CLEMSON
U N I V E R S I T Y

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: Educational & Organizational Leadership Development   Date   2/4/2021

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

Compliance

	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4	Consistent with the requirement that tenure applications, once submitted, cannot be withdrawn (New in 2018-2019 *Faculty Manual*)	Ch V, C3	X		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:				
9	• Procedures the TPR Committee must follow	Ch V, D1c	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	*		
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		

Comments

19b	The number of external letters, in the case of PTR Part II with letters, is not described, but as long as the numbers required in the Faculty Manual are solicited, this isn't a problem. Appendix E does not seem to specify the number of letters required for Post-Tenure review (only includes mention of promotion for some ranks). The *Faculty Manual* specifies that the candidate submits a list of six names, while Appendix E asks for 4 names. Moreover, the form in Appendix E indicates that the form is used for requesting promotion, not post-tenure review part II.

Clemson University
College of Education
Educational and Organizational Leadership Development (EOLD)
Tenure Promotion and Reappointment Review (TPR) Guidelines

Approved by EOLD Faculty Vote
April 20, 2014

Amended by EOLD Faculty Vote
Spring, 2015

Amended by EOLD Faculty Vote
Fall 2017

Amended by EOLD Faculty Vote
10 April 2019

Amended by EOLD Faculty Vote
25 February 2020

Revised & Amended by EOLD Faculty Vote
23 November 2020 and 26 January 2021

Signatures

EOLD Department Chair:

_____, Jane C. Lindle

Founding Dean, College of Education:

_____, George J. Petersen

Executive Vice President and Provost:

_____, Robert H. Jones

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Clemson University
College of Education
Educational and Organizational Leadership Development (EOLD)
Tenure Promotion and Reappointment Review (TPR) Guidelines

Table of Contents

EOLD Principles & Processes for
Tenure Promotion and Reappointment (TPR) Review

Principle #1: Tenure, Promotion, and Reappointment (TPR) Review, along with annual faculty
        evaluation, form the basis for a robust professoriate when these processes focus
        simultaneously on faculty development and accountability.

Principle #2: The TPR and the annual faculty evaluation processes are aligned with each other
        requiring transparent and reliable communication among the TPR Chair (serving
        as the representative of the TPR committee) and the Department Chair as
        responsibilities for evaluation, continuous improvement, and feedback must
        include faculty candidates along with their mentors.

Principle #3: Faculty development and accountability require the civil and respectful
        participation of all tenure track faculty in processes of mentoring, monitoring, and
        feedback for improving the Clemson experience across all programs in EOLD in
        the areas of research, teaching and advising, and service.

Principle #4: The faculty unit, Educational and Organizational Leadership & Development
        (EOLD), consists of a number of applied fields that require grounding in authentic
        settings across faculty responsibilities for research, teaching and advising, and
        service. More than classical disciplines, applied fields demand integration of
        research, teaching and advising, and service within practical contexts. The TPR
        Committee respects candidates' well-argued presentations and assignment of their
        work across tri-partite scholarship in research, teaching and advising, and service.

Principle #5: In EOLD, most of the programs serve graduate students, which elevates the
        advising process to personalized forms of teaching and learning. The TPR process
        focuses on the integration of advising graduate-level students in the teaching
        processes and looks for evidence of coaching and mentoring of students through
        graduate education programs.

Principle #6: The TPR Committee serves as Clemson University's representative and reviews all
        candidates' TPR Materials seeking evidence of how each candidate contributes to
        the University's mission.

* * * * * * *

Process #1: On a yearly basis, each faculty member and the Chair of the faculty engage in setting
        goals and determining measures of accomplishment in the areas of research, teaching
        and advising, and service per the contractual allocations of the faculty member's
        assignment in those areas. These yearly goals and measures are provided to the TPR
        Committee per the University's guidelines. Workload is a primary consideration in
        the TPR Committee's review of candidate requests for reappointment, promotion
        with tenure, and/or promotion (See Appendix F).

Process #2: The work of the TPR Committee is divided across the academic year with the peer-review process occupying the fall term and opportunities for candidates to receive feedback and development occurring during the spring term. Given the confidentiality required during the fall term, only the TPR Chair may communicate procedural announcements to candidates or answer candidates' questions about deadlines and processes. During the spring term, all TPR committee members may provide advice for addressing requirements for the electronic Materials. Typically, the TPR Committee members offer seminars each spring concerning the presentation and explanation of evidence in the eTPR Materials sections. They may provide examples of appropriate uploads to each eTPR section. Candidates are strongly encouraged to participate in the spring-term seminars about the peer-review process and the contents of the electronic Materials.

Process #3: Among all ranks and titles, the Department of EOLD includes scholars, whose research agenda focus on faculty development, productivity, and multiple forms of evaluation, including the peer review process. Given such a distribution among EOLD's faculty expertise, the TPR Committee turns to junior members of the tenure-track as well as junior and senior members of special faculty ranks to share guidance, to coach, and to mentor each other in the tripartite faculty work of research, teaching and advising, and service. TPR Committee members remain eligible to serve the Committee as well as perform formal mentoring or coaching roles as assigned by Department or College administrators.

