CLEMSON
UNIVERSITY

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

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

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

Department: _____

College: _____

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

☐ **Faculty Manual Consultant**

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

Department Chair

Approved   Signature _____

Revision Required (see comments) Name _____ **Date** _____

Dean

Approved   Signature _____

Revision Required (see comments) Name _____ **Date** _____

Provost

Approved   Signature _____

Revision Required (see comments) Name _____ **Date** _____

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

Department: Public Health Sciences   Date   7/28/2021

NOTE: The TPR document must be approved by the regular departmental faculty, department chair, college dean, and Provost (Chapter V, D1d).

This list may be useful to ensure departmental TPR and PTR documents conform with the *Faculty Manual*. Updated 8/12/2019.

NOTE: Principal lecturers must be incorporated into department TPR documents by August 1, 2021

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4	Consistent with the requirement that tenure applications, once submitted, cannot be withdrawn (New in 2018-2019 *Faculty Manual*)	Ch V, C3	X		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

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

	Requirement	Reference	Yes	No	N/A
9	• Procedures the TPR Committee must follow	Ch V, D1c	X		

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

CLEMSON
PUBLIC HEALTH SCIENCES

Tenure, Promotion, and Reappointment Guidelines

_____

Chair, Public Health Sciences TPR Committee   Date

_____

Department Chair, Department of Public Health Sciences   Date

_____

Dean, College of Behavioral, Social and Health Sciences   Date

_____

Provost & Vice President for Academic Affairs, Clemson University   Date

Table of Contents

1 POLICY – TENURE, PROMOTION AND/OR REAPPOINTMENT AND POST-TENURE REVIEW

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.

Departmental regular faculty determine the tenure, promotion and reappointment standards, as well as procedures for selecting the Tenure, Promotion and Reappointment (TPR) Committee and the procedures the committee must follow beyond those stipulated in the *Faculty Manual*. All policy, procedures an action regarding faculty and lecturer appointment, renewal, promotion, conferring of tenure and termination shall conform to University By-Laws, Statement of Principles Governing Faculty Relationships, Faculty Manual, and the University Affirmative Action Program.

The TPR Committee shall review all supporting documents pertinent to appointments, reappointments, promotions, and conferring to tenure and shall make written recommendations to the chair. Applicants for the new appointments (full and part-time) will be interviewed by representatives of the TPR Committee.

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

2 FACULTY RANKS

A. Regular Faculty Tenure Track

      i. Assistant Professor
      ii. Associate Professor
      iii. Full Professor
      iv. Graduate Faculty
      v. Instructor (nontenurable)

B. Non-Tenure Track

      i. Lecturer
      ii. Senior Lecturer
      iii. Principal Lecturer
      iv. Research Faculty (Assistant, Associate, Full Professor)
      v. Extension Faculty (Assistant, Associate, Full Professor)
      vi. Clinical Faculty (Assistant, Associate, Full Professor)
      vii. Professor of Practice
      viii. Post-doctoral Fellow
      ix. Adjunct Faculty (Assistant, Associate, Full Professor)

The Clemson University *Faculty Manual* includes definitions of "faculty", the list provided here is not exhaustive, rather includes the current appointments in the Department of Public Health Sciences (PHS).

3 FACULTY WORKLOADS

Tenure-track and tenured faculty workload consists of three performance areas: teaching, research/scholarship, and service (public, institutional, and professional service). Tenure-track faculty assuming administrative/management responsibilities should address that work within the service area. Tenure-track faculty are expected to perform in all three areas annually for tenure and promotion. Division of workload across teaching, research/scholarship, and service follows department by-laws and adapted annually to accommodate departmental needs, grand funding, and scholarship opportunities.

Non-tenure track faculty workload consists of a combination of teaching, research/scholarship, practice, or service as dictated by their position. Research/scholarship is not an expectation for Lecturers, Senior Lecturers, or Principal Lecturers. Research/Scholarship many, or may not, be appropriate for specialty ranks (e.g., extension, clinical). Non-tenure track faculty performance is evaluated annually (except in the case of Senior and Principal Lecturers who are evaluated the second year of their 3-year contract or the third year of their 5-year contract as specified in the Faculty Manual.) for reappointment and/or promotion using criteria appropriate for their faculty description and rank.

Public Service/Outreach activities may be embedded within research and teaching activities if specifically explained in the faculty member's annual goals and approved by the Department Chair.

The number of performance areas may be extended from three to four, as negotiated with the Department Chair, should a tenured faculty member assume administrative/management responsibilities.

4 REQUIREMENTS FOR REGULAR FACULTY, TENURE-TRACK AND TENURED FACULTY

4.1 Initial Appointment to Tenure-Track or Tenured Faculty Position

A. **Minimum requirements for initial appointment to Assistant Professor Tenure-Track Faculty Position**
   i. An earned doctorate.
   ii. Evidence of research skills and identified research interest.
   iii. Previous teaching experience and/or academic preparation in an appropriate related discipline.

B. **Minimum requirement for initial appointment to Associate Professor Tenure- Track or Tenured Faculty Position**
   i. An earned doctorate.
   ii. Evident of research accomplishments that meet the PHS TPR criteria for Achievement in Research, Teaching and Service.
   iii. Evidence of expertise in specified area of scholarship.

C. **Minimum requirement for initial appointment to Full Professor Tenured- Faculty Position**
   i. An earned doctorate.
   ii. Evidence of a consistent record of **Achievement** in each of the three areas of performance evaluation (teaching, research/scholarship, service); and a

consistent record of **Achievement with Distinction** in at least two of the three areas.

4.2 Promotion to Tenure

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

4.3 Time in Tenure Track Rank

Rank

A. **Assistant Professor**
   i. 6 years at Assistant rank
B. **Associate Professor**
   i. 4 years at Associate rank and 10 years total in tenure track position
C. **Professor**
   i. 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. In the event circumstances present the need to request modifications to the probationary period please refer to the *Faculty Manual.* Tenure-track faculty members desiring to pursue early promotion and tenure review must first be counselled by the TPR Committee chair, the Department Chair, and the Dean prior to submitting the promotion dossier for consideration.

5 MEETING CRITERIA FOR PROMOTION, TENURE, AND/OR REAPPOINTMENT FOR REGULAR FACULTY

A. The Dean, Department Chair, and TPR Committee will consider the match of the qualities, talents, and endeavors of the candidate to the goals of the department, College and University.
B. The candidate who is seeking appointment, renewal, or promotion will include the "Goals and Duties" document through University established procedures.
C. The candidate who is seeking promotion and tenure (or promotion) must include all required university mandated forms in their dossier notebook.
D. The candidate must provide documented evidence of their progress in meeting established goals, criteria, and accomplishments in teaching, scholarship, and services to the department, University, and community.
E. The supporting evaluation documents may include a self-evaluation and well as evaluations from peer(s), students, and the appropriate Department Chair.
F. For tenure and promotion to be granted, additional references must be obtained from outside the University.
G. Additional documentation, limited to notifications of grant funding or manuscripts acceptances, can be submitted at any time in the tenure and/or promotion process.
H. Tenure-track faculty will include an expanded curriculum vitae (See Appendix 10.1)

5.1 Performance Criteria, Standards and Evaluation

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 of these Guidelines is to establish a set of standards and process by which they will be evaluated that will promote faculty performances and development and enable the PHS and College of Behavioral Sciences and Health Sciences (CBSHS) to achieve regional and national recognition.

The following definitions of performance standards will be used in evaluating applications for tenure and/or promotion and reappointment:

A. **Competence**
   i. Refers to activities through which the faculty member demonstrates effort and **ability** in a particular area of performance evaluation.
B. **Achievement**
   i. Refers to **substantive** contributions to one's discipline and/or one's academic/professional specialty areas.
C. **Achievement with Distinction**
   i. 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.

