



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 Editorial 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 _____

[Empty box for Department Chair comments]

Dean

Approved Signature _____

Revision Required (see comments) Name _____ Date _____

[Empty box for Dean comments]

Provost

Approved Signature _____

Revision Required (see comments) Name _____ Date _____

[Empty box for Provost comments]

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

Department: **English**

Date

4/22/2021

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

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

Compliance

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

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4	Consistent with the requirement that tenure applications, once submitted, cannot be withdrawn (New in 2018-2019 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

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

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

Tenure, Promotion, and Reappointment Document

Department of English

Last Update: March 23, 2021

The TPR Committee is an elected committee. It consists of seven tenured faculty members: three Professors and four additional faculty members from the rank of Associate Professor or above. In the event that there are not sufficient Professors elected to serve on the committee, the Chair of the department shall appoint one to assist with relevant evaluations. Additionally, four special faculty – one Principal Lecturer (following the promotion of the first) and three from the rank of Senior Lecturer or above – serve on the committee in an advisory capacity. The TPR Committee reviews lecturers and other non-tenure track faculty as well as untenured faculty on tenure track annually. The committee also reviews Senior Lecturers and tenured faculty as required by the Clemson University Faculty Manual. The committee encourages faculty to read this document carefully and to take questions to the Chair of the Tenure, Promotion, and Reappointment Committee and to the Chair of the department, since this is not an exhaustive document.

These criteria are for the general review of candidates toward reappointment, promotion and tenure in the English Department at Clemson University. The department encompasses several disciplines within the overall field of English studies. Each candidate's case will be reviewed and judged on its individual merits and circumstances according to appropriate and current standards of professional performance in each specific discipline (e.g. literature, creative writing, rhetoric, film, professional communication). The department is committed to strong scholarship, innovative teaching, and effective service to the university and community. The evaluation process assumes possession of an appropriate terminal degree; competent education and training in the discipline(s); conduct which reflects professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and collegial responsibilities.

The English department at Clemson University is committed to inclusion across race, gender, age, religion, identity, abilities, and experience. Everyone is welcome in this department, and the TPR committee encourages faculty to demonstrate their authentic selves in each aspect of their work and to hold the TPR committee and the department accountable for respecting these differences.

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1. General Description of Faculty Ranks

The English department supports faculty in different ranks and recognizes that the contribution of each role contributes to the vitality of the department. The department does not have Clinical, Research, or Extension Faculty, or Professors of Practice. The segments of the Faculty Manual pertaining to those ranks are therefore inapplicable here.

1.1 Special Faculty

Special faculty are defined as those who are not on tenure track. Special faculty includes (but is not limited to) Lecturers, Senior Lecturers, and Visiting Assistant Professors. Special faculty have term-limited contracts dependent upon their specific rank (e.g. Senior Lecturers have three-year appointments while Lecturers have one-year appointments) and are evaluated according to criteria that depend upon the nature of their appointments. Special faculty appointments are not tenurable, although appointments may be renewed. Please refer to the *Clemson University Faculty Manual*, Chapter III, D.2 for a complete description of Special Faculty ranks.

1.1.2 Lecturer

Lecturers are considered teaching faculty and are evaluated almost exclusively on their teaching. In rare cases, Lecturers may have additional duties assigned to them that warrant additional evaluation criteria, and in these cases, the TPR committee will consider these additional duties in evaluations. However, teaching is the Lecturer's primary responsibility, and Lecturers are evaluated annually. Faculty may only serve a total of nine years as a lecturer without promotion to Senior Lecturer.

1.1.3 Senior Lecturer

Senior Lecturers are considered exemplary teachers in English and so their classroom work should serve as an example for others in the department. As exemplary teachers, Senior Lecturers are held to very high standards for teaching in the department and are evaluated on their teaching excellence. Some in this rank have additional responsibilities such as program administration and the TPR committee considers these additional responsibilities when evaluating Senior Lecturers for reappointment. Senior Lecturers enjoy a three-year appointment and may serve indefinitely as a Senior Lecturer, assuming positive evaluations every three years.

1.1.4 Principal Lecturer

Principal Lecturers are considered exemplary teachers who made substantial contributions to the educational mission of the English department. This rank is open to those whose primary contribution is teaching, but some Principal Lecturers may also hold service appointments. Principal Lecturers hold a five-year appointment and may serve indefinitely in this rank, assuming positive evaluations every five years.

1.1.5 Visiting Assistant Professors

Visiting Assistant Professors (VAPs) are considered both teaching and research faculty, although most of their responsibility lies with teaching. VAPs are expected to be effective classroom teachers in their assigned courses while simultaneously producing a limited body of scholarship. VAPs might serve in limited service roles as well, as this rank might be considered preparatory for a tenure-track position at another institution. VAPs will have individual profiles based upon their scholarly productivity and

engagement with service in the department, and the TPR committee considers all these activities in evaluating this rank. Visiting Assistant Professors are appointed for no less than one year and no more than three years. One-year appointments may be renewable up to a maximum of three years.