Process #4: In the peer-review process, the TPR Committee oversees three primary types of peer review: (1) initial appointment reviews, (2) annual reappointment reviews and (3) promotion reviews. A subset from the elected EOLD TPR Committee of Full (tenure-track) Professors, who are not in Part II of PTR, serve on Post-Tenure Reviews (PTR) as specified in the Clemson Faculty Manual.

EOLD TPR Guidelines: Sources and Definition of Terms

Clemson's Faculty Manual

Clemson's Faculty Senate updates the *Faculty Manual* as an online, electronic document on or about July of each year. That document includes pertinent sections for all faculty (tenure-track and non-tenure track, including special titles) about the University's guidelines for tenure, promotion, and reappointment review among the following sections:

- The Faculty
- Personnel Practices, and
- Professional Practices.

Clemson's Provost Office

The Office of the Provost provides supervision and guidance for the peer review process as well as Clemson's annual evaluation system, referred to as the Faculty Activity System (FAS). The Provost's Office provides documents, occasional seminars, and other resources for faculty for both the peer review and FAS systems. These resources include multiple formats and modalities, and all Clemson faculty have a right to request access to and copies of these resources from the Provost's Office.

Definition of Terms

Annual Evaluation Review (FAS Form 3s) – Clemson's evaluation process for all faculty involves yearly summative evaluation by the Department Chair. The electronic system for this annual evaluation is known as the Faculty Activity System (FAS), and the final form requiring signatures from the faculty member to the immediate supervisor (Department Chair) through the Dean, is known as **Form 3.** Candidates' Form 3s are linked in the **eTPR Materials** system cumulatively for the TPR Committee's annual peer reviews and for promotion reviews.

Candidates – the term used throughout EOLD's TPR Guidelines to refer to faculty members eligible for peer review for the following processes: (a) appointment, (b) reappointment, or (c) promotion.

Clemson Faculty Manual (FM) – The Clemson University Faculty Manual (FM) serves as the employee policy document for all ranks and titles of faculty. The Clemson Human Relations (HR) office houses a separate set of policies for other non-faculty employees. Clemson faculty also need to follow all fiscal policies managed by the Clemson Business offices. For the purposes of tenure, promotion, and reappointment as carried out by each Department's peer review committee, Clemson's FM is the primary regulatory document. Under the guidance of the FM, each Department sets peer review processes appropriate for the disciplines represented among the department's programs and faculty members.

Materials (eTPR) – refers to the collection of candidates' evidence of scholarship in three areas: (a) research, (b) teaching and advising, and (c) service. Also known as a dossier, the Materials sections are uploaded as electronic documents for each section in the sequence as specified by University guidelines and its online platform, the **eTPR Materials**. Through the Provost's Office, the University includes documentation and instructions online about which sections are the candidates' responsibilities and which sections that Deans, Department Chairs, and TPR Chairs must fill with documents.

Penultimate – is a term used in the Clemson FM that refers to the next to last year of initial appointment where faculty candidates must apply for and receive promotion or leave employment from Clemson. Penultimate years vary depending on faculty ranks and title

series. Typically, tenure-track assistant professors' penultimate years are specified in both the employment offer letter and the tenure agreement document. Other faculty may have dates specified as eligibility dates for promotion without using the term penultimate and without any opportunity for tenure. For example, Lecturers become eligible for promotion after their fourth year, but if they have not achieved a promotion by their ninth year, then they are no longer employable. All candidates should monitor their contract status carefully from their receipt of their offer letters and, if applicable, tenure agreement form, and every subsequent review cycle.

TPR – is an acronym for tenure, promotion, and reappointment. TPR is Clemson's peer review process for initial appointments, reappointments, promotion, and the achievement of tenure and graduate faculty status. The TPR Committee is EOLD's peer review Committee for initial appointments, reappointments, tenure reviews, and promotions. Post-tenure review (PTR) typically is a peer review sub-committee composed of at least three Full Professors elected to the TPR Committee as specified in Clemson's FM.

Clemson College of Education
Faculty of Educational and Organizational Leadership & Development (EOLD)
Tenure, Promotion and Reappointment (TPR) Review Guidelines

The Tenure, Promotion and Reappointment (TPR) Review Committee for the Department of Educational and Organizational Leadership Development (EOLD) has developed procedures for applications for tenure-track faculty and special rank faculty requests for the following peer review processes: (a) appointment, (b) reappointment, (c)promotion (with or without tenure), and (d) post-tenure review. This document offers criteria for evaluating applications for Tenure and/or Promotion and Reappointment Review. Candidates' administratively-assigned distribution of workload percentages across the responsibilities of research, teaching and advising, and service serve as the fundamental framework for the TPR Committee's review of candidate requests for reappointment, promotion with tenure, and/or promotion. (See Appendix G)

In EOLD, faculty members include regular full-time academic appointments, including special ranks and titles, and are individuals expected to have a permanent association with the university. Regular appointments carry voting membership in the University Faculty. EOLD faculty membership includes the definitions found in the Clemson Faculty Manual, The Faculty:
- Regular Faculty
    - Instructor (non-tenurable)
    - Assistant Professor (typically, non-tenured)
    - Associate Professor (with or without tenure)
    - Full Professor (with tenure)
- Special Faculty Ranks
    - Lecturer (annual review, promotable after at least four years)

- o   Senior Lecturer (second year review in three-year contract, promotable after at least four years)
- o   Principal Lecture (fourth year review in five-year contract)
- o   Clinical Faculty (annual reviews and promotable, per EOLD's guidelines after at least four years in each rank, from Assistant to Associate to Full Clinical ranks)
- o   Professor of Practice (annual reviews)
- o   Research and extension faculty have not been appointed in the department so review timelines have not been established. As a result, processes delineated in the following pages of this document have not been established for research or extension faculty appointments.