The following criteria will be used in evaluation applications for tenure and/or promotion and reappointment:

A. **Reappointment**
   i. A record of **Competence** in each of the three areas of performance evaluation (teaching, research, service).
B. **Promotion to Associate Professor and/or Tenure**
   i. Evaluation of accomplishments within the time frame of the appointment date to the request for promotion must demonstrate the following;
   ii. A consistent record of **Achievement** in all three areas of performance evaluation (teaching, research, service).
C. **Promotion to Professor**
   i. Evaluation of accomplishments within the time frame of the awarding of tenure to the request for promotion must demonstrate the following:
      (1) Consistent record of **Achievement** in each of the three areas of performance evaluation (teaching, research/scholarship, and service)
      (2) Consistent record **Achievement with Distinction** in at least two of the three areas.

5.1.1 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.

The evaluation of each standard will consider performance quality in the context of the applicant's portfolio as defined below.

5.2. Research and Scholarship

Research and Scholarship are fundamental responsibilities of the faculty. Scholarship has many dimensions and can manifest in traditional scholarship as well as scholarship of integration, application and teaching (see Appendix 10.6). Each dimension may produce products of scholarship that are distinctive from each other yet succeed in being responsive to human problems and societal needs as well as advancing knowledge in one's field. It is the responsibility of each faculty member to define and present the worth of her/his scholarship. It is the responsibility of the TPR Committee to examine each faculty member's performance in the context of department's faculty defined criteria and expectations to determine if those expectations have been met.

The TPR Committee will consider research/scholarship quality as well as quantity in their performance evaluation. The TPR Committee will consider if the candidate's file demonstrates clear goals, adequate preparation to conduct their research, use of appropriate methods in their work, significant results or progress, effective presentation skills, and a reflective critique of their own work (see Appendix 10.2).

PHS has enjoyed growing faculty's research expertise and areas. Welcoming increasing diversity also means commitment to an open, flexible, and fair evaluation platform that takes into account our faculty's fields of training and specialization. We recognize different roles our faculty play in research: Faculty of certain specialized areas tend to lead fewer research projects while other provide technical support to multiple research studies. PHS has also evolved from a single undergraduate program to have offered its own graduate certificate, MS and PhD programs while collaborating on other graduate programs that have implications on teaching and mentoring for our faculty.

It is recommended that the candidate's research narrative should include a description of one's areas of research expertise and goals for continued growth and development of research expertise and impact. The research narrative should also address the evaluation standards presented in section 5.1 Performance Criteria, Standards and Evaluation as well as the criteria listed in sections 5.2.1 – 5.2.3

Below are the examples of activities which meet the criteria for performance evaluation of Competence, Achievement, and Achievement with Distinction, in the area of Research/Scholarship. These listed are not exhaustive.

5.2.1 Competence. *To meet the level of "Competence", the faculty member must accomplish the threshold* **criteria 1, 2, & 3 below** *and at least two additional criteria listed below:*

1. Paper or poster 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 of practice activities within Clemson faculty or practitioners across disciplines of from disciplines/departments outside PHS, Clemson University.
10. Consulting activities in the field that directly relate to the intellectual work of the faculty member.

5.2.2 Achievement. *To meet the level of "Achievement" in research the faculty member must accomplish threshold criteria 1,2, & 3 below; and achieve at least two additional criteria listed below (these accomplishments must occur within the designated review period):*

1. Principal investigator (PI) on externally funded project at least $100,000 total value; or co-PI with significant and unique contribution on an externally funded project where at least $200,000 is attributed to the candidate using credit percentage of funding assigned at the time of grant application submission (= percent of credit x grant amount); or cumulative external funding in a combination of roles (as principal investigator, co-PI, co-investigator with significant and unique contribution) with at least $300,000 attributed to the candidate (using new award research credit). Alternatively, research expenditure can be used when a faculty member is not involved in the research proposal development stage but then directly engaged in the funded research activities.
2. A sustained record of publication (specifically publishing on average 1 manuscript per year for 9-month and 3 for 12-month regular faculty) in refereed, national or international journals with a demonstration of first or second authorship, corresponding author, senior author, or student mentee as first author on at least 6 published manuscripts *in national/international, peer-reviewed journals*.
3. Six papers or symposium presented at national or international professional conferences (evidence of refereed process).
4. Invited chapter in book from recognized publisher (e.g., Wiley, Plenum)

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 digital or electronic media development (e.g., computer software, interventions nationally recognized as meeting best practice criteria, analytic tools, multimedia publishing and presentation strategies, metadata generations, etc.).
10. A consistent record of participation in collaborative, interdisciplinary research or practice activities with Clemson faculty or practitioners across disciplines or from disciplines/departments outside PHS resulting in documentable contributions to the respective field(s). (I)
11. Author/co-author of a technical report, white-paper, program statement, or policy statement sponsored by state, national, or international public health organizations or agencies.
12. Consulting activities in the field that directly relates to the intellectual work of the faculty member, support or develop community activities in the field that link with an academic discipline or support the application of theory in the field to a real-world problem resulting in documentable contributions to the field. (A)
13. Media contributions (newspaper, magazine, etc.) that relate to the intellectual work and expertise of the faculty.

5.2.3 Achievement with Distinction. To meet level of "Achievement with Distinction" for research the faculty member must meet the **threshold criteria 1 & 2** and achieve three **additional criteria** listed below. The candidate's total body of work will be consistent however, emphasis will be given to work accomplished since tenure and promotion to associate professor as evidence of continued growth and progress in their field.

1. Principal investigator (PI) on externally funded project at least $200,000 total value; or co-PI with significant and unique contribution on an externally funded project with at least $400,000 (using percentage of funding credit); or cumulative external funding in a combination of roles as principal investigator, co-PI, or co-investigator with significant and unique contributions with at least $500,000 attributed to the candidate (using percentage of funding credit).
2. Significant record of publication in referred journals; specifically publishing on average 2 or more manuscripts per year or on average 1.5 or more if one of the publications is in a prestigious journal recognized by the committee as having national or international impact. The average number of published manuscripts per year may be relaxed for faculty conducting randomized controlled trials (or like research) where regulatory and administrative burdens are substantial in acquiring approvals, conducting the protocol, and formally reporting findings. (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, second, corresponding author, senior author, or student mentee as first author publications. Research publications in which students are authors as a direct result of the faculty's

mentorship are highly recognized and given a weight comparable to first authorship. It is also expected that publications are in national/international, peer-reviewed journals.)

3. Editorial Board or editor for refereed journal or book (in print).
4. Grant reviewer for major national/international funding agency and academic journals.
5. Author/Co-author of book published monograph or white paper that relates to the intellectual work and expertise of the faculty.
6. Invited chapter in book from recognized publisher (e.g., Wiley, Plenum)
7. Invited to present as a national-level expert at major national or international professional conference or organization (as recorded in proceeding
8. Author/co-author of a national-level technical report, white-paper, program statement, or policy statement sponsored by national or international public health organizations or agency.
9. A substantial number of citations of work in peer reviewed manuscripts or books that indicate the candidate's work (research or practice) has significant contributed to new knowledge in their field (e.g., the candidate's work adds something consequential to the field).
10. Recognized or significant contribution in product development (e.g., computer software, interventions, nationally recognized as meeting best practice criteria, analytic tools, multimedia publishing and presentation strategies, metadata generations).
11. A consistent and substantial record of leadership in collaborative, interdisciplinary research activities with researchers or practitioners across disciplines or outside Clemson University that results in measurable/documentable and significant contributions to public health.
12. Consulting activities in the field that directly relate to the intellectual work of the faculty member, support or develop community activities in the field that link with an academic discipline or support the application of theory in the field to a real-world problem resulting in documentable contributions to the field.
13. Media contributions (newspaper, magazine, etc.) that relate to the intellectual work and expertise of the faculty.
14. A consistent and substantial record of leadership in the development of centers for research, instruction or service that relate to the intellectual work and expertise of the faculty.
15. A consistent and substantial record of leadership in the development of national or international academic workshops or conferences that relate to the intellectual work and expertise of the faculty.

5.3 Teaching

Teaching is the fundamental responsibility of faculty. Faculty will submit an updated teaching narrative and evidence of teaching effectiveness at each of their scheduled promotions and review dates. The teaching narrative should include a statement of one's teaching philosophy, goals for continued growth and development, a summary of evidence that highlights how they

have met the six competency standards. See Appendix 10.2 for examples of content that could be included as evidence of teaching effectiveness (e.g., teaching a course portfolio).