1.2 Tenure-Track Faculty (Assistant Professors)

Assistant Professors on tenure-track are a subset of “Regular Faculty” as outlined in the Clemson University Faculty Manual, Section D I F.2. Tenure-track faculty members in the Department of English are expected to engage in nationally or internationally peer-reviewed scholarly, critical, creative, and/ or pedagogical activities; to be effective classroom teachers; to perform assigned department, college, and university service and administrative duties satisfactorily; and to comply with department, college, and university policies. Within these general expectations, tenure-track faculty build individual and unique professional profiles, and the TPR committee considers the full range of that individual profile when evaluating Assistant Professors for reappointment. Assistant professors are evaluated every year by the TPR committee and the third-year review examines the candidate’s record in deep detail.

2. General Evaluation Guidelines

The evaluation standards outlined in this section apply equally across ranks for each individual activity. The weight of each activity in a candidate’s evaluation depends upon their rank, but the expectations and standards for performance within each of the categories of Research, Teaching, and Service apply to every faculty member.

2.1 Research

The TPR committee evaluates research based on recent publications, whether digital or print; grant applications and receipt of sponsored research awards and/or fellowships; conference presentations; proposals in circulation; works in progress; and plans for work to be undertaken. Each of these items is considered with respect to the quality of the venue and/or how competitive the venue is, and peer-reviewed works carry precedence over other forms of scholarship and creative work. We look for a “research agenda,” or a sense that faculty members envision a coherence or purpose to the work they are undertaking, whether it be a published book project, a series of articles, digital materials, or a cluster of creative works. The committee looks especially for works in nationally or internationally recognized peer-reviewed electronic media, journals, and conferences, and for respected university and/or commercial presses. Historically, and most generally, the committee expects at least a single-authored book or its equivalent, and a set of at least 2 to 3 separate articles for an effective tenure case. In the annual goals statement, the candidate should provide a summary of evidence of research performance within multiple categories outlined in the Appendix section titled “Evidence of Scholarly Excellence.”

2.2 Teaching

The TPR Committee requires that student feedback forms be made available to serve as one data point among many for evaluating teaching. Generally, the committee looks holistically at student evaluations, both numerical scores and narrative comments (when provided), to identify possible areas of improvement, if necessary, and the committee encourages all candidates for reappointment to contextualize the student evaluations within the candidate’s broader teaching goals and experiences with students. In the yearly goals statement, the candidate should provide a summary of evidence of teaching performance within multiple categories as outlined in the Appendix section titled “Evidence of Teaching Effectiveness.” Commentary on all categories is not necessary; however, the committee does

require at minimum sample syllabi, sample assignments, sample in-class instructional materials, or other supplementary items to be included under the tab “Other Evidence of Teaching Effectiveness” in the Digital Measures-Electronic Teaching and Promotion Review (hereafter DM-ETPR) portal. These materials enable the candidate to present a more comprehensive representation of their teaching than one measure alone (such as student feedback forms) might offer. Therefore, the candidate should provide commentary on at least these materials in the goals statement. More materials and more commentary are welcome. The TPR committee will review the student feedback forms (with contextualization if provided), the commentary on materials included in the goals statement, the actual artifacts present in the DM-ETPR portfolio, and teaching observations (as required and depending upon a candidate’s years in service) to assess an instructor’s teaching effectiveness.

2.3 Service

The TPR committee expects tenure-track faculty to engage in the governance of the department and the university. During their first year, Assistant Professors are typically not expected to serve on major committees. By their third year, however, we look for increased participation in service, such as in major departmental committees, search committees, college-wide committees, university committees, and/or professional organizations. As tenure-track faculty approach tenure, the TPR Committee expects to see a substantial service profile that demonstrates contributions from multiple categories outlined in the Appendix 6.3 section titled “Evidence of Service Contribution.” The TPR committee also gives special commendation to those faculty who take on large roles prior to tenure, such as directing a program, leading a large curricular initiative, extraordinary work championing diversity and inclusion, or serving in an administrative position within the department.

Faculty in Special Ranks are generally not expected to perform service although a limited service profile might be negotiated with the department chair.

3. Annual Reappointment Processes

The TPR committee conducts annual reappointment evaluations of Assistant Professors and Special Faculty, except those Special Faculty who have achieved the rank of Senior Lecturer and are evaluated on a three-year cycle, and those Special Faculty who have achieved the rank of Principal Lecturer and are evaluated on a five-year cycle. The review process for Special Faculty is identical except for the frequency. Four special faculty, at least one Principal Lecturer and three from the rank of Senior Lecturer or above, assist the TPR committee in evaluating Lecturers and Senior Lecturers for reappointment and promotion; they serve in an advisory capacity only, and they are not considered official members of the TPR committee.