I. The Process of Application and Peer Review

A. Steps in the peer review process following University guidelines as found in the Clemson Faculty Manual and with guidance from the Provost's Office.

1. *Letter of Intent*. The first step in the application process is a Letter of Intent to apply for Tenure and/or Promotion or Reappointment. This letter is addressed to the Department Chair and the TPR Committee. The Department Chair and the TPR Chair announce the deadline for these letters based on University guidelines issued through the Provost's office annually. [See the University's documentation about the letter's content for the purposes of promotion. See Appendix B for EOLD's guidance on this Letter of Intent for purposes of reappointment].
For the Promotion process, the Letter of Intent, along with the External Reviewers list (Appendix E) and an Executive Summary dossier of scholarship must be submitted to the TPR Committee Chair by **May 15<u>th</u>** of the last year before the penultimate year.

2. *Submission of the electronic Materials*. Candidates must upload all sections of the dossier and submit the electronic signature *prior to the deadline of midnight of the date* set in the Provost's Calendar of deadlines for reappointment or promotion.

3. *Recommendations from the Department Chair and TPR Committee.* As specified in Clemson's Faculty Manual, the Department Chair and the TPR Committee conduct independent reviews of the applications, using the set of evaluation criteria listed in this document. For promotion reviews, upon completion of both letters, the Department Chair may meet with candidates (and any other faculty member whom the candidates invite), to inform them of the recommendations. In the case of reappointment candidates or those pre-tenure candidates who opted for early consideration, the TPR Materials are forwarded automatically without such a meeting. For candidates in the penultimate year, the TPR Materials, letters from external reviewers, TPR committee, the department chair, and Dean go to the Provost's office. This collection of letters and Materials cannot be withdrawn.

4. *Recommendation from Dean*. The Dean reviews the TPR Materials and makes a recommendation. All candidates must be informed of the Dean's recommendation. At this point, applicants for Promotion (but not pre-tenure who opted for early tenure consideration) will indicate in writing whether or not they wish the application to go forward to the Provost. Only in the case of at least one negative recommendation from

the Department Chair, TPR Committee or Dean does the Dean forward any such reappointment file to the level of Provost.

5. *Recommendation from Provost and final action by President.* For promotion and tenure requests, as well as reappointments with a negative indicator, the Provost reviews the complete file and forwards a recommendation for final action to the President. The candidate will be informed of the final action.

B. The role of the TPR Committee

1. *Membership*: The TPR membership is limited to a maximum of seven committee members. The EOLD faculty votes for eligible members of the TPR Committee. Eligible faculty members for the TPR committee ballot process hold ranks of Senior Lecturer, Principal Lecturer, Associate Professor, and Full Professor. Two members of the committee will be Senior or Principal Lecturers (whose role is to help consider appointments of adjuncts and visiting faculty as well as reappointments and promotion through the Clinical and Lecturer ranks). At least three of the seven TPR members will hold rank of Full Professors (these are required to consider promotions to full as well as potential service on reviews of Sabbatical requests and post-Tenure Review Committees). Based on guidance in Clemson's Faculty Manual, should the Department of EOLD lack the necessary number of Full Professors, elections of Full Professors from the College of Education or other related disciplines will be sought by the TPR Chair with a vote process conducted by the EOLD elections committee. The remaining two TPR membership positions may hold rank of either Associate or Full professor. Typically, the chair of the TPR Committee is chosen from among the elected members by those members at the beginning of the academic year during the Committee's organization meeting. Per EOLD's Department Bylaws, members of all standing committees serve three-year terms, with possibility of re-election, unless otherwise noted.

2. Candidates for reappointment or promotion may address any procedural questions (e.g., questions regarding form of the TPR Materials, external letters, etc.) to the TPR Committee Chair and/or the Department Chair. In addition, all candidates are encouraged to attend the TPR Committee's spring-term seminars about these processes.

3. The TPR Committee endorses an inclusive, deliberative, and democratic process of consensus. Consensus, as opposed to a voting process, reflects the standard of collegiality as described in the Faculty Manual. In the case of any promotion or tenure request, if consensus cannot be reached, the vote will be reported along with majority and minority statements. In the case that a vote is taken, only Regular Faculty serving on the TPR Committee may vote.

II.   Guidelines and Processes for Initial Appointment of Faculty

A. Full-time Appointments of Tenure-track or Special Faculty

Usually, full-time appointments of Tenure-track and Special Faculty follow the Clemson Faculty Manual's requirements for Searches and Appointments. These Search Committees and their selection processes provide multiple opportunities for Department Faculty to review applicants' vita and participate in the on campus interview and presentation processes. According to the Faculty Manual, among the final steps in the selection and hiring processes, the TPR Committee must review the preferred applicant's credentials and evaluate their potential for success in any subsequent peer review process. The steps in this process involve the Department Chair's submission of these credentials to the TPR Committee's Chair for review and approval within a specified time. The TPR Chair submits the credentials to the TPR Committee members who hold position and rank appropriate for that review and solicits their evaluation to report to the Department Chair no later than the end date specified in the Department Chair's reviewing window.

