

Tenure, Promotion, and Retention (TPR) Guidelines¹

Division of Computer Science School of Computing, Clemson University

I. General

The guidelines and procedures given here apply to the faculty of the Division of Computer Science in the School of Computing at Clemson University. The objective of the Guidelines is to present general criteria for promotion and retention decisions. Individuals with unique collection of strengths and weaknesses will be evaluated on a case-by-case basis to determine their overall accomplishments and contributions to the evolving set of goals of the School, the College and the University.

II. Tenure, Promotion and Retention Committee Membership

Per the School of Computing Bylaws, the Division TPR Committee consists of the tenured faculty who have a primary appointment in the Division and who hold the rank of Professor, exclusive of the School Director and the Division Chair. If there are fewer than three Professors eligible to serve on the TPR Committee, then faculty at the rank of Professor (or Associate Professor, if the case only involves tenure and/or promotion to Associate Professor) in any School Division or University Department may be nominated and elected, by all Professors of the School, to serve on the TPR Committee for one year. The TPR Committee will elect its Chair from the members of the Committee who have a primary appointment in the Division.

III. Areas of Evaluation

Consistent with the mission of Clemson University, faculty of the Division have three primary responsibilities: teaching, research and service.

Teaching

Teaching is one of the essential responsibilities of all faculty members. Promotion to any rank and/or tenure requires demonstrated effectiveness as a teacher. Evaluation will use the following major activities among others:

- classroom teaching,
- writing textbooks, lab manuals, lecture notes or class materials,
- developing new courses, curricula or program,
- directing lab assistants,

¹ Approved unanimously by the faculty of Division of Computer Science, School of Computing on October 19, 2015

- advising students and directing student research,
- experimenting with innovative teaching methods, and
- participating in university-sponsored teaching development activities.

An effective teacher has a good grasp of the subject, makes efforts to organize and present lectures in a manner useful to students, is responsive to student questions and difficulties and is reasonably available to students outside classroom hours. Teaching effectiveness will be assessed by measures, such as, student evaluations, exit interviews of graduates, alumni evaluations, and peer evaluations of instructions, seminar talks, classroom visits, grade distributions, and course portfolios. A course portfolio documents the course content and organization, and should include a syllabus, tests, quizzes, handouts, and any information about the course that is available on the web. The course assignments, course loads and areas of expertise will be factored into evaluation of teaching.

Research/Scholarly Activities

A fundamental criterion to be considered in retention, tenure and promotion decisions is a faculty member's performance in, and commitment to, scholarship, including research and other creative endeavors. The measure of performance in this category is the significance of the contributions to the discipline as judged by peers. For promotion to any level a faculty member should have a record of producing original work of quality and quantity comparable to that of colleagues of the same rank or higher ranked peer institutions.

Research and scholarly activities include any activity that extends the body of knowledge in computing and application disciplines. These activities should be evidenced by refereed publications in research journals, professional conference proceedings, books, book chapters, reviews, invited presentations, or by the development of innovative and widely used software systems or patents. It is important to point out that proper evaluation by the TPR Committee requires the results of the research or scholarly activity to be available in a complete and carefully written form.

Because the evaluation of research and scholarly publications is based on their significance to the discipline, as judged by peers, the value of different publications will not be considered equally by the TPR Committee. In the absence of evidence to the contrary, a research or scholarly paper will be valued according to the characteristics of the publication in which it appears. In this regard, the highest level of peer evaluation is usually associated with the refereed research journals and conference proceedings of the discipline. While both the quantity and quality of publications will be considered, quality will be the primary consideration. The quality of a publication can be measured by acceptance rate of journal and conference, citations, and other means that can be used to demonstrate the importance and impact of the publication.

Research activities include the effort to obtain external funding to support research. The evaluation is based on the amount of award funding, the purpose of the funding (e.g. research, equipment or travel) and whether the funding is competitive and student support is generated.

Service

All faculty members will normally have a service obligation as a part of their assigned duties. Service activities include

- any activity related to School, College or University committees or other administrative work,
- participation in professional organizations, special lectures, workshops, or demonstrations,
- participation as a reviewer or editor of a professional publication, or reviewer for research proposals,
- outreach that promote computing or application disciplines at the local or national level, and
- service to the State of South Carolina and the United State of America.

In general, service contributions beyond those assigned, especially those that lead to a high level of external peer recognition, are more important in establishing an excellent record of service.

IV. Guidelines for Retention Decisions

A decision to retain an untenured faculty member indicates satisfactory job performance and, for faculty at the rank of Assistant Professor or above, the potential for having tenure awarded at the end of the probationary period. A decision to retain an untenured faculty member is the result of a less than satisfactory evaluation and will be accompanied by a list of specific deficiencies and recommendations for improvement.

V. Guidelines for Tenure Decisions

In order to be awarded tenure, a faculty member should have made significant accomplishments and contributions to the School, College and University, consistent with his/her distribution of assigned responsibilities. Contributions in areas that go beyond the assigned responsibilities are recognized as positive factors but do not reduce the obligations that form the basic assignment. Normally, in order to be awarded tenure, a faculty member should have attained the level of achievement usually required for promotion to Associate Professor

VI. Guidelines for Promotion Decisions

Promotion to Associate Professor

Promotion to the rank of Associate Professor is given in recognition of performance that is considered to be comparable to that of assistant professors who are being promoted to associate professor at same or higher ranked peer institutions. Good performance is expected of an assistant professor in order to be retained at that rank. Promotion to Associate Professor requires effectiveness in teaching and research, and national peer recognition of scholarly and professional accomplishments in computing.

Performance in teaching and research/scholarly activity is normally weighted much more heavily than performance in service activities in the evaluation of a candidate's overall performance. It is important that the TPR Committee be presented with a clear record that will enable members to evaluate the candidate's performance in each of these areas.

Evidence of effectiveness in teaching may include consistently high ratings on student course evaluations and peer/administrative teaching evaluations, undergraduate and graduate student supervision, the design and implementation of new courses, authorship of textbooks, and special awards of teaching recognition. It is expected that the typical successful candidate will have supervised Ph.D. students.

Evidence of effectiveness in research includes publications in refereed journals, conference proceedings, books, and book chapters. Direction of doctoral students and publications resulting from their dissertations, the issuance of patents, the achievement of special awards, and citations of one's research are also considered. It is expected that the typical successful candidate will have multiple refereed publications in most years. Both singly and co-authored publications are encouraged.. It is important for a faculty member to co-author publications with his/her students.

An essential component of evidence of effectiveness in research includes funding of research proposals by external funding agencies. It is expected that the typical successful candidate will have secured external research funding as a PI or co-PI with other faculty.

Recognition of an established base of scholarly contribution should extend nationally and internationally. External letters of evaluation from senior researchers at same or higher rank peer institutions are required.

Promotion to Professor

Promotion to Professor is based on the excellent performance as a leader in one or more computing disciplines. As with promotion to Associate Professor, promotion to the rank of Professor is based primarily on performance that is comparable to that of Associate Professors who are being promoted to Professor at same or higher rank peer institutions. Letters of recommendation by senior researchers outside Clemson University are required.

A candidate will have achieved recognition for an international reputation in research through a significant leadership role in the development of a field of study in computing and application disciplines, as evidenced by publications, literature citations, published reviews of one's work,

invited presentations, memberships on national level committees or advisory panels, editorships of professional publications.

It is expected that a candidate for promotion for Professor will have a demonstrated record of leadership in obtaining competitive external funding for research. This record should include evidence of the ability to obtain funding through multiple awards over multiple years.

It is expected that a candidate for promotion for professor will attract graduate students, new faculty and visiting scholars to the School for collaborative work. It is expected that the a candidate will have excelled in the direction of Ph.D. students, the direction of graduate students on research projects, leadership of seminar groups or leadership in some field of study on a national level.

It is expected that a candidate for promotion to Professor will have established a record of consistently high quality in teaching. Normally, the candidate will have also participated in the creation and implementation of one or more new courses and will have played a role in the development of new curricula and/or new programs of study. The evaluation of teaching performance for promotion to Professor will include the same student, peer, and administrative evaluations as for other TPR actions.

Moreover, promotion to Professor requires a consistent record of service, either to the School, the College, the University, the State, and the Nation or to a particular community of computing scholars.

Promotion to Research Assistant Professor, Associate Professor and Professor

Promotion to research faculty is given in recognition of research performance that is considered to be comparable to that of tenure track/tenured faculty members with the same rank.

VII. Changing Guidelines

It is important to recognize that as the School, College and the University change their goals over time these Guidelines for Tenure, Promotion and Retention must also change to better reflect current realities. Consequently, these Guidelines represent a moving and evolving target. The standards that may have existed at the time a faculty member was hired are not frozen in time for that person. Rather, it is expected that the faculty member will similarly change with the times and keep current as well as possible with this moving target. However, all evaluations for tenure, promotion and retention must take into account the conditions that existed at the time the faculty member was hired and during the first several years of employment.

VIII. Procedures

The School procedures for tenure, promotion and retention decisions are as follows. Each candidate is responsible for furnishing up-to-date information in support of tenure, promotion or retention in the format specified by the University and the College. Each faculty member needs to follow the University timeline to submit request files to initial the procedures.

Retention and Evaluation of Untenured Tenure-Track Faculty

A recommendation on the retention of each untenured tenure-track faculty member will be made each year, except during the penultimate year of the probationary period, when a tenure recommendation and promotion must be made. The annual evaluation will conclude with an indication as to what further accomplishments and improvements are necessary for a positive tenure recommendation. In the penultimate year, based on a comprehensive portfolio, the Division Chair, School Director and the TPR Committee will make independent evaluations and make their recommendations to the Dean of the College.

Tenure and Promotion of Faculty

A faculty member who wishes to be considered for tenure and/or promotion during a particular academic year must notify the Division Chair, School Director and TPR Committee Chair by end of July of the previous academic year. Each candidate will submit a comprehensive portfolio and names of her/his chosen external reviewers to the TPR Committee by the end of July before the academic year when he/she wishes to be considered for tenure or promotion. Each candidate will follow the timeline specified by School, College and University every year.

All relevant information considered by the TPR Committee will be made available to the candidate for inspection and, if so desired by the candidate, for comment. The only exceptions to this policy are letters of recommendation, which are confidential.

Tenure and Appointment of New Faculty at the Rank of Associate Professor or Professor

It is expected that newly hired faculty will satisfy the tenure and promotion expectations in this document, at a minimum, to be appointed with or without tenure at the rank of Associate Professor or Professor.

For newly hired faculty, the Division Chair and the TPR Committee will make independent evaluations and make their recommendations to the School Director.

Promotion of Research Faculty

The candidate who would like to be promoted to a higher rank will notify the TPR Committee Chair, the Division Chair, and the School Director. The Division Chair and the TPR Committee

will independently evaluate the package and make the recommendation to School Director, who will make the final decision.

Emendation of the Guidelines

The guidelines may be amended by a majority vote of the Division faculty under procedures.