In general terms, the candidate, regardless of rank, submits materials to the TPR committee through Clemson’s DM-ETPR portal. The TPR committee evaluates materials submitted by the candidate, observes faculty teaching, and the members of the committee collectively generate a letter reflecting the committee’s recommendation for/against reappointment. That letter is then added into the candidate’s DM-ETPR portal for review by the candidate, and the candidate must acknowledge receipt of the letter with a digital signature. All candidates have the opportunity to dispute the letter with their own response that will be considered by the dean.

The TPR committee’s actions are independent of the department chair’s evaluation for reappointment. Both the TPR committee’s letter and the department chair’s letter are independently forwarded to the

dean through the DM-ETPR portal. Neither the TPR committee nor the department chair can view the other's evaluation letter and recommendation for or against reappointment. This blind review process ensures the integrity of peer review by the elected departmental TPR committee as a voice independent of any supervisor/subordinate relationship.

3.1 Special Faculty Annual Reappointment

Special Faculty must submit a current C.V.; representative syllabi and policies; student feedback forms from at least two courses in the previous academic year; and a short statement outlining achievements from the prior year, commenting on prior TPR letters as appropriate, and contextualizing any materials that will be considered in the annual process (e.g. responding to problematic student evaluations). This statement must also articulate goals for the coming year. Candidates may also include any supporting materials that they believe make a strong case for their reappointment. All materials must be submitted by the date specified by the university and all materials must be submitted through Clemson's DM-ETPR portal. A member of the Tenure, Promotion, and Reappointment Committee may also visit one class session of one of the faculty member's courses.

3.2 Tenure-Track Faculty Annual Reappointment

Tenure-track faculty must submit a current C.V.; representative syllabi and policies; student feedback forms from at least three classes from the previous academic year, ideally representing different course numbers; a statement of course releases (if applicable); copies of scholarship and publication manuscripts from the prior year; and a short statement outlining achievements in the prior year in all three areas of evaluation—research, teaching and service. The candidate statement should comment on prior TPR letters as appropriate and may contextualize any materials that will be considered in the annual process (e.g. responding to problematic student evaluations or delays in publications). This statement must also articulate goals for the coming year. Candidates may also include any additional supporting materials that they believe makes a strong case for their reappointment. All materials must be submitted by the date specified by the university and all materials must be submitted through Clemson's DM-ETPR portal. A member of the Tenure, Promotion, and Reappointment Committee may also visit one class session of one of the faculty member's courses.

3.3 Tenure-Track Faculty Third-Year Review Process

In the third year of the probationary term, tenure-track faculty have a mid-track review and the TPR committee expects a significantly more advanced professional profile than at the beginning of the candidate's career. Faculty undergoing the third-year review must submit copies of publications and accepted manuscripts, and teaching materials including a range of student evaluations from their first three years.

The aim of the third-year review is to gain a concrete sense of how Assistant Professors are progressing toward tenure. Where that progress is insufficiently clear, the review letter offers candidates mentoring advice on adjusting their workload priorities or projects to ensure that the candidate will be able to make the best possible case for tenure.

By the third year, Assistant Professors should have demonstrated significant research productivity indicated by demonstrable success in placing publications as well as progress toward a larger project, in most cases signified by a completed proposal for a monograph or similarly significant piece of peer-reviewed scholarship/creative work. Candidates should have demonstrated their effectiveness as an

instructor and should have demonstrated their active contributions to serving the department and show promise of contributing to the profession more broadly.

With these general goals in mind, the department considers the following benchmarks to constitute a successful third-year review.

Research

- Publication or acceptance (with an anticipated date for publication) of two articles in peer-reviewed journals or book chapters in peer-reviewed volumes.
- Presentation of at least two papers or projects at national or international conferences in relevant field.
- In most cases, a book proposal that signals significant progress on a monograph. This proposal should include a timeline for completion of the monograph, as well as an extended description of the book project.
- In cases in which a monograph is not the intended benchmark for the tenure application, the TPR Committee expects to see a narrative explaining the nature of the work that will be offered in place of the monograph, including scholarly importance and audience, mechanism for peer review, etc.
- For creative writers, we expect to review 1) publications of stories/poems in literary magazines and 2) samples of creative writing from drafts of novels, poetry manuscripts or short stories.
- Applications for grants, both internal and external, will also help to signal plans for future research productivity.

Teaching

- Effective teaching documented by feedback from students and peers.
- Comprehensive teaching materials, including syllabi, assignments, or other classroom teaching materials.
- Evidence of responsiveness to student feedback and peer evaluation as indicated by course revisions and statements in the candidate's annual statement.
- Pedagogical innovations and/or new course preparations.

Service

- A record of contribution to the department, demonstrated by service on at least one committee within the department.
- Active participation in the life of the department, college, and university as indicated by attending department meetings, job talks by prospective hires, or other university events.
- Evidence of service to the wider profession, such as organizing panels for conferences, peer reviewing for journals, and participation in professional organizations.