B. Adjunct and Visiting Faculty

These procedures are based on the requirements found in Clemson Faculty Manual's description of appointments for *Adjunct Faculty*, who serve without pay, and *Visiting Faculty*, who serve with a stipend. Both positions function for limited terms.

1. Candidates for Visiting and/or Adjunct Faculty status are solicited by program coordinators, unit heads, or doctoral advisory committee chairs (soliciting agents) to serve as instructors (Visiting Faculty) or members of doctoral advising committees (Adjunct Faculty) for limited appointments.

2. The soliciting agent obtains documentation of the candidate's qualifications appropriate to the limited assignments. Such documentation may include, and are not limited to the following:
    a. Transcripts of relevant undergraduate and graduate level coursework
    b. Current curriculum vita
    c. Brief statement of the purpose and length of the appointment
3. In practice, although the documentation is similar, the source of the request varies for Adjunct Faculty from that of Visiting Faculty.
    a. **_For Adjuncts_**, the doctoral student, under advice and approval of the Doctoral Advising Chair, includes an explanation of the unique and necessary expertise of the Adjunct for the purposes of the student's research. Such expertise may include, and is not limited to, a particular research agenda, a relevant data collection or analysis instruments, a genre or framework, or other unique knowledge or skill germane to the student's proposed work. The doctoral student submits the documentation electronically to the TPR Chair with a courtesy copy to the Doctoral Advising Chair.
    b. **_For Visiting Faculty,_** typically, the appointment request and documentation originates with the Program Coordinator whose initial submission goes to the Department Chair. For record-keeping purposes, a specified term of appointment and statement about the Visiting Faculty member's expertise applies to specified course numbers and degree program/s may be included with the request. The Department Chair then submits the request electronically to the TPR Committee Chair including a specific response time with a courtesy copy to the Program Coordinator.

4. Both the Department Chair and the TPR Committee Chair will maintain records of those appointed to Adjunct or Visiting ranks, for what purpose, and upon what date. Based on advice of the EOLD faculty, the two Chairs will maintain records on the length of service and term limits for those approved in these positions.

C. **Graduate Faculty Status**

The majority of academic programs in EOLD offer graduate-level education, and thus, all faculty positions require skills and experiences with graduate students in both teaching and advising per the principles outlined in this document, especially regarding principles #4 and 5.

III. Guidelines for Promotion, Tenure, and Reappointment Review
Tenure Track and Special Rank Faculty

The following guidelines will be used by the Department Chair and the TPR Committee in evaluating applications for Tenure and/or Promotion and Reappointment for tenure track and special rank faculty:

Reappointment of Lecturer, Professor of Practice, Clinical Professor (all ranks)**, and Assistant Professor** requires a record of Competence in each of the three areas of performance evaluation.
     Among the three following Lecturer ranks:
     a) Lecturer (yearly),
     b) Senior Lecturer (every three years, reviewed in the second contract year), or
     c) Principal Lecturer (every five years, reviewed in the fourth contract year),
the reviews will be based on teaching and advising (see Appendix D) and service, and other duties as recorded in their annual Faculty Activity System reported workload distributions (see Appendix G) in conjunction with their offer letters and contracts.
     Reappointments for Professors of Practice and all ranks of Clinical Faculty will be yearly and based on expectations delineated in their hiring letters, FAS goals and workload distributions (see Appendices D & G), and any subsequent contracts.

Promotion to Senior Lecturer requires a consistent record of Achievement in teaching (and advising) and service, particularly as it relates to the mission of the university, and commensurate with workload assignments (see Appendices D & G). Candidates for promotion to Senior Lecturer will be expected to rate Achievement in teaching and advising as well as service, but are expected to advise the TPR peer review committee of the areas that they feel the committee should consider with most attention when evaluating credentials. Senior or Principal Lecturers along with Associate and Full Professors have privileges on the Peer Review Committee to assess candidates for promotion to Senior Lecturer. If no Senior Lecturers or Principal Lecturers serve on the TPR committee, in compliance with the faculty manual, the TPR chair may solicit recommendations from Senior Lecturers or Principal Lecturers who hold

appointments within the department (or having none, within the College) in the promotion review to Senior Lecturer.

Promotion to Associate Professor (with/without Tenure) or Associate Clinical Professor (without tenure) requires evidence of Achievement in each of the three areas of performance evaluation (Research, Teaching and Advising, Service). Each tenure-track faculty member has a tenure agreement, which provides for the appropriate period of service before requesting promotion. For EOLD's purposes, Clinical Assistant Professors must serve at least four years before requesting promotion. TPR Committee members who are Associate or Full Professors evaluate promotions to Associate Professor or Associate Clinical Professor. Senior or Principal Lecturers also serve to assess candidates for promotion to Clinical Associate Professor. The candidates' workload distributions for both ranks provide a critical framework for assessing achievement in any of the three areas: (a) research, (b) teaching and advising, and (c) service. See Appendices D & G for examples of how to provide evidence of workload assignments.