Teaching encompasses not only classroom teaching, but also such activities as field supervision, mentoring, tutoring, and service on graduate committee as well as other methods of transferring knowledge to students and mentees. Success in the areas of teaching include effective classroom instruction as well as the application of scholarship of teaching.

Teaching, like research, requires skills in planning, implementation, assessment and evaluation. Quality of each teaching performance will be evaluated based on material loaded in one's teaching/course portfolio at the time of review.

It is the responsibility of the TPR Committee to examine each faculty member's performance in the context of department's faculty defined criteria and expectations to determine if teaching expectations have been met. The TPR Committee will conduct a Peer Review to consider if the candidate's file meets the Competence criteria or higher, demonstrating clear goals, adequate preparation to teach their courses, use of appropriate methods in their courses, significant results or progress in student learning, effective presentation skills, and a reflective critique of their own work. See Appendix 10.2 for additional information about teaching assessment.

Peer review will consist of two dimensions: classroom observation and examination of teaching/course portfolio information. A member of the TPR Committee (or member of the designated teaching evaluation committee) will attend a class of the pre-tenured faculty at least once an academic year to evaluate instruction using standardized assessment instruments which will be provided to the faculty member prior to evaluation. Faculty will provide a copy of their syllabus and topical outline to the committee member reviewing the class. The faculty member may also provide samples of teaching strategies used in the class to be reviewed by the committee member. The committee member conducting the evaluation will provide the results of their evaluation to the faculty member prior to the deadline for submitting annual review material. Classroom observations can be increased to more than once per year if warranted. Faculty will also submit evidence of their accomplishment of Competency, Achievement or Achievement with Distinction criteria (e.g., samples of teaching strategies and learning outcome assessments) to the TPR Committee for review annually prior to tenure or as needed for promotion. Additional submissions can be requested by the TPR Committee if necessary.

The Department Chair will evaluate each tenure-track faculty once per academic year and provide that evaluation to the faculty member. Faculty must submit syllabi and topical outlines to the department and TPR Committee chairs at the beginning of the semester to facilitate planning of classroom observation or course review.

Examples of instructional activities which meet the criteria for Competence, Achievement, and Achievement with Distinction in the area of Teaching are listed below. The criteria listed are not exhaustive.

5.3.1 *Competence*. To meet the level of "Competence" in Teaching, the faculty member will be evaluated by students, peers, and supervisors while consistently demonstrating a record of improvement within the teaching competencies listed below 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). **The following six criteria are required to meet the level of "Competence":**

Table 1. Requirements for Competency		
Competency	Operationalization	Evidence
Course preparation and management	Organizes course materials, sequences appropriate content, understands context of course within department's curricular and program goals, submits grades according to University deadlines	Syllabus, portfolio, Canvas shell, student evaluations, peer evaluations, registrar reports
Teaching methods and assessment	Employs evidence-based teaching methods that connect to student learning outcomes and course objectives	Syllabus, portfolio, peer/OTEI review, student materials (e.g., tests/assignments), provision of feedback on assignments, grading rubrics
Communication	States expectations, provides evaluation/feedback, and availability for student consultation	Syllabus, portfolio, peer review, student evaluations, posted office hours
Pedagogical reflection	Provides self-evaluation, identifies strengths and weaknesses, and outlines plan for improvement	Portfolio, teaching statement, attendance of workshop (e.g., OTEI)
Advising	Meets with assigned advisees according to University guidelines	Meeting calendar, student course sequencing planner
Professional development	Commits to enhancing teaching strategies	Attendance of workshops, conferences, and meetings; education through review of literature (books, articles, etc.); peer review

5.3.2 *Achievement*. 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 documentation of a demonstrated and significant impact on learning.
2. Significant contributions to major curriculum changes, innovative course development or major leadership of instructional program development/delivery.
3. Generation of significant internal/external grants and/or securing donations of resources to support the department's instructional mission.

4. Evidence of significant contributions to leadership in graduate student education through PhD mentorship, graduate teaching Assistant mentorship, dissertation committees, dissertation committee chairmanship, and comprehensive exams; or significant leadership to master's student, undergraduate, or other undergraduate student research through mentorship resulting in a completed thesis or research publications.
5. Educational research or development projects resulting in findings disseminated at professional conferences and/or peer-reviewed publications.
6. Publication of textbooks or teaching material with national/international publisher.
7. Invited lecturer, advisor, or reviewer of purposes of sharing instructional/curricular expertise at state, national or international conference (as recorded in proceeding) or program initiative that relates to pedagogical, curricular or discipline-specific content advancement.
8. Evidence of effective lab preparation and coordination that support high quality skill-based instruction.

5.3.3 Achievement with Distinction. To meet the level of "Achievement with Distinction" in Teaching, the faculty member will be evaluated by students, peers, supervisors and demonstrating with **marked consistency the 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/Course Portfolio. The candidate's total body of work will be considered, however, emphasis will be given to work accomplished since tenure and promotion to associate professor as evidence of continued growth and progress in their field.

1. Development of pedagogical methods and materials that have documentation of a demonstrated and significant impact on learning.
2. Significant contributions to major curriculum changes, innovative course development or major leadership of instructional program development/delivery.
3. Generation of significant internal/external grants and/or securing donations of resources to support the department's instructional mission.
4. Evidence of significant contributions to leadership in graduate student education through PhD mentorship, graduate teaching Assistant mentorship, dissertation committees, dissertation committee chairmanship, and comprehensive exams; or significant leadership to master's student, undergraduate, or other undergraduate student research through mentorship resulting in a completed thesis or research publications.
5. Educational research or development projects resulting in findings disseminated at professional conferences and/or peer-reviewed publications.
6. Publication of textbooks or teaching material with national/international publisher.
7. Invited lecturer, advisor, or reviewer for purposes of sharing instructional/curricular expertise at state, national or international conference (as recorded in proceeding) or program initiative that relates to pedagogical, curricular or discipline-specific content advancement.

8. Evidence of effective lab preparation and coordination that support high quality skill-based instruction.

5.4 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.

5.4.1 Competence. To meet the level of "Competence" in Service, the faculty member must demonstrate with **marked consistency** the following threshold criteria:

A. **University**
   i. Serves on and contributes to at least two departmental or other service committees; contributes to a curriculum strand of study; invited class presentations. Writes letters of recommendation for students. Meets with undergraduate advisees twice a year.

B. **Professional**
   i. 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.

C. **Community/State/National/International**
   i. 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 (e.g., does not only benefit self or family members).

5.4.2 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:

A. **University**
   i. Has role of leadership responsibility within department (chair or committees); serves on and contributes to college or university committees; represents university at community level.

B. **Professional**
   i. Is active in national, international, or state organizations or contributes substantially to national or state work.

C. **Community/State/National/International**

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

D. Administrative Responsibilities
    i. 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 of the achievement of the institution's goals. Administrative roles could include but are not limited to the following:

    (1) Organize/Chair a university task force charged with accomplishing a set of objectives in a given period of time;

    (2) Assuming the role of director or coordinator of undergraduate or graduate studies within the department;

    (3) Serving as coordinator of a major departmental or college research group or consortium;

    (4) Serving as interim administrative capacity for the department, college, or university;

    (5) Serving as director or interim director of a center, institute, or extramural project in service of the department, college, or university;

    (6) Coordinating the development and management of research, teaching, or service agreements on contractual relationships between Clemson University and local or state agencies or organizations;

    (7) Filling an administrative appointment by the Provost or the President of the university.

5.4.3 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 criteria listed below (for "Achievement with Distinction" in service, one of the three criteria must have a national or international service component to reflect the faculty member's expertise beyond the university community). 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.

A. University

i. Has role of leadership responsibility within department (chair or committees); serves on and contributes to college or university committees; represents university at community level.