Candidates who successfully complete the third-year review will be eligible for a semester of teaching release ("Junior Faculty Leave") in the subsequent academic year, and the TPR committee will note, when applicable, that a candidate's progress toward tenure merits the teaching release. The release is, therefore, a reward and incentive for excellence at the third-year review. Candidates who might not have earned the release at the third-year review will be evaluated in the subsequent year for the release.

4. Promotion and Tenure Criteria and Processes

While the actual process for reviewing faculty, both Special Faculty and Tenure-track Faculty, occurs within the annual review cycle, each rank has specific expectations and processes for promotion. The TPR committee encourages all candidates seeking promotion to carefully review this section of the document as well as Chapter IV, Sections C and D of the *Clemson University Faculty Manual*.

4.1 Lecturer Seeking Promotion to Senior Lecturer

Since Lecturers focus primarily on teaching, this promotion rewards Lecturers who have demonstrated outstanding activity related to the educational mission of the department. The educational mission of the department is a broad category and can be defined in many ways, but the key is that those posting for promotion to Senior Lecturers should be regarded as “Exemplary Teachers” and serve as models for colleagues. Some people who have served in service positions have occasionally earned this promotion, but the focus of the promotion remains demonstrated teaching excellence.

4.1.1 Criteria for Promotion to Senior Lecturer

Candidates for promotion to Senior Lecturer must demonstrate merit as a teacher beyond that required simply for reappointment. Candidates will be expected to demonstrate exemplary teaching via

1. Consistent demonstration of teaching excellence through student feedback.
2. Documented excellence on at least five measures of teaching effectiveness outlined in Appendix 6.1 section titled “Evidence of Teaching Effectiveness.”
3. Demonstrated creativity and improvement of courses and course materials.
4. Favorable recommendation letters submitted by at least three former students.

In addition to these criteria, the candidate’s work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered.

4.1.2 Process for Applying for Senior Lecturer

The process for promotion begins the Spring semester prior to the date the candidate will post for promotion and follows this general outline:

1. By April 1, candidates will notify the Chair of the TPR committee in writing that they intend to stand for promotion in the subsequent Fall semester’s evaluation cycle.
2. By August 15, candidates will have secured letters of recommendation from at least three former students which comment concretely on candidates’ teaching excellence.
3. By the deadline provided by the Provost’s office—usually around October 1—the candidates will have loaded into the DM-ETPR portal these components:
 - a. A detailed statement which
 - i. outlines major teaching achievements, innovations, and activities during the candidate’s time as a Lecturer at Clemson University;
 - ii. why these activities qualify as “Exemplary” in comparison to the normal expectations of quality teaching;
 - iii. A specific plan for continued growth as a teacher.
 - b. Evidence of teaching effectiveness which provides documentation of at least five activities located in Appendix 6.2: “Evidence of Teaching Effectiveness.”
 - c. At least three letters of recommendation from prior students.

- d. Student feedback forms from at least three years of service at Clemson and ideally the narrative feedback forms to accompany the numerical scores.
4. By the deadline provided by the Provost's office—usually around December 15—review the TPR committee's and the Department Chair's letters in DM-ETPR and digitally acknowledge those letters, either with or without a response.
5. By the deadline provided by the Provost's office—usually around February 1—review the CAAH Dean's letter and digitally acknowledge the letter, either with or without a response.

4.2 Senior Lecturer Seeking Promotion to Principal Lecturer

This promotion rewards Senior Lecturers who have continued to demonstrate outstanding activity related to the educational mission of the department. They remain “Exemplary Teachers” and serve as models for colleagues. Senior Lecturers in service positions are eligible for this promotion.

4.2.1 *Criteria for Promotion to Principal Lecturer*

Candidates for promotion to Principal Lecturer will usually have served at least five years as a Senior Lecturer before applying for promotion. They must demonstrate ongoing growth as a teacher beyond that required simply for reappointment. Candidates will be expected to demonstrate exemplary teaching via, at minimum:

1. Consistent high response rates on, and visible patterns of success in, student feedback forms.
2. Documented excellence on at least five measures of teaching effectiveness outlined in the Appendix 6.2 section titled “Evidence of Teaching Effectiveness.”
3. Demonstrated creativity and improvement of courses and course materials.
4. Favorable recommendation letters submitted by three former students.
5. Favorable recommendation letters by two English department colleagues holding the rank of Principal Lecturer, Assistant Professor, Associate Professor, or Professor.

Additionally, candidates for promotion to Principal Lecturer will be expected to demonstrate

1. Evidence of ongoing pedagogical development (workshop attendance, program participation, Creative Inquires, Honors seminars, etc.)
2. A pattern of engagement with the educational mission of the department (service, mentorship, leadership, etc.)

