – if applicable. Note: Major professional society positions – e.g. president of state professional organization – may also be listed under "Honors and Awards" and/or "Major Committee Assignment".)
    - Major Research Interests: (List up to 10 research interests, using a single phrase for each.)
10. Publications: (List publications in the five categories indicated below. Use the APA format for identifying publications. List publications from most recent to earliest. Note: Number the items under each heading.)
    - Books and Monographs
    - Articles and Chapters: (Only published works)
    - Journals
    - Letters, Reviews, and Invited Commentaries
    - Technical reports: Thesis, Dissertation
11. Patented or Copyrighted Materials: Include name of product, date of copyright and/or patent and appropriate identifying information.
12. Other Creative Products (e.g. software): Include title of product, date of publication or production and appropriate identifying information.

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13. Conference Presentations and Invited Lecturers and/or Seminars: List dates, names, presenters, title of presentation, and location; use APA format; list entries under the four headings given below; number each entry; and under each heading list from most recent to earliest.

- Conference Presentations (refereed):
- Invited Lectures, Symposia, Commentary:
- Teacher In-Service Workshops:
- Other Invited Presentations

14. Grants: List grants in the following categories. Indicate date, name of grant and project number, sponsoring agency, and amount of grant, and list principal investigator and co-investigators.

- Research Grants:
- Extramural Research:
- Intramural Research:
- Teaching Grants and/or Instructional Grants:

15. Invited Reviews of Manuscripts and/or Proposals

- Book manuscripts: List date(s), book and/or chapter title, and publisher.
- Journal manuscripts: List date(s), title of journal, and manuscript number.
- Grant applications: List date, name of funding agency, and project number.

16. University Teaching:

- Courses taught: List courses taught at each university at which you have taught. Indicate courses that you are currently teaching, list undergraduate and graduate courses separately for each institution, and give dates at each institution.
- Dissertation and Thesis Committees: Give name(s) of candidate(s), title and date of dissertation or thesis, and institution. Indicate whether you served as chair of the committee.
- Related Teaching Activities: List honors, awards and/or important teaching activities, including dates for each item in the list. Information presented in this section may also be presented under "Honors and Awards," and "Teaching Grants and/or Instructional Grants."

17. Community Service: List community service assignments, projects, or activities. Indicate dates and offices held, if applicable. Identify community organization by name and location. Note: Major community service activities may also be listed under "Honors and Awards" and/or "Major Committee Assignments."

18. University Committee Positions: List dates and names of committee. Indicate office held – e.g. chair, president, etc., if applicable. Note: Major committee positions – e.g. chair of university committee – may also be listed under "Honors and Awards" and/or "Major Committee Assignments."

- Elected Positions
- Appointments

19. Other Professional Service: List other professional service activities not already identified

Non-Tenure Track Limited Curriculum Vitae:

1) Limited appointment faculty are in a renewable position and should be evaluated for reappointment annually.

2) Supporting documentation should include:
   - Letter of application
   - Current vitae
   - Professional Goals and Duties (Forms 1, 2, 3)
   - Letter(s) of peer evaluation
   - Summary of student evaluations

B. Procedures for External Peer Review:

The following guidelines have been established for the external peer review process for Promotion to Associate Professor or Professor and/or Tenure:

1. The PTR Committee Chair will be responsible for soliciting the external reviews.
2. A tenure candidate's file must have a minimum of **5 external review letters**. A candidate seeking promotion to full professor must have a minimum of six external review letters. If a reviewer can not complete the review because of time constraints and this would reduce the number of reviews to less than required, the Chair will solicit additional letters from the list of prospective reviewers. If a reviewer refuses to complete a review for reasons other than time constraints, an explanation of the reason for the reviewer's refusal should be placed in the candidate's file.
3. The candidate for tenure or promotion will provide the names of five external reviewers. Candidates are encouraged to ensure that the bulk of the external reviewers are currently employed in academic settings. External reviewers from practice settings must be of such stature that they could comment on the impact of the candidate's research and service in advancing theory of practice. Reviewers from an academic setting must hold rank at or above the level the candidate is applying for and also be a recognized authority in their field. Reviewers cannot be from Clemson University or from candidate's mentor or graduate schools.
4. The PTAR committee will **select at least two of the five names given by the tenure candidate** and provide at least two additional names for the external review. The PTAR committee will select three of the five names given by the promotion candidate and provide three additional names for the candidate seeking promotion. The PTAR committee will select reviewers who are knowledgeable of the candidate's work and/or area of expertise.
5. Unsolicited letters will not be considered as external review letters in reviewing the candidate's performance.
6. External review letters will remain active for a two year period.
7. All external letters are to be confidential and will be kept on file.
8. The Chair of the PTR Committee should prepare a cover letter and packet of material for each prospective reviewer. The cover letter should consist of the following:

Explanation of individual's candidacy.

How the external review will be used.

Expectations of the reviewer in regard to judging the merits and impact of the candidate's work and assessing those areas (teaching, research, and service) where they are knowledgeable of the candidate's work.

Explanation that the reviewer is not to indicate whether the candidate would receive promotion and/or tenure at their institution.

In addition to the cover letter, a packet of material consisting of the following should be sent to the reviewer:

Vitae

PTR Guidelines

Research, Teaching, and Service Narrative

Sample article(s) selected by the candidate

Additional material by special request or circumstances of the candidate

C. Annual Review Process for Pre-Tenure Faculty Approved May 11, 2005

All faculty members participate in an annual review consisting of: Setting Goals, Documenting Accomplishments, and Review of Accomplishments. Pre-tenured faculty need to align their annual goals and accomplishments with the Guidelines for Promotion and Tenure. Each faculty member is required to document their goals and accomplishments in the FAS. Annual Goals are approved by the Department Chair before/by the beginning of the academic year (between May and September). Accomplishments via FAS are reviewed by the Department Chair at the end of each academic year (May) and by the PTR committee between August and September. Each aforementioned party will submit independent letters providing evaluative feedback of the pre-tenured faculty member's annual accomplishments and progression toward tenure. Pre-tenured faculty will create a complete dossier of accomplishments and support material to be submitted at their mid-point and penultimate year.

Required Documentation*

Annual Goals   FAS Report

Reviewed/Approved by Chair   May-September
*For pre-tenure faculty, goals must align
with PTAR Guidelines for Teaching,
Research, Service and/or Adm.

Annual Accomplishments   FAS report and Teaching Evaluations

Reviewed by Chair   May

Reviewed by PTR committee	August-September

*For pre-tenure faculty, letters from PTR committee
& Chair will provide feedback about
accomplishments relative to PTAR Guidelines for
"Achievement" criteria.

Beginning of Year 04   3 Year PTR Dossier Review

Reviewed by Chair   September
Reviewed by PTR committee   September
*Pre-tenure faculty will submit a complete
dossier of accomplishments per the PTAR
guidelines. It will include documentation of
accomplishments (publications, teaching
evaluations, grant abstracts, evidence of service) and
internal review letters.

Beginning of Year 06   Penultimate Year PTR Dossier Review

Reviewed by Chair   October
Reviewed by PTR committee   October
Pre-tenure faculty will submit a final dossier
of accomplishments per the PTR guidelines.
It will include an executive summary, support
documentation, and external review letters.

*Dates for document submission are subject to change as university level deadlines change.