B. Professional

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

C. Community/State/National/International

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

D. Administrative Responsibilities

i. 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 of the achievement of the institution's goals. Administrative roles could include but are not limited to the following:

(1) Organize/Chair a university task force charged with accomplishing a set of objectives in a given period of time;

(2) Assuming the role of director or coordinator of undergraduate or graduate studies within the department;

(3) Serving as a coordinator of a major departmental or college research group or consortium;

(4) Serving in an interim administrative capacity for the department, college, or university;

(5) Serving as director or interim director of a center, institute, or extramural project in the service of the department, college, or university;

(6) Coordinator the development and management of research, teaching, or service agreements or contractual relationships between Clemson University and local state agencies or organizations;

(7) Filling an administrative appointment by the Provost or the President of the University.

5.5 Preparation and Submission of TPR File for Review

5.5.1 Expanded Vitae (Appendix 10.1)

5.5.2 Supporting Documents (Appendix 10.3)

5.5.3 Procedures for External Peer Review (Appendix 10.5)

5.5.4 Digital Measures File

These documents should support the following areas of concern:

1. **Mastery of subject matter** as evidence by advanced degrees, licensure, certificates, honors, awards, or invitations to speak or present paper as *documental in curriculum vitae.*
2. **Effectiveness of Teaching** as documented through teaching portfolio (teaching philosophy, evidence of instructional best practices, evidence of scholarship, evidence of learning outcomes), and evaluation by students, peers, and Department Chair.
3. **Scholarly Ability** as evidence by successful research endeavors, (abstracts) copies of published material and discussion of performance evaluation standards presented in section 4.5
4. **Service Effectiveness** within the University as evidence 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/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 evidence by documented participation in professional development, to include reading, research, workshop attendance, post-doctoral study. Self-evaluation by candidate may serve as source of this information.
7. Mastery of subject matter and scholarly ability as evidence by **external peer review**. External peer review is required for faculty requesting promotion and/or tenure. (Procedures for external peer review as detailed in Appendix 10.5

5.6 POST-TENURE REVIEW

See the on-line web version of the Clemson University Faculty Manual for complete guidelines for post-tenure review (PTR). The PTR Committee will review the past five years of annual reviews of all faculty members scheduled for post-tenure review. The faculty under review may submit an updated curricular vita to the PTR Committee if they so choose. If the faculty member under review has received no more than one (of five) ratings in the categories of "fair", "marginal," or "unsatisfactory" in Part 1 of the PTR process they will receive a "Satisfactory" rating by the committee and will be exempt from Part II of the PTR. 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). PTR material 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*. In order to ensure adequate external representation in the Part II PTR process, 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. If external letters are required for post-tenure review, there must be at least four letters, two from the list of six submitted by faculty member. The method for conducting the external review will be determined by the PTR Committee and be guided by the Procedures for External Peer Review in Appendix 10.5.

Note: According to the Clemson University Faculty Manual. "All faculty members holding a tenured faculty position shall be subject to Post-Tenure review except for faculty planning to retire by August 15th 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 waiving the post-tenure review. PTR occurs 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." See the Faculty Manual for guidelines for academic administrator reviews and for circumstances altering the timing for review of tenured faculty. The primary basis for post-tenure review is the individual's contributions in the areas of research/scholarship, teaching, and service. Performance indicators for each of the three areas will be those listed in "Meeting Criteria for Promotion, Tenure, and/or Reappointment" (Section 5) of the PHS TPR Guidelines for promotion, tenure, and/or reappointment. Only criteria listed under "Achievement" and "Achievement with Distinction" will be used.

6 REQUIREMENTS FOR SPECIALTY RANKS – LECTURERS

Per the Clemson University Faculty Manual, the Special Faculty Rank of Lecturer is not tenurable and does not carry an expectation of renewal, although appointments may be renewed. The following information outlines department guidelines for appointment, reappointment and promotion of Lectures. Lecturers, Senior Lecturers and Principal Lectures shall have no administrative duties inconsistent with those of regular faculty. Appointment to the rank of Lecturer shall be for one-year terms and may be renewed for a maximum of nine full academic years. Senior Lecturers shall be offered three-year contracts with the requirement of one year's notice of non-reappointment before July 15 of the penultimate year. Principal Lecturers shall be offered five-year contracts with the requirement of one year's notice of non-reappointment before July 15 of the penultimate year.

Peer review will consist of two dimensions: classroom observation and examination of teaching/course portfolio information. A member of the TPR Committee (or member of the designated teaching evaluation committee) will attend a lecturer's class at least once an academic year to evaluate instruction using standardized assessment instruments which will be provided to the faculty member prior to evaluation. Senior Lecturers will be evaluated during the penultimate year of their three-year contract and Principal Lecturers will be evaluated during the penultimate year of their fifth-year contract. Faculty will provide a copy of their syllabus and topical outline to the committee member reviewing the class. The faculty member may also provide samples of teaching strategies used in the class to be reviewed by the committee member. The committee member conducting the evaluation will provide the results of their evaluation to the faculty member prior to the deadline for submitting annual review material. Classroom observations can be increased to more than once per year if warranted. Faculty will also submit evidence of their accomplishment of Competency criteria (Section 5.3.1) to the TPR Committee for review annually prior to tenure or as needed for promotion. Additional submissions can be requested by the TPR Committee if necessary. Faculty must submit syllabi and topical outlines to

the department and TPR Committee chairs at the beginning of the semester to facilitate planning of classroom observation or course review.

The Department Chair will evaluate each lecturer once per academic year and provide that evaluation to the faculty member. Faculty must submit syllabi and topical outlines to the department and TPR Committee chairs at the beginning of the semester each year they are reviewed to facilitate planning of classroom observation or course review.

1. Each full-time lecturer will use the Digital Measures system (or designated replacement system) to submit review/reappointment documents during the fall semester of each year they are reviewed (annually for Lecturers; in the penultimate year of their 3-year contract for Senior Lecturers; in the penultimate year of their 5-year contract for Principal Lecturers). Per the PHS Bylaws, the TPR Committee will solicit recommendations from at least three (3) Senior and/or Principal Lecturers in the reappointment review of Lecturers, the promotion review of Lecturers to Senior Lecturers, and the reappointment review of Senior Lecturers. Similarly, the TPR Committee shall solicit recommendations from at least three (3) Principal Lecturers in the promotion review of Senior Lecturers to Principal Lecturers, and the reappointment review of Principal Lecturers. In cases where there are no available Senior or Principal Lecturer to solicit recommendations, a Lecturer with an appropriate rank from a comparable department within the College or University will be asked to assist as a Lecturer or Senior Lecturer peer reviewer.

All teaching faculty and lecturers are expected to meet the "Criteria for Competence in Teaching" outlined in Section 5.3.1. Below are the materials Lecturers/Senior Lecturers and Principal Lecturers should submit for review by the TPR Committee.

Table 2. Documents Required for Review/Reappointment of Lecturers and Senior Lecturers

1. Teaching narrative that contains one's teaching philosophy, accomplishments, reflective critique, and goals for improvement (see Section 5.3).
2. Evidence of teaching effectiveness for all courses taught in previous year (e.g., student teaching evaluations, syllabi, peer classroom observations, Department Chair classroom observations, samples of student examinations, and student work). (See Section 5.3.1 Appendix 10.2)
3. Annual evaluation report generated by the university approved online faculty assessment system (Senior Lecturers should submit reports for the previous two years and Principal Lecturer should submit reports for the previous three years),
4. Current curriculum vitae (see Appendix 10.1)
5. Other evidence of teaching effectiveness or teaching scholarship that support the teaching mission in PHS.
6. Evidence of service and/or leadership activities or successful accomplishment of assigned duties that support the teaching mission in PHS.
7. (See Section 6.2.A and 6.3.A).

The following promotion criteria reflect accomplishments indicative of excellence in teaching, service/leadership, and teaching scholarship that extend beyond the "Criteria for Competence in Teaching (Section 5.3.1). These criteria represent **substantive** or **significant** contributions to the department's teaching and scholarship mission. Accomplishing at least 2 criteria are required for

promotion to Senior Lecturer and accomplishing an additional 3 criteria are required for promotion to Principal Lecturer. This list is not exhaustive.