Senior Lecturers searching for engagement opportunities should consult with the chair or associate chair at least two years before applying for promotion.

4.2.2 *Processes for Applying to Principal Lecturer*

The process for promotion begins the Spring semester prior to the date the candidate will post for promotion and follows this general outline:

1. By April 1, candidates will notify the Chair of the TPR committee in writing that they intend to stand for promotion in the subsequent Fall semester's evaluation cycle.

2. By August 15, candidates will have secured letters of recommendation from three former students which comment concretely on candidates' teaching excellence.
3. By the deadline provided by the Provost's office—usually around October 1—the candidates will have loaded into the DM-ETPR portal these components:
 - a. A detailed statement which
 - i. outlines major teaching achievements, innovations, and activities during the candidate's time as a Senior Lecturer at Clemson University;
 - ii. indicates why these activities qualify as "Exemplary" in comparison to the normal expectations of quality teaching;
 - iii. a specific plan for continued growth as a teacher;
 - iv. provides evidence on pedagogical development; and
 - v. describes further contributions to the educational mission of the department.
 - b. Evidence of teaching effectiveness which provides documentation of at least five activities located in Appendix 6.2: "Evidence of Teaching Effectiveness."
 - c. Three letters of recommendation from prior students.
 - d. Two recommendations from English department colleagues.
 - e. Student feedback forms from at least five years of service at Clemson and ideally the narrative feedback forms to accompany the numerical scores.
4. By November 1, candidates will have scheduled a meeting with the TPR Committee to discuss their application and address committee questions.
5. By the deadline provided by the Provost's office—usually around December 15—candidates will review the TPR committee's and the Department Chair's letters in DM-ETPR and digitally acknowledge those letters, either with or without a response.
6. By the deadline provided by the Provost's office—usually around February 1—candidates will review the CAAH Dean's letter and digitally acknowledge the letter, either with or without a response.

4.3 Assistant Professor Seeking Promotion to Associate Professor with Tenure

For Assistant Professors to be tenured and promoted, they must demonstrate a coherent research agenda, with evidence of productivity, developed throughout the probationary period; sustained evidence of teaching excellence; and a sustained commitment to service. Except in unusual circumstances, promotion to Associate Professor shall not be considered until the faculty member has been granted tenure.

4.3.1 *Criteria for Promotion to Associate Professor*

Candidates for promotion to Associate Professor must, at minimum, meet these criteria to be considered for promotion and/or tenure:

- Hold the appropriate terminal degree;
- Present a record of significant nationally or internationally peer-reviewed scholarly, critical, creative, and/ or pedagogical activities including publications (printed or electronic), papers read or presentations given, and participation on panels and in seminars;
- Participate in professional activities and recognitions such as, but not limited to, consulting, serving as an association officer, serving on professional committees, receiving awards, obtaining grants, and developing informational technology;

- Demonstrate a record of effective teaching documented by student feedback forms, peer evaluations, or other appropriate means;
- Present a substantial record of serving on department, college, or university commissions, committees, or councils; serving as student advisor; supervising graduate/undergraduate research; assisting in student activities; and performing community service related to his/her professional training and/or activities;
- Present evidence of strong potential for growth in the profession;
- Receive positive reviews from multiple external evaluators who will conduct independent, peer analysis of the candidate's research profile.

4.3.2 *Process for Applying for Promotion to Associate Professor*

The process for promotion begins the Spring semester prior to the date the candidate will post for promotion and follows this general outline:

1. By April 1, candidates will notify the Chair of the TPR committee in writing that they intend to stand for promotion in the subsequent Fall semester's evaluation cycle.
2. By April 1, the candidate will provide to the Chair of the TPR committee six names, with contact information, for potential external reviewers.
3. By April 15, the TPR committee will create a list of six additional colleagues who might serve as external reviewers.
4. By June 1, the TPR committee will secure agreement by six colleagues to act as external reviewers, with no more than three of those reviewers having appeared on the candidate's list.
5. By June 15, the candidates must submit a comprehensive portfolio for external review which includes the following:
 - a. A self-curated packet of representative articles and scholarly/creative projects submitted as a single PDF or digital file.
 - b. Six copies of monographs/books, usually hard copy (usually with departmental subvention).
 - c. A two-page cover letter, placed at the head of the packet, to the external reviewers that explains
 - i. how your selections in the packet represent the breadth and depth of your work
 - ii. a narrative connecting the portfolio pieces into a coherent research agenda.
6. By June 30, the TPR committee will submit the portfolio to external reviewers.
7. By the deadline provided by the Provost's office—usually around October 1—the candidate must load these components into the DM-ETPR portal:
 - a. A complete and current CV
 - b. The Provost's "Workload Table" signed by the candidate and the department chair.
 - c. A general summary document that overviews the candidate's probationary period as a whole:
 - i. outlines major achievements, innovations, and activities in all three areas of research, teaching, and service during the candidate's time at Clemson University
 - ii. A specific plan for continued growth
 - d. A research record:

- i. A research summary document that contextualizes the candidate’s research within the field and provides a narrative connecting the components of their research productivity
 - ii. The provost’s “research productivity table”
 - iii. Digital copies of all scholarly activity
 - e. A teaching record:
 - i. A teaching summary document that explains the candidate’s teaching philosophy, contributions in teaching, and contextualizes supplementary teaching materials provided in the DM-ETPR portfolio
 - ii. A collection of representative syllabi, course materials, and other artifacts that demonstrate effective teaching practice in at least five activities located in Appendix 6.2: Evidence of Teaching Effectiveness
 - iii. Student feedback forms from at least three years of service at Clemson and ideally the narrative feedback forms to accompany the numerical scores.
 - f. A service record:
 - i. A service summary document that explains the candidate’s contributions to the department, university, and profession
 - ii. To the extent possible, representative artifacts of service work, for example letters commending your service on a national committee or curriculum proposal documents. See Appendix 6.3: Evidence of Service Contribution for suggestions on possible activities to document.
- 8. By the deadline provided by the Provost’s office—usually around December 15—review the TPR committee’s and the Department Chair’s letters in DM-ETPR and digitally acknowledge those letters, either with or without a response.
- 9. By the deadline provided by the Provost’s office—usually around February 1—review the CAAH Dean’s letter and digitally acknowledge the letter, either with or without a response.

4.4 Associate Professor Seeking Promotion to Professor

Promotion to Full Professor will be recommended on the basis of distinguished national or international recognition for contribution to the profession through peer-reviewed scholarly, critical, creative, pedagogical, and/or other commensurate professional accomplishments, beyond that needed for promotion to Associate Professor. For promotion to Professor, the TPR committee assesses contributions to the field of study, the discipline, and the profession. Attention is paid to the visibility and impact of scholarly publications (whether print or digital) and research record in the time since promotion to Associate Professor and to evidence of leadership within the department, college, or university as well as an expectation of national and/or international leadership activities. Normally such promotions will occur between three and ten years after the promotion to Associate Professor.

4.4.1 *Criteria for Promotion to Professor*

Promotion to Professor requires a record that is judged to be excellent. The candidate’s record since receiving tenure and promotion to Associate Professor must indicate substantial, significant, and continued growth, development, and accomplishment in research, scholarship or creative work; teaching and working with students, and service to the university and profession. Specifically, the TPR committee expects candidates to demonstrate the following:

- Evidence of a consistently productive research or creative agenda establishing a national or international standing in the discipline, as demonstrated in peer-reviewed publications during the post-tenure period
- In most cases, at least one single-authored book published with a respected university or commercial press (beyond that which was submitted for tenure)
- Published essays and/or edited books or special issues of journals. (In subfields in which book publication is not determinative of professional standing, the department recognizes that extensive peer-reviewed publications and/or the completion of major, peer-reviewed digital projects in prominent venues would in some cases establish the national and international reputation requisite for promotion)
- Invitations to present at other institutions, to collaborate on projects with colleagues at other institutions, and to contribute work to national or international refereed publications
- Citations by other scholars of the candidate's published work
- Continued excellence in the candidate's teaching during the post-tenure period documented by student feedback forms, peer evaluations, or other appropriate means
- Mentorship of graduate students and undergraduate students demonstrated through thesis advising
- Significant national and/or international service profile and contributions to the profession during the post-tenure period documented by leadership position in a national or international organization appropriate to the candidate's subfield; invitations to host conferences; membership on journal editorial boards; journal editorships; series editorships at presses; manuscript reviews for publishers; tenure reviews; and other such professional responsibilities
- In many cases, candidates will have served in administrative roles within the department, chaired a major committee within the department, college, or university, and/or undertaken important internal initiatives, in addition to participating regularly in other committees and in the life of the department.

4.4.2 *Process for Promotion to Professor*

The process for promotion to Professor from Associate Professor mirrors the process for promotion from Assistant Professor to Associate Professor. One major, difference, however, is that the external reviewers for the rank of Professor must hold at least the rank of Professor, Named Professor, or Endowed Professor.

1. By April 1, candidates will notify the Chair of the TPR committee in writing that they intend to stand for promotion in the subsequent Fall semester's evaluation cycle.
2. By April 1, the candidate will provide to the Chair of the TPR committee six names, with contact information, for potential external reviewers.
3. By April 15, the TPR committee will create a list of six additional colleagues who might serve as external reviewers.
4. By June 1, the TPR committee will secure agreement by six colleagues to act as external reviewers, with no more than three of those reviewers having appeared on the candidate's list.
5. By June 15, the candidates must submit a comprehensive portfolio for external review which includes the following:
 - a. A self-curated packet of representative articles, projects, or reviews submitted as a single PDF or digital file

- b. Six copies of monographs/books, usually hard copy (normally with departmental subvention)
 - c. A two-page cover letter, placed at the head of the candidate's packet, to the external reviewers that explains
 - i. how your selections in the packet represent the breadth and depth of your work
 - ii. a narrative connecting the portfolio pieces into a coherent research agenda.
6. By June 30, the TPR committee will submit the portfolio to external reviewers.
7. By the deadline provided by the Provost's office—usually around October 1—the candidate must load these components into the DM-ETPR portal:
- a. A complete and current CV
 - b. The Provost's "Workload Table" signed by the candidate and the department chair
 - c. A general summary document that overviews the candidate's post-tenure period as a whole:
 - i. outlines major achievements, innovations, and activities in all three areas of research, teaching, and service during the candidate's time since tenure was awarded
 - ii. A specific plan for continued growth.
 - d. A research record:
 - i. A research summary document that contextualizes the candidate's research within the field and provides a narrative connecting the components of their research productivity since tenure was awarded
 - ii. The provost's "research productivity table"
 - iii. Digital copies of all scholarly activity.
 - e. A teaching record:
 - i. A teaching summary document that explains the candidate's teaching philosophy, contributions in teaching, and contextualizes supplementary teaching materials provided in the DM-ETPR portfolio since tenure was awarded
 - ii. A collection of representative syllabi, course materials, and other artifacts that demonstrate effective teaching practice in at least five activities located in Appendix 6.2: Evidence of Teaching Effectiveness
 - iii. Student feedback forms from at least three years of service at Clemson and ideally the narrative feedback forms to accompany the numerical scores.
 - f. A service record:
 - i. A service summary document that explains the candidate's contributions to the department, university, and profession since tenure was awarded
 - ii. To the extent possible, representative artifacts of service work, for example letters commending your service on a national committee or curriculum proposal documents. See Appendix 5.3: Evidence of Service Contribution for suggestions on possible activities to document.
8. By the deadline provided by the Provost's office—usually around December 15—review the TPR committee's and the Department Chair's letters in DM-ETPR and digitally acknowledge those letters, either with or without a response.
9. By the deadline provided by the Provost's office—usually around February 1—review the CAAH Dean's letter and digitally acknowledge the letter, either with or without a response.

5. Post-Tenure Review

In addition to yearly Form 3 evaluations, all tenured faculty undergo post-tenure review on a five-year cycle. Whenever any faculty member is scheduled for post-tenure review, a Post-Tenure Review Committee will be constituted.

The post-tenure review consists of two stages. In stage one, the department Chair reviews the ratings received on annual performance reviews since receiving tenure or since the last post-tenure review. All tenured faculty members receiving no more than one annual performance rating of “fair,” “marginal,” or “unsatisfactory” will receive a post-tenure review rating of “satisfactory.” The Post-Tenure review will confirm this rating, which will then be submitted to the Dean. Faculty members receiving a rating of “satisfactory” are thereby exempt from the second stage of post-tenure review. All tenured faculty members receiving two or more annual performance ratings of “fair,” “marginal,” or “unsatisfactory” will be reviewed according to the second-stage procedure outlined below.

The deadline for completing stage one is September 30. Stage two must be complete by the end of spring term.

5.1 Constitution of the Committee

The Post-Tenure Review Committee consists of three English Department faculty members elected by the faculty. Two of the three departmental members must be full professors during any year in which any of the candidates up for post-tenure review is a full professor. Faculty undergoing the second stage of post-tenure review are ineligible for service on the PTR Committee. In the event that there are not enough full professors available to serve on the PTR Committee, the Clemson Faculty Manual dictates that the TPR Committee will elect a member from another department who is eligible to serve. Faculty serving on the TPR Committee are eligible for simultaneous service on the PTR Committee.

5.2 Required Material for Second Stage of Post-Tenure Review

The faculty member undergoing the second stage of post-tenure review will present copies of each of the following to the Committee and to the Chair:

- An updated curriculum vitae that indicates significant scholarly, critical, and/or creative activities such as publications (printed or electronic), papers read or presentations given, and participation on panels and in seminars; other professional activities and recognitions such as consulting, serving as an association officer, serving on professional committees, receiving awards, obtaining grants, and developing informational technology; a record of contributions in such areas as serving on department, college, or university commissions, committees, or councils; serving as student adviser; assisting in student activities; and performing community services related to his/her professional training and/ or activities; continued growth in the profession.
- A summary of teaching evaluations from the last five years, including one complete set of evaluations from each year, representing at least two different courses.
- Detailed information about the outcomes of any sabbatical leave awarded within the six-year period prior to the post-tenure review.
- Plan for continued professional growth.

- Copies of the faculty member’s annual performance reviews covering the time since the initial tenure or last promotion, whichever is most recent, or since the last post-tenure review.
- Any additional material requested of the candidate from the Post-Tenure Review Committee.

The faculty member undergoing review must also choose between soliciting external review letters or selecting an additional faculty member or professional equivalent from outside the department to serve on the PTR Committee. If the faculty member opts to solicit review letters, they must suggest six names to the PTR committee. The committee will then obtain at least four letters, including at least two from the list submitted by the faculty member. Faculty members who choose to add an additional faculty member or professional equivalent to the PTR Committee may select that person themselves.

5.3 Procedure for Second Stage of Post-Tenure Review

Following receipt of the documents above, the PTR Committee will meet to review the candidate’s materials. The candidate has the right to ask to appear in person before the PTR Committee, and the Committee will honor this request.

After assessing the faculty member’s record of research, teaching, and service, as well as their plans for professional growth, the PTR committee will provide a written report to the faculty member. This report will rate the faculty member as “excellent,” “satisfactory,” or “unsatisfactory.” The faculty member will have two weeks’ time to provide a written response. Both the committee report and the faculty member’s response will then be submitted to the College Dean.

With access to the same materials at the PTR Committee, the Department Chair will write their own independent report that rates the faculty member as “excellent,” “satisfactory,” or “unsatisfactory.” The Chair will present the faculty member with a copy of the evaluation, and the faculty member will have two weeks’ time to provide a written response. Both the chair’s report and the faculty member’s response will be submitted to the College Dean.

If either or both of the written reports rates the faculty member as “satisfactory,” the faculty member’s final rating will be “satisfactory.” If either or both of the written reports rates the faculty member as “unsatisfactory,” the material will be remanded to the Dean for further evaluation as set forth in the Faculty Manual.

6. Appendix

This Appendix serves as a resource for the possibilities of activity in each of the three areas of Research, Teaching, and Service. None of these lists should be considered comprehensive, but they do offer guidance on the types of materials that candidates should consider for evaluations.

6.1 Evidence of Scholarly Excellence

All tenured/tenure-track faculty members are expected to engage in scholarship. The five forms of scholarship listed below were patterned after the Boyer report (“Scholarship Reconsidered”) and carry equal weight if done with rigor and peer review.

- A. Scholarship of Discovery – this is what most view as basic research.

- B. Scholarship of Integration – this is where meaning is given to facts across disciplines in the larger context. It may mean working with non-specialists in collaboration or consultation.
- C. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems.
- D. Scholarship of Teaching and Learning – this is the rigorous study of teaching and learning that evolves into the sharing of pedagogical research.
- E. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.

Specific examples of how these five categories might appear in practice appear below.

- Refereed publications including books and articles published by reputable journals and presses
- Juried creative work
- Papers prepared for professional conferences
- Unsponsored research
- Sponsored grants and contracts and activities involved in pursuing external funding
- Professional reputation (both inside and outside the university) as shown by citations, invitations to speak, or editorships
- Theoretical and applied research
- Expert and technical consultation of research projects for those outside Clemson

6.2 Evidence of Teaching Effectiveness

Assessment of teaching effectiveness must include student feedback forms and the materials outlined in the “Teaching” Section of this document. However, as part of a holistic assessment of teaching effectiveness, the candidates must demonstrate excellence in multiple, but not all, areas outlined below.

1. The academic rigor of their courses. Indicators:
 - course syllabi
 - instructional materials
 - peer evaluation
 - student comments
 - integration of diverse perspectives in the classroom
 - improvements in course content from one year to the next
 - innovative teaching methods
2. Competency in the understanding and presentation of material. Indicators:
 - instructional materials
 - syllabi
 - peer evaluation
 - digital/online/videotaped presentations
 - publication/creative work
3. A broad-based involvement with the educational objectives of the department. Indicators:
 - involvement with internships
 - supervision of independent studies
 - curriculum development
 - new course preparations

- student advising
 - efforts supporting student success
 - efforts supporting campus diversity
 - mentoring graduate students
 - publishing in teaching-oriented journals
 - community outreach
4. Students exhibit positive affect toward their courses. Indicators:
- student evaluation of instruction
 - letters of support from former students

6.3 Evidence of Service Contribution

All tenure-track faculty are expected to participate in faculty governance commensurate with their level of experience. Generally, as faculty approach tenure, they have constructed a more substantial service record that should include multiple activities from the list below.

- Performing department, college or university administrative tasks
- Serving on university committees
- Service to the profession and discipline (local, state, national, international level)
- Consultation and public service
- Role modeling and mentoring on any educational level including supervising undergraduate/graduate research
- Reviewing research proposals
- Reviewing colleagues for tenure
- Program reviews as an external consultant
- Reviewing books in scholarly journals
- Reviewing grant proposals
- Refereeing manuscripts
- Participation at professional conferences, including organizational activities, local planning committees, site visit details, etc.)
- Membership in and/or holding offices in professional associations
- Service in support of campus diversity goals