Promotion to Full Professor or Principal Lecturer requires evidence for these levels of performance:
- a) cumulative record of Achievement in each of the relevant contracted and workload assigned areas of performance evaluation (Research, Teaching and Advising, and Service);
- b) for promotion to Full Professor a record of Achievement with Distinction in Research plus Achievement with Distinction in at least one other performance area.

Note that a prospective faculty member seeking initial appointment at the rank of full professor and tenure must meet Clemson's criteria for promotion to professor in order to receive tenure. TPR Committee members who are Full Professors evaluate promotions to Full Professor or Principal Lecturer or Clinical Full Professor. Principal Lecturers also serve to assess candidates for promotion to Principal Lecturer or Clinical Full Professor. If no Principal Lecturers serve on the TPR committee, in compliance with the faculty manual, the TPR chair may solicit recommendations from Principal Lecturers who hold appointments within the department (or having none, within the College) in the promotion review to Principal Lecturer. For all ranks, the requests for promotion require that the TPR Committee use contracted workload assignments as a framework for evaluation of evidence of accomplishment in research, teaching and advising, and service. See Appendices D & G for example formats based on FAS workload assignments to display in the eTPR Materials.

Promotion to Clinical Full Professor

- a) cumulative record of Achievement in each of the relevant contracted and workload assigned areas of performance evaluation (Research, Teaching and Advising, and Service);
- b) for promotion to Clinical Full Professor a record of Achievement with Distinction in at least two performance areas is required.

Note that a prospective faculty member seeking initial appointment at the rank of full professor and tenure must meet Clemson's criteria for promotion to professor in order to receive tenure. TPR Committee members who are Full Professors evaluate promotions to Full Professor or Principal Lecturer or Clinical Full Professor. Principal Lecturers also serve to assess candidates for promotion to Principal Lecturer or Clinical Full Professor. For all ranks, the requests for promotion require that the TPR Committee use contracted workload assignments as a framework for evaluation of evidence of accomplishment in research, teaching and advising, and service. See Appendices D & G for example formats based on FAS workload assignments to display in the eTPR Materials.

Performance Levels

No Evidence refers to candidate's failure to list activities, include documentation, and/or provide an explanation in any of the required sections of the TPR Materials.

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

Achievement refers to substantive contributions to the field, and particularly, candidates' academic and professional specialty area.

Achievement with Distinction refers to significant contributions to one's discipline and/or one's academic/professional specialty area. Such distinctive contributions are identified through the candidate's presentation of evidence and explanations that withstand rigorous peer review and approval.

Indicators

Indicators of *Competence*, *Achievement,* and *Achievement with Distinction* for each of the three performance areas of Research, Teaching and Advising, and Service are listed on the following pages. The list of indicators includes *examples* of activities that meet the criteria for inclusion in the category rather than a checklist of requirements.

> The indicator lists are not exhaustive examples. In their required narratives for each section, candidates may make the case that a different, unlisted activity meets the intent of the indicator in any given category. Any listing of alternative indicators needs to align with the candidates' distribution of workload and annual goals, see Appendix G. For all categories, research, teaching and advising, as well as service, candidates present their work as evidence along with a written, scholarly, evidence-based, cited argument stating the relevance of that work to that category and to their workload assignments.

A. Research

Faculty at nationally recognized research institutions are expected to make substantial contributions to the research and scholarship in their fields of specialization. If research is among the required workload distributions documented on FAS (see Appendix G), candidates develop their TPR Materials to include evidence of these substantial contributions and their ongoing potential for sustained contributions.

To receive tenure and promotion to associate professor or for promotion to senior lecturer or clinical associate professor, a faculty member must provide evidence that his or her accomplishments in this area are well-recognized by peers and have begun to have had a national impact. Note that the standards in the area of research for any special rank (clinical or professor of practice) must align with the offer/appointment letter's specifications and the individual's annual goals and the aligned workload distributions in the Faculty Activities System (FAS). (See Appendix G). Evidence of such contributions includes publication in refereed, nationally distributed, and abstracted/indexed journals; publications of books, book chapters, and monographs (refereed and indexed); and external funding for scholarship and research. Candidates need to provide evidence that the TPR Committee requires to evaluate the quality of a candidate's research and scholarship including the following:

    a.   the reputation of the journals in which the candidate has published,
    b.   the acceptance/rejection rates of the journals in which publications appear,
    c.   the frequency with which the candidate's works are cited in the literature (e.g., citation index),
    d.   the reputation of funding sources,
    e.   the acceptance/rejection rates of funding sources, and
    f.   the amount of external funding.

According to the Faculty Manual "the rank of professor is granted on the basis of distinguished scholarly or creative publication." For promotion to full professor or clinical full professor, evidence of sustained contributions in the area of research and scholarship of a quality and quantity commensurate with the standards of a research institution is required. In addition to meeting all the requirements for tenure and associate professor, candidates for full professor must provide evidence that their scholarship has been nationally recognized and has had a substantial impact on their field of specialization. In addition, a significant number of first authored publications is desirable. Lists of performance indicators are given below. The lists are not exhaustive.

Competence
1.   Presentations at state or regional conferences
2.   Articles published in refereed state and regional journals
3.   Technical report
4.   Grant submitted (external)
5.   University grant (funded)

Achievement
1.   Principal Investigator or Co-principal Investigator on external grant (funded).

2. Publications in national refereed professional journals or monographs (abstracted/indexed)
3. Chapter in book
4. Presentations at national or international professional conferences (evidence of refereed process)
5. Invited reviewer for book, book chapter(s) or journal manuscript(s)
6. Invited lecture (keynote address or equivalent) at state or regional conference
7. Invited review panel member for national conference
8. Research and scholarly activity found in citation index
9. Electronic media development; e.g. computer software (evidence of national impact)
10. Editor, section editor or editorial board member of state or regional professional journal

Achievement with Distinction
1. Sustained contributions in nationally recognized professional journals (refereed and indexed) and edited books
2. National recognition for publications (e.g., awards, articles in national newspapers)
3. Editorial Board member for nationally recognized, refereed journal
4. Author or co-author of book or scholarly monograph
5. Principal investigator or co-investigator on major external grants (funded)
6. Editor or section editor of a national journal
7. Editor of a book (in print)
8. Evidence of publication impact- Citation index
9. Nationally recognized contributions (sustained) in electronic media development
10. Invited presentations at national or international conferences

B. Teaching & Advising

Teaching is a fundamental responsibility of faculty. For a Research university, and among EOLD's graduate-level programs, teaching encompasses not only classroom instruction, but also such activities as clinical supervision, advising, mentoring, tutoring, and service on graduate committees. Advising is an important component of scholarship in graduate-level instruction due to the specialized and individualized nature of graduate programs. The Principles #4 and #5 articulated in this document represent a robust finding in the research about graduate student experience and the supporting faculty work necessary for eliciting students' academic identities and scholarly successes. EOLD's TPR candidates, as regular faculty or in any special title series or rank, must include advising as a significant component of their statements of teaching philosophy. Regular and special rank faculty should ensure that they account for advising time through their use of Appendix D aligning their report with their annual goals and workload assignments.

Based on Clemson's Faculty Manual, evidence of teaching and learning includes multiple forms of evidence such as pedagogical innovations, evidence of academic rigor of courses, measured improvements in subject mastery by students, special teaching awards and recognition, peer review, contributions to course development, and professional development activities. Teaching effectiveness must be documented with student evaluations and according to the FM, at least three other forms of evidence.

Competence
Indicators include those examples of evidence of teaching as specified in the Clemson FM and many of these following illustrations:
1. A high level of subject matter knowledge and mastery of course content.
2. Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject matter clearly, concisely, and with an appropriate level of repetition; choose and execute measurement procedures appropriately.
3. Evidence of high-level scholarly course content, rigor, and fairness in grading, and effective instructional methods.
4. Evidence that students perceive that instructor promotes growth in student interest, abilities, learning, and understanding.
5. Evidence that instructor defines expectations, supplies timely feedback to students, and reports on student progress.
6. Evidence that instructor has respect for students and respect for cultural, intellectual and ethnic diversity.
7. Evidence that students perceive the instructor's interest in and commitment to the subject matter.
8. Evidence of effective student advising.
9. Evidence of significant contributions to the education of graduate students.
10. Evidence of dependability and commitment to institutional goals and professional standards when working as an instructor, clinical supervisor, or mentor.
11. Evidence of successful integration of technology into curricula.

12. Evidence of work to develop curricula to keep content and instructional strategies current.

Achievement

Indicators include many examples as found in the Clemson FM as well as those among the Competence Indicators along with any of these examples:

1. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
2. Significant contributions to major curriculum changes, course development, and other instructional programs.
3. Generation of significant grants and/or the securing of donations of resources to support the instructional mission.
4. Evidence of leadership in program advising and mentoring students
5. Evidence of participation with students in programmatic requirements beyond courses and curriculum, such as orientation, preparation for examinations, etc.

Achievement with Distinction

Indicators include many of the examples among the Achievement Indicators along with the following examples:

1. Leadership on committees focused on advising and student experiences such as development of national and international field-based learning experiences
2. National leadership in developing instructional materials, procedures, or other innovations that promote better instruction and learning in the field.

C. Service

Indicators of *Competence*, *Achievement*, and *Achievement with Distinction* for Service are listed below. Any of these indicators on each list serve as examples of activities that meet the criteria for inclusion in the category. The lists are not exhaustive. Given the context of graduate programming, which requires a deep intellectual relationship between faculty and students, all of EOLD's tenure-track and special ranks faculty members serve for the good of their respective programs to meet Clemson's land grant mission in the state and region. The TPR Committee distinguishes as follows among forms of service in the university/profession and University mission:
- service in the university/profession refers to such activities as working on committees and service in professional organizations;
- the University mission relates to work that improves the well-being of South Carolinians.
The TPR Committee evaluates candidates for appropriate balance among these missions as well as the necessary work to benefit both students and their programs.

In addition to the activities listed below, service includes non-compensated consultation, products developed for a variety of media/technology, performances/products/services for the arts, professional reviewing activities, in-service activities, service related grants and acquisition of resources. Activities should be appropriately documented in all annual reviews and as

evidence for promotion requests for regular faculty as well as for special ranks where appropriate and as aligned with annual goals aligned with workload distribution and the terms specified in offer/appointment letters. (See Appendix G).

Contributions may be documented through organizational minutes or agendas, letters of recognition and/or appreciation, recognized authorship of professional documents or technical reports, invited presentations, awards, or through publication of related reports or distributed literature.

Competence
1. Serves on and contributes to program, department, and college committees; contributes to area program of study; invited class presentations.
2. Belongs to professional organizations, attends local meetings, and contributes to local program of work; invited talks and presentations to professional groups.
3. Contributes professional expertise to the community.
4. Contributes to field-oriented research projects
5. Contributes to area program of studies

Achievement
1. Officer or board member of a state or regional professional organization.
2. Chair of a University or College committee.
3. Has role of responsibility within Department (chair's committees, including service as Program Coordinator); serves on and contributes to College or University committees; represents University at community or regional level.
4. Attends state meetings of professional organizations; active in state organization or contributes substantially to state work (i.e., policy-making or professional literature).
5. In the area of one's professional expertise, contributes to the resolution of a problem at a state or local level; serves on a state policy-making and/or advisory board.
6. Provides consultation or training at the local, regional, or state level.
7. Publication in practitioner journals
8. Participation in field-oriented research projects
9. Coordinating field experiences
10. Regular professional development renewal
11. Invited class presentations
12. Invited talks to professional groups
13. Provides mentoring for junior faculty/lecturers
14. Holds coordinator positions

Achievement with Distinction
1. Officer or board member of a national or international professional organization.
2. President or chair of a state or regional professional organization.
3. Attends national meetings and holds national office or contributes substantially to national work (e.g., policy-making, boards, or professional literature; chair or program chair of state organization).

4. Has role of responsibility at University level (chairs committees; represents University at state level; chair of accreditation committee; works on University-wide projects; provides statewide or regional training.
5. In the area of one's professional expertise, contributes to the resolution of a problem at a national level; serves on a national policy-making and/or advisory board.
6. Provides consultation or training at a national level.

IV. Post-Tenure Review (PTR)

Overview

The Purpose of Post-Tenure Review (PTR) is to evaluate rigorously a faculty member's professional contributions. The review should be used to ensure that all faculty serve the needs of the students and the institution and that excellent faculty are identified and rewarded. Although the focus of PTR is on the performance of the individual since the individual's last tenure or post-tenure review, the overall contribution of the individual faculty member to Clemson University should not be neglected. PTR extends to all faculty members holding a tenured faculty position except for a faculty member planning to retire by August 15 of the same academic year in which the PTR would occur, providing that a binding letter of intent to retire is signed thereby waiving the PTR.

Process

PTR occurs every five years and is coincident with the beginning of the next five-year cycle. The first five-year period begins at the time that tenure is granted. Promotion during that period does not alter the schedule for review. PTRs are conducted during the fall semester when one or more faculty members in a department or equivalent unit are scheduled for review. Periods of sick leave, sabbatical leave, or leave without pay will be excluded from this five-year period. Faculty who give birth, father, or adopt a child during any five-year period may, at their request, receive a one-year extension of the PTR. The request for an extension must come within two months of the birth or adoption, and the extension will automatically be granted unless the chair or dean can document sufficient reason for denial. Extension of the Post-Tenure Review period of a faculty member for serious illness, family tragedy or other special circumstances may be granted with the approval of the department chair, dean and Provost.

 Review of tenured academic administrators is accomplished in accordance with Clemson's Faculty Manual's language.

Membership

A PTR committee will be constituted in accordance with departmental Post-Tenure Review Guidelines whenever any faculty member is scheduled for regular review or in a period of PTR remediation. Only tenured regular faculty members are eligible for

membership on the PTR committee. The Post Tenure Review Committee shall consist of three tenured faculty, elected at large, for two-year terms. Faculty should not run for election in the term they anticipate being reviewed. The PTR committee will elect its own chair. In cases in which the department does not have enough tenured regular faculty members to constitute a PTR committee, the departmental Tenure, Promotion, and Reappointment committee will elect regular faculty members from other departments who are qualified to serve on the PTR committee.

Guidelines

The PTR committee reviews the ratings received on the most recent available series of five years of annual performance reviews, as specified in the "Best Practices for Post-Tenure Review". Merit salary increments are based on these annual performance reviews, as is consistent with the faculty manual Appendix D: Best Practices for Post-Tenure Review. All tenured faculty members receiving no more than one (of five) annual performance rating of "fair," "marginal," or "unsatisfactory" in Part I of the Post Tenure Review process receive a Post-Tenure Review rating of "satisfactory." These faculty members are thereby exempt from Part II of Post-Tenure Review. All tenured faculty members receiving two or more annual performance ratings of "fair," "marginal," or "unsatisfactory" will be reviewed under Part II of PTR.

In the event a Part II review is necessary, the Post Tenure Review Committee will conduct a PTR according to the guidelines in the current version of the *Faculty Manual*, allowing each faculty member under review the option of (1) utilizing reference letters submitted from outside the department or (2) add to the PTR committee a faculty member or professional equivalent from outside the department, selected according to departmental PTR Guidelines to participate in the review process.

Ratings for the Part II review use the guidelines from the TPR reappointment process and the faculty member's submitted materials from annual evaluations (Part I) to determine a rating of *Satisfactory* or *Unsatisfactory* in each of the three areas of Teaching/Advising, Research, and Service. With an achievement of *Satisfactory* in all three areas, then the PTR clock is reset for five year. A single rating of *Unsatisfactory* in any of the three areas, requires a remediation plan as described in the Clemson Faculty Manual to correct performance deficiencies.

Clemson University College of Education
Department of Educational & Organizational Leadership Development

APPENDIX A
MATERIALS PREPARATION FOR TENURE PROMOTION AND REAPPOINTMENT REVIEW (TPR)
CHECKLIST AND RECOMMENDATIONS

Candidate Name: _____ Current Rank: _____ Current Academic Year: _____

Due Date:_____   Date Hired: _____

Candidate for: [check one] ❑ Reappointment, Contract Year:_____
❑ Promotion to Associate Professor with Tenure   ❑ Promotion to Full Professor
❑ Promotion to Senior Lecturer   ❑ Promotion to Principal Lecturer
❑ Promotion to Associate Clinical Professor   ❑ Promotion to Full Clinical Professor

Instructions	Check Completed	Section Description	Specifications and Suggestions
This section is filled by the Department or TPR Chairs	√	List of TPR Committee Members	Candidates do not have access to this section.
Note differences in reappointment and promotion requirements.		Letter Requesting Action	For *promotion* request, see the Provost's online instructions. Follow the online eTPR instructions to candidates about uploading request letters and all other eTPR sections online. See Appendix B for an example of a *reappointment request* version for this section.
Candidate does not upload this section	√	Request for Faculty Personnel Action	**Do not insert anything in this section. Materials added by Department Chair/Dean.**
Candidate does not upload this section	√	TPR Committee's Letter of Recommendation	**Do not insert anything in this section. Materials added by TPR Committee**
Candidate does not upload this section	√	TPR Committee's Past Letters of Recommendation –	**Do not insert anything in this section. Materials added by TPR Committee** in reverse chronological order
Candidate does not complete this section.	√	Department Chair's Letter of Recommendation	**Do not insert anything in this section. Materials added by Dept Chair**

Instructions	Check Completed	Section Description	Specifications and Suggestions
Candidate <u>does not</u> complete this section.	√	Department Chair's Past Letters of Recommendations	**Do not insert anything in this section. Materials added by Department Chair.**
Candidate <u>does not</u> complete this section.	√	Dean's Letter of Recommendation	**Do not insert anything in this section. Materials added by Dean.**
Candidate <u>does not</u> complete this section.	√	Dean's Past Letters of Recommendation	**Do not insert anything in this section. Materials added by Dean.**
See Appendix C.		Standard College Resume	Insert your vita. The organization and content of your vita can be personalized, but it **must** conform to the criteria specified in Appendix C.
Maximum of 1200 words		Top Achievements	Insert a current statement (maximum of 1200 words) that highlights your top achievements and that makes a convincing case for the action you are requesting. For reappointment, you should highlight your achievements since your prior review. For promotion and tenure, you should highlight your cumulative accomplishments since your original appointment, and describe how your accomplishments position you for continued contributions, professional growth, and greater achievements. For promotion to full professor, you should emphasize your achievements, especially as a senior scholar nationally and internationally, that you achieved after your prior promotion, and explain how your achievements position you for continued contributions, professional growth, and greater achievement. For promotion to Senior Lecturer or Principal Lecturer, evidence should include the most recent four years. For promotion among the Clinical ranks, Assistant to Associate, or Associate to full, the cumulative evidence stems from the most recent prior appointment. In all cases, you must convince those reading your Materials that Clemson, the College of Education, and the Department and its programs are enriched by your notable achievements and that your trajectory of work retains high potential for accomplishments even after attaining promotion or tenure.
Maximum of 1000 words Note that the University's eTPR system lists only a Teaching Statement. For the purposes of peer review in EOLD, a graduate-level program-intensive department, Advising is considered part of Teaching responsibilities		Candidate's Teaching & Advising Statement (1000 word maximum)	Insert a statement (maximum of 1000 words) that highlights and contextualizes your accomplishments in the area of teaching and advising. Review the information in the Faculty Manual, regarding the multiple options for evidence of teaching (Professional Practices). Your statement should assist those evaluating your accomplishments in understanding how your teaching and advising relates to your other professional activities, how you define teaching and advising and which of your activities are included in that definition. These statements should be rooted in the literature about teaching, advising, especially at the post-secondary levels. Your teaching and advising philosophy should be grounded in, and should cite, relevant literature as well as indicate how student input and data inform the refinement of your instruction and advising. Also, you may note any special circumstances relevant to understanding your appointment for teaching and advising. In addition, Appendix D provides a form for summarizing your teaching and advising workloads.

Instructions	Check Completed	Section Description	Specifications and Suggestions
These forms are uploaded electronically. The candidate does not need to upload them.	√	Student Feedback Forms	These forms are uploaded by Institutional Research & Assessment.
		Other Evidence of Teaching & Advising Effectiveness	The Clemson Faculty Manual provides an overview of multiple measures of effective practices in teaching and learning beyond student feedback forms. EOLD