Table 3. Criteria for Promotion to Senior or Principal Lecturer

1. Development of pedagogical methods and materials that have documentation of a demonstrated and significant impact on learning.
2. Significant contributions to major curriculum changes, innovative course development or major leadership of instructional program development/delivery.
3. Generation of internal/external grants and/or securing donations of resources to support the department's instructional mission.
4. Evidence of significant contributions to the education of graduate students, honor students or undergraduate research students.
5. Develop educational research or development projects that are disseminated at professional conferences and/or in peer-reviewed publications.
6. Publication of textbooks or teaching material with national/international publisher.
7. Invited lecturer, advisor, or reviewer for purposes of sharing instructional/curriculum expertise at state, national or international conference (as recorded in proceeding) or other programs/initiatives that relates to pedagogical, curricular, or discipline-specific content advancement.
8. Demonstrate leadership in development of content area expertise and associated course delivery.
9. Demonstrate leadership in mentoring and evaluating lecturers or senior lecturers.
10. Evidence of effective lab preparation and coordination that support high quality skill-based instruction.

6.1 LECTURER

    A. Minimum requirement for initial appointment to Lecturer Position

        i. Master's degree and/or relevant work experience in the areas for which they will instruct at the undergraduate level. Master's degree in the areas for which they will instruct at the graduate level for select content areas.

        ii. Previous teaching experience and/or academic preparation in an appropriate related discipline.

        iii. Demonstrates promise of excellence in teaching and service, including but not limited to department and/or professional service.

    B. Minimum requirement for reappointment to Lecturer Position

        i. Master's degree and/or relevant work experience in the areas for which they instruct at the undergraduate level.

        ii. Satisfactory and sustained achievement of the "Competence Criteria for Teaching"

        iii. Evidence of participation in departmental or professional service (e.g., writing student letters of recommendations, student advising, committee service as appropriate).

iv. Submission of a teaching effectiveness plan (see Section 5.3 and Appendix 10.2) in which one or more areas are identified for improvement.

v. Evidence of growth or improvement in at least one area of Teaching Competency criteria Section 5.3.1 Table 1).

vi. Evidence of consistently favorable annual reviews.

Per the Clemson University Faculty Manual, Lecturers shall be evaluated annually by the Department Chair and the TPR Committee. Following the fourth year of service, the Department Chair and TPR Committee will conduct a comprehensive review of the Lecturer either in response to a request for promotion to Senior Lecturer or to advise the Lecturer of their progress towards promotion to Senior Lecturer. Lecturers shall not be reappointed following a final ninth year of service if:

- The Lecturer fails to request promotion to Senior Lecturer by the Fall semester deadline of their eight year or service, or
- The Lecturer requests promotion and is not promoted to Senior Lecturer during the Lecturer's eighth year of service.

6.2 SENIOR LECTURER

A. Minimum requirements for promotion to Senior Lecturer Position

i. Apply after a minimum of four full academic years of service as Lecturer at Clemson University before review/consideration for appointment. Equivalent experience at Clemson may be counted towards this four-year service requirement.

ii. Satisfactory and sustained achievement of "Competence Criteria for Teaching".

iii. Evidence of sustained participation in departmental or professional service (**e.g. writing large number of student letters of recommendation,** mentoring student honorary society, course development or revision, student advisement, participation in university teaching improvement initiatives, etc.,).

iv. Evidence of growth or improvement in at least one area of Teaching Competency criteria Section 5.3.1 Table 1) while at the rank of Lecturer.

v. Achievement of at least 2 of the "Criteria for Promotion to Senior or Principal Lecturer" in section 6 Table 3.

vi. Evidence of consistently favorable annual reviews.

B. Minimum requirement for reappointment to Senior Lecturer Position

i. Satisfactory and sustained achievement of "Competence Criteria for Teaching".

ii. Evidence of sustained participation in departmental or professional service (e.g., writing large number of student letters of recommendation, mentoring student honorary society, course development or revision, student advisement, mentoring lecturers, participation in university teaching improvement initiatives, etc.,).

iii. Submission of a teaching effectiveness plan (see Section 5.3 and Appendix 10.2) in which one or more areas are identified for improvement.

      vii. Evidence of growth or improvement in at least one area of Teaching Competency criteria Section 5.3.1 Table 1) while at the rank of Senior Lecturer.

      iv. Evidence of consistently favorable annual reviews.

Senior Lecturer shall be evaluated annually by the Department Chair and during their penultimate year of their three-year contract by both the Department Chair and the TPR Committee. Following the fourth year of service, the Department Chair and TPR Committee will conduct a comprehensive review of the Senior Lecturer either in response to a request for promotion to Principal Lecturer or to advise the Senior Lecturer of progress towards promotion to Principal Lecturer. Senior Lecturers are eligible to apply for promotion to Principal Lecturer following their fourth year. Senior Lectures are not required to apply for promotion to Principal Lecturer.

6.3 PRINCIPAL LECTURER

A. <u>Minimum requirements for promotion to Principal Lecturer Position</u>
    a. Current Senior Lecturer rank
    b. Apply after a minimum of four full academic years at Senior Lecturer rank.
    c. Satisfactory and sustained achievement of the "Competence Criteria for Teaching" (Section 5.3.1 Table 1)
    d. Evidence of significant leadership in departmental or professional service. (e.g., department curriculum committee, leadership in curricular concentration, mentorship of lecturers and senior lecturers, leadership in teaching effectiveness evaluation, etc.)**.**
    e. Evidence of growth or improvement in at least one area of Teaching Competency criteria Section 5.3.1 Table 1) while at the rank of Senior Lecturer.
    f. Achievement of at least 3 of the "Criteria for Promotion to Senior or Principal Lecturer" **while at the rank of Senior Lecturer** Section 6 Table 3.
    g. Evidence of consistently favorable annual reviews

B. <u>Minimum requirement for reappointment to Principal Lecturer Position</u>
    a. Satisfactory and sustained achievement of "Competence Criteria for Teaching".
    b. Evidence of sustained participation in departmental or professional service (e.g., department curriculum committee, leadership in curricular concentration, etc.).
    v. Submission of a teaching effectiveness plan (see Section 5.3 and Appendix 10.2) in which one or more areas are identified for improvement.
    c. Evidence of growth or improvement in at least one area of Teaching Competency criteria (Section 5.3.1 Table 1) while at the rank of Principal Lecturer.
    d. Evidence of consistently favorable annual reviews.

Principal Lecturers shall be evaluated during the penultimate year of their 5-year contract period by the Department Chair and the TPR Committee.

7 REQUIREMENTS FOR OTHER SPECIAL FACULTY RANKS

Special faculty ranks are not tenurable appointments. Initial appointment, reappointment, and promotion are based on PHS Bylaws. Scholarly work is required of all faculty.

Where appropriate, the timetable for promotion for other Special Faculty will be the same as that for Tenure Track Regular Faculty:

Rank

    A. **Assistant Research/Clinical/ Extension Professor**
        i. 6 years at Assistant rank
    B. **Associate Research/Clinical/Extension Professor**
        i. 4 years at Associate rank and 10 years total in special faculty position
    C. **Full Research/Clinical/Extension Professor**
        i. 10 years total

7.1 Research Faculty

Research Faculty include faculty members who engage in full time research, who have research as their principal assignment and are supported by a variety of mechanisms as described in the Faculty Manual.

Criteria for Appointment Reappointment and Promotion of Research Faculty

Research faculty undergo review for initial appointment, annual performance review and review for promotion by the TPR Committee and Department Chair. Below are the minimum standards and performance indicator requirements for appointments, reappointments and promotion for Research Faculty.

    A. **Minimum requirement for initial appointment to Research Assistant Professor**
        i. An earned doctorate.
        ii. Evidence of research skills and identified research interest.
        iii. Demonstrate promise of excellence in research productivity and research mentoring, including but not limited to mentoring of graduate students as appropriate to the position description.

    B. **Minimum requirement for reappointment to the rank of Research Assistant Professor**
        i. Meet criteria i, ii, and iii above
        ii. Have an established record of success in research mentoring as appropriate to the position description.
        iii. Demonstrate success in research productivity (section 5.2.2 in regular tenure track faculty research Achievement criteria for examples of expected research productivity)
        iv. Demonstrate contributions in departmental service (e.g., graduate student and research related committees) and professional service as it relates to and interfaces

with their research.

C. Minimum requirement for promotion, appointment or reappointment to rank of Research Associate Professor.
  i. An earned doctorate.
  ii. Evidence of established research skills and expertise.
  iii. Meet the Achievement with Distinction criteria for research in section 4.2.3.

D. Minimum requirement for promotion, appointment or reappointment to rank of Research Full Professor
  i. Hold a doctorate.
  ii. Evidence of sustained and excellence in research skills and expertise
  iii. Exceeds the Achievement with Distinction criteria for research in section 4 (e.g., average publication rate of 6 per year, cumulative grant acquisition of approximately 1 million dollars, sustained high level of research productivity.) and demonstrates a significant leadership role in one of the department's research initiatives.

7.2 Extension Faculty

Extension Faculty include faculty members who engage in full time extension work, who have extension as their principal assignment and are supported by a variety of internal and external sources as described in the Faculty Manual.

Criteria for Appointment Reappointment and Promotion of Extension Faculty

Extension faculty undergo review for initial appointment, annual performance review, and review for promotion by the TPR Committee and Department Chair. Extension faculty are responsible for extending the research and knowledge base of Clemson University to communities of place and practice across the state. The general criteria for evaluating all Extension Faculty in PHS for possible advancement in rank are:

 A. Program Effectiveness and Relevance in
   i. Recognizing opportunities and analyzing the needs of individuals, groups, and communities
   ii. Translating these opportunities and needs into outreach programs that lead to measurable outcomes
   iii. Synthesizing and communicating research findings
   iv. Developing new applications
   v. Undertaking collaborative outreach activities
   vi. The potential to improve the social, economic, and/or environmental status of the target audience or society in general.
 B. Ability to secure grants and extramural funding to advance their extension program.

C. Ability to draw upon the University, public agencies, non-profit and community organizations to develop partnerships and collaborations to efficiently deliver their program(s).

D. Contribution to the scholarship of Extension and scientific disciplines through peer-reviewed activities as appropriate for their position. Scholarship can include the development and implementation of evidence-based creative concepts or interventions that are broadly communicated and to peer, community, or policy audiences and formally reviewed through a peer-reviewed process.

E. Demonstrate professional service to the institution, professional organizations, and the public

F. Professional development resulting in personal growth and stronger outreach programs.

G. Attainment of professional recognition through professional achievement.

Below are the minimum standards and performances indicators requirements for appointments, reappointments and promotions for Extension Faculty.

A. **Minimum requirement for initial appointment to Extension Assistant Professor**
   i. An earned doctorate or terminal masters in the appropriate subject matter discipline or appropriate professional degree.
   ii. Current certification and/or licensure as specified by the discipline – *if appropriate for the position and subject matter.*
   iii. Experience in community or other professional practice in the specified subject matter discipline.
   iv. Demonstrate promise of excellence in professional productivity and service, including but not limited to community service and program delivery obligations as appropriate for the person.

B. **Minimum requirement for reappointment to Extension Assistant Professor**
   i. Meet criteria i, ii, iii above
   ii. Established record of progress in the development of effective Extension outreach program planning, delivery, and evaluation as appropriate for the position description.
   iii. Documented progress of a body of work in scholarship and creative products (See examples of scholarship for Extension Faculty below).
   iv. Submission of grants and proposals for extramural funding.
   v. Evidence of participation in and creation of effective teams and partnerships.
   vi. Evidence of professional service
   vii. Evidence of professional development
   viii. Identification of area(s) of expertise for which they hope to be known.

C. **Minimum requirement for initial appointment or promotion to Extension Associate Professor**
   i. Established record of success in the development of effective Extension outreach program planning, delivery, and evaluation as appropriate for the position description.
   ii. Documented success in the development of a body of work in scholarship and creative products *(See examples of scholarship for Extension Faculty below)*
   iii. Acquisition of grants and proposals for extramural funding.

     iv.   Evidence of leadership in and creation of effective teams and partnerships.

     v.   Established reputation of expertise at the state level among their professional peers.

D.   Minimum requirement for initial appointment or promotion to Extension Full Professor

     i.   Demonstrate a sustained record of high-quality accomplishments and positive impacts (social, economic, and/or environmental) consistent with the General Criteria for all Extension Faculty listed above.

     ii.   Achieve a national and/or international reputation for their scholarly work and expertise as documented by a substantial body of work recognized and validated by peers.

     iii.   Clear evidence of leadership and programming excellence resulting in compelling impacts emanating from the candidate's work.

E.   Documented Body of Work in scholarship and Creative Products

     i.   Peer reviewed Extension publications: includes factsheets, manuals, technical bulletins, and curricula that are published by Clemson University Extension or other institutional publisher (validated through a formal, blind peer review processes and formally published. Self-published materials do not meet the criteria of this form of scholarship).

     ii.   Peer reviewed professional articles: includes work published in professional journals that subject submission to blind, peer review processes.

     iii.   Creative scholarship in juried events: includes abstracts, posters, and papers published within the proceedings of a professional meeting or conference. These are generally not formally peer reviewed but may be peer approved or selected through a process.

     iv.   Educational digital media: includes videos, computer programs, mobile aps, dynamic webpages, social media, blogs, online modules, decision aids, etc. When a product received forma peer-review, it must be so designated and indicate the entity managing the review.

     v.   Other publications and creative work: include products that did not receive forma peer review, and include popular press articles, newsletters, and other written works.

7.3 Clinical Faculty

Clinical Faculty include faculty members who engage in full time teaching, research, service, or extension functions in a clinical environment and/or supervising students in an academic, clinical, or field setting in connection with an established program of the University as described in the Faculty Manual.

Criteria for Appointment Reappointment and Promotion of Clinical Faculty

Clinical faculty undergo review for initial appointment, annual review and review for promotion. Below are the minimum standards and performance indicator requirements for appointments, reappointments and promotion for Clinical Faculty.

A. An earned doctorate or terminal masters

B. Current certification and/or licensure – *if appropriate*

C. Experience in clinical or other professional practice

D. Experience in teaching (clinical concepts or research), and/or clinical supervision, and/or mentoring research in a clinical environment

E. Demonstrates promise of excellence in professional productivity and service, including but not limited to clinical research.

Minimum requirement for reappointment to the rank of Clinical Assistant Professor

A. Meet criteria A, B, and C above

B. Have an established record of success in teaching, and/or clinical supervision, and/or mentoring research in a clinical environment.

C. Demonstrate success in professional productivity (see Evidence of Professional Productivity table below).

D. Demonstrate contributions in departmental and professional service.

Minimum requirement for promotion, appointment, or reappointment to the rank of Clinical Associate Professor

A. Hold a doctorate or terminal master's degree.

B. Have current certification and/or licensure - *if appropriate*.

C. Establish record of **sustained** success in clinical or other professional practice.

D. Established record of sustained success in teaching, and/or clinical supervision, and/or mentoring research in a clinical environment.

E. Established record of success in professional productivity (see "Evidence of Professional Productivity and Service" table below) and (where appropriate to the position description) direction of clinical activities in ways that contribute to and sustain departmental research programs and mission.

F. Established record of success in professional productivity (see "Evidence of Professional Productivity and Service" table below) and (where appropriate to the position description) direction of clinical activities in ways that contribute to and sustain departmental research programs and mission.

G. Established record of effective participation in departmental service, and in service to state, regional, and/or national professional organizations and, where specified by the department, in professional service to the community.

Minimum requirement for promotion, appointment or reappointment to rank of Clinical Full Professor

A. Hold a doctorate or terminal master's degree

B. Have current certification and/or licensure *if applicable*

C. Establish record of **sustained** success and excellence in clinical or translational research, or other professional practice.

D. Established record of sustained success and excellence in teaching and/or clinical supervision and/or mentoring clinical and translational research at the undergraduate and/or graduate level and/or clinical direction as appropriate.

E. Achieve unmistakable (documented) recognition for professional contributions (see "Evidence of Professional Productivity and Service" table below) and where appropriate to

the position description, direction of clinical activities in ways that contribute to and sustain departmental research programs and mission.

F. Have a substantial and sustained record of effective participation in service (not limited to clinical service) to the department, to the university, and to the profession at the regional and/or national level, and, where specified by the department, a sustained record of effective professional service to the community.

G. Provide unmistakable (documented) evidence of recognition by peers (e.g., invited presentations to professional meetings, invitation to serve as editor or editorial board member of professional journals, appointment, or election to leadership position in professional organizations, awards and honors from professional organizations).

Evidence of Professional Productivity and Professional Service of Clinical Faculty

A. Developed undergraduate or graduate curriculum and/or program development.
B. Presentation at local, state, regional, and national professional meetings.
C. Clinical workshops offered for professional practitioners.
D. Professional consultation in the field that directly relate to the intellectual work of the faculty member, support or develop community activities in the field that link with an academic discipline or support the application of expertise in the field to a real-world problem resulting in documentable contributions to the community.
E. Outreach activities to service organizations and civic groups.
F. Publications in peer reviewed and/or non-peer-reviewed scientific journals that address clinical or translational research, clinical techniques/practice, methods of or standards in clinical supervision, or standards of clinical practice.
G. Publication of clinical handbooks, textbooks, or chapters in clinical textbooks.
H. Production of videos or other multi-media materials related to clinical issues or clinical and translational research.
I. Editorship or editorial review for professional journals.
J. Service on state or regional licensing/certification boards - *if appropriate*
K. Contributions to professional organizations through memberships on committees and office-holding.

7.4 Professor of Practice

Professor of Practice appointments are designated for persons eminently qualified, experienced, and distinguished in their professions, but whose career path and experiences have not been or are not primarily in the academy as described in the Faculty Manual. Professor of Practice will contribute to the department's academic mission by sharing professional experiences through teaching or research activities.

Professor of Practice undergo review for initial approval for appointment and annual review by the Department Chair and the TPR Committee. There is no rank to this appointment.

7.5 Post-Doctoral Fellow

Post-Doctoral Research Fellow appointments are granted for special research functions, typically

connected to externally funded research projects. These individuals shall have the general qualifications for regular faculty.

7.6 Adjunct Faculty

The Adjunct Faculty appointment denotes an advisory appointment. It may be assigned to individuals with no other Clemson University faculty appointment who bring needed expertise to the teaching, research, or public service programs of the University. The qualifications for adjunct faculty rank shall be comparable to those for appointment at corresponding regular faculty rank. These appointments are made for an interval of 5 years and may be renewable. Adjunct appointments shall be limited to these individuals making active contributions to teaching, research, or public service programs of the University. These appointments are reviewed by the department TPR Committee and the Department Chair; ultimately appointed by the Dean.

7.7 Graduate Faculty

Graduate Faculty Status is granted to departmental faculty and individuals outside the department per PHS Bylaws and the *Faculty Manual*. No rank is assigned to individuals granted Graduate Faculty status.

8 ROLE OF DEPARTMENT CHAIR AND TPR COMMITTEE IN REVIEW PROCESSES

Department Chair

The role and responsibility of the Department Chair is outlined in Chapter VIII H.3.1 of the Faculty Manual. Specific responsibilities and "Dates and Deadlines" related to the review of faculty (regular and special rank) are issued annually by the Provost's Office. These responsibilities include, but are not limited to:

1. Providing new tenure-track faculty with a copy of the "TPR Guidelines" and discuss the requirements and procedures for tenure, promotion and reappointment.
2. Meeting with each faculty to confirm goals in Faculty Activity System (FAS) – or designated replacement system. Discuss distribution of effort in reference to promotion and tenure considerations.
3. Ensure that all faculty who are eligible for promotion (with or without tenure) or reappointment are given the opportunity to be reviewed
4. Provide the TPR Committee chair with a list of faculty whom are eligible for tenure, promotion, or reappointment and Post-Tenure Review which shall include the hire date, promotion dates, and tenure date (if applicable).
5. Ensure that the requirements and procedures for tenure, promotion, and reappointment are properly executed.

Public Health Sciences TPR Committee:

Specific responsibilities and dates related to the review of faculty (regular and special rank) are issued annually by the Provost's Office. These responsibilities include, but are not limited to:

1. Annually review and update the TPR Guidelines as needed.
2. Address any procedural questions and assist candidates in the preparation of their TPR Dossier and the identification of external reviewers.
3. Meet with the Senior Lecturer/Principal Lecturer advisory Ex Officio members.
4. Seek any information on supporting documentation beyond that which is submitted by the candidate when the TPR Committee deems this to be necessary.
5. Develop a comprehensive recommendation stating the strengths, weaknesses, and areas of concern for each candidate addressing all areas of performance as stated in the TPR Guidelines. The recommendation should follow the same format for all candidates.

TPR Committee Responsibilities

1. By September 15th, review and update the TRP Guidelines as needed.
2. Address any procedural questions and assist candidates in the preparation of their TPR Executive Summary Notebook and the identification of external reviewers.
3. Meet with the Senior Lecturer/Principal Lecturer advisory Ex Officio members.
4. Seek any information on supporting documentation beyond that which is submitted by the candidate when the TPR Committee deems this to be necessary.
5. Develop a comprehensive recommendation stating the strengths, weaknesses, and areas of concern for each candidate addressing all areas of performance as stated in the TPR Guidelines. The recommendation should follow the same format for all candidates.
6. Department Chair shares TPR Committee recommendation letter and his/her recommendation letter with the candidate.

9 TPR COMMITTEE AND POST TENURE REVIEW COMMITTEE

TPR Committee

The TPR Committee consists of tenured faculty members except those having administrative duties and input into faculty personnel decisions such as appointment, tenure, and promotion. Tenured faculty members who join the department with tenure will serve as non-voting members of the TPR Committee for one year. 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 department faculty at the appropriate rank are available to review a candidate's file (e.g., there are not three Full Professors from the department), the following procedures will be followed:

1. The existing PHS TPR Committee will compile a slate of eligible Full Professors from CBSHS. These faculty should be familiar with the work of PHS TPR Guidelines 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 three will be created.

2. The slate will be submitted to all tenured and tenure track faculty for vote.
3. The elected Full Professor Ad hoc Committee will meet initially with the existing PHS TPR Committee to review the department's Bylaws, TPR Guidelines, and review procedures. If the Full Professor ad hoc committee does not include any full professors from the department, a designated TPR Committee member of Associate rank can serve the Ad hoc Committee in an advisory role, but they will not participate in the vote on the disposition of the candidate's file.

Post-Tenure Review (PTR) Committee

4. In accordance with guidelines stated in the university Faculty Manual and the departmental policy and procedures, a PTR Committee will be constituted whenever any faculty member is scheduled for PTR. Only tenured regular faculty members are eligible for membership on the PTR Committee. Faculty members in Part II of PTR are not eligible to serve on the PTR Committee. The PTR Committee will consist of three TPR Committee members and elect its own chair

10 APPENDEX

10.1 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 arrange items as candidate believes will strengthen the presentation. Note also that other items may be included.

1. Name
2. Education: Give degree, date, university, titles, location. List degrees from most recent to earliest.
3. Professional training: Provide dates, titles, and place for any that apply.
   a. Post-doctoral Fellowships
   b. Teaching Assistantships
   c. 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, titles and place. List from most recent to earliest.
6. Licensure and certification. Give dates, types of license, or certification and number of state license and certification.
7. Honors and Awards. List date, and brief description of award/honor.
8. Editorial Boards: List dates and titles of journal(s)
   a. Major committee assignments. List dates and titles of committee. Note: Major committee positions may also be listed under "Honors and Awards". *
   b. 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 Assignments".
   c. Major Research Interest. List up to 10 research interest, using single phrase for each.
9. Publications. List publications in five categories indicated below. Use the APA or AMA format for identifying publications. List publications from most recent to earliest. Note: Number the items under each heading. Should be delineated by peer-reviewed or invited.
   a. Books and Monographs
   b. Articles and Chapters (Only published works)
   c. Journal articles
   d. Letters, Reviews, and Invited Commentaries
   e. Technical Reports: Thesis, Dissertation
10. Patented or Copyrighted Materials. Include name of product, date of copyright and/or patent and appropriate identifying information.
11. Other Creative Products (e.g., software). Include title of product, date of publication or production and appropriate identifying information.
12. Conference Presentations and Invited Lectures and/or Seminars. List dates, names, presenters, title of presentation, and location. Use APA format, and list entries under the four headings given below; number each entry; and under each heading list from most recent to earliest:
    a. Conference Presentations (refereed)

    b. Invited Lecturers, Symposia, Commentary

    c. Teaching In-Service Workshops

    d. Other Invited Presentations

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

    a. Research Grants

    b. Extramural Research

    c. Intramural Research

    d. Teaching Grants and/or Instructional Grants

14. Invited Reviews of Manuscripts and/or Proposals

    a. Book manuscripts: List date(s), book and/or chapter title, and publisher

    b. Journal manuscripts: List date(s), title of journal, and manuscript number

    c. Grant applications: List date(s), name of funding agency, and project number

15. University Teaching

    a. 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.

    b. Dissertation and These Committee: Give name(s) of candidate(s), title and date of dissertation of thesis, and institution. Indicate whether you served as chair of the committee.

    c. 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".

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

17. 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".

    a. Elected Positions

    b. Appointments

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

10.2 Performance Quality Evaluation Examples

The following evaluation standards are intended to provide guidance and perspective to the faculty member seeking promotion and tenure. TPR Committees consider these and other standards in the evaluation of each faculty member's performance. These standards are used to evaluate scholarship quality versus quantity, however, they are neither absolute nor exhaustive.

<u>Research Performance Evaluation*</u>

1. Clear Goals: Does the scholar state the basic purpose of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?
2. Adequate Preparation: Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?
3. Appropriate Methods: Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to the changing circumstances?
4. Significant Results: Does the scholar achieve the goals? Does the scholar's work add consequently to the field? Does the scholar's work open additional areas for further exploration?
5. Effective Presentation: Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her work with clarity and integrity?
6. Reflective Critique: Does the scholar critically evaluate own work? Does the scholar bring appropriate breadth of evidence to his or her critique? Does scholar evaluate to improve quality of future work?

<u>Teaching Performance Evaluation</u>

1. Clear Goals: Does the instructor state their teaching philosophy or programmatic goals clearly? Does the instructor define learning objectives that are realistic and achievable?; Does the instructor demonstrate an understanding of the purpose of courses taught as they relate to the department's curriculum and goals?
2. Adequate Preparation: Does the instructor show an understanding of current content relevant to the course(s) being taught?; Does the instructor bring the necessary skills to design and execute the courses being taught?; Does the instructor acquire and maintain the skills/resources necessary to achieve the course/program objectives?
3. Appropriate Methods: Does the instructor use methods appropriate to the course/program goals?; Does the instructor apply effectively the methods selected?; Does the instructor modify procedures in response to changing circumstances?
4. Significant Results: Does the instructor achieve the course and curricular goals for courses taught? Does the does the instructor's teaching scholarship work add

consequently to the field?; Does the instructor's teaching scholarship work open additional areas related to teaching effectiveness for further exploration?

5. Effective Presentation: Does the instructor use a suitable style and effective organization to present his or her courses?; Does the instructor use appropriate forums for communicating their teaching scholarship work to its intended audiences? Does the instructor present his or her course material or teaching scholarship work with clarity and integrity?

6. Reflective Critique: Does the instructor critically evaluate own work? Does the instructor bring appropriate breadth of evidence to his or her critique?; Does instructor evaluate to improve quality of future work?

10.3 Supporting Documents

All materials are required to be submitted through the University eTPR platform – or designated replacement system - to be considered for tenure, promotion or reappointment. The faculty member, TPR Committee, Department Chair, the Dean or Provost provide these materials. Files are reviewed by the TPR Committee, Department Chair, Dean, Dean's Advisory committee (if applicable), the Provost and the President.

Required Documents

1. **Letter of intent to requesting action (Tenure, Promotion and/or Reappointment)**
2. **Request for Faculty Personnel Action Form** and if appropriate, **Granting of Tenure Form**
3. **Letter of Recommendation** from the **TPR Committee**. The TPR Peer Review Committee should also insert in reverse chronological order copies of all prior year TPR Peer Review Committee letters of recommendation following the current year letter.
4. **Letter of Recommendation** from the Department Chair/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. **Letter of Recommendation** from the College Dean. 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 Vitae.**
7. **Top Achievements** (Personal Summary of top achievements pertinent to the TPR decision).
8. **Teaching:**
    a. Teaching narrative
        - Statement of Teaching including philosophy, methodology, materials developed, effectiveness, challenges, etc.
9. **Student Feedback Forms**
    a. Original Teaching Effectiveness Evaluation forms submitted by all students for all courses taught during the preceding two semesters. Summary statistics provide by the College to include a spreadsheet of evaluations.
10. **Other Evidence of Teaching Effectiveness**
    a. Any other evidence of teaching effectiveness, such as teaching portfolio, graduating senior exist surveys, alumni surveys, faculty peer triads, etc.

11. **Research Activities: (not included in resume)**
     a. Research Narrative
     b. Research Proposal abstracts
     c. Impact of research/scholarship, including literature citations (excluding self-citations), patents, awards, etc.
     d. Sample of Published Manuscript

10.4 eNotebook – or designated replacement system:

The eNotebook will be initiated by the Department Chair. TPR Committee members will be entered into the eNotebook system by the Department Chair. The faculty member under review will submit all documents to the eNotebook.

10.5 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:

Procedures for External Peer Review

1. The PHS TPR Committee chair will be responsible for soliciting the external reviews.
2. A tenure candidate's file must have a minimum of **four external review letters (preferably six)**. A candidate seeking promotion to full professor must also have a minimum of four external review letters. If a reviewer cannot complete the review because of time constraints and this would reduce the number of reviews to less than required, the TPR 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 notebook.
3. The candidate for tenure and/or promotion will provide the names of five external reviewers by the 15th of May prior to the submission of their materials in the following fall. Candidates are encouraged to ensure that the bulk of the external
4. The PHS TPR Committee will **select at least two (preferably three) of the five names given by the tenure and/or promotion candidate** and provide at least two additional names (preferably three) for the external review. The PHS TPR Committee will select reviewers who are knowledgeable of the candidate's work and/or area of expertise.
5. External review letters will remain active for a two-year period.
6. All external review letters are to be confidential and will be kept on file in the Dean's Office.
7. The chair of the TPR Committee should prepare a cover letter and packet material for each prospective reviewer. The cover letter should consist of the following:
     i. Explanation of individual's candidacy
     ii. How the external reviewer will be used?
     iii. Expectation 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.

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

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

         (1) Curriculum Vitae

         (2) Public Health Sciences TPR Guidelines

         (3) Research, Teaching and Service Narrative

         (4) Sample article(s) selected by the candidate

         (5) Additional material by special request or circumstances of the candidate

10.6 Four Dimensions of Scholarship

1. **Discovery**

    a. Purpose: Build new knowledge through traditional research

       i. Example of Measures of Performance: Publishing in peer-review forums. Producing work within established field. Creating infrastructure for future studies.

2. **Integration**

    a. Purpose: Interpret and integrate the use of knowledge across disciplines

       i. Example of Measures of Performance: Publishing the integration of knowledge from different sources. Bringing findings together from different disciplines to discover convergences. Identifying trends and seeing knowledge in new ways.

3. **Application**

    a. Purpose: Aid society and professionals in addressing problems

       i. Discovering ways that knowledge can be used to solve real work problems. Discover new knowledge or new problems from the act of application.

4. **Teaching**

    a. Purpose: Study teaching models and practices to achieve optimal learning

       i. Search and discovery of innovative approaches and best practices to develop skills and disseminate knowledge within target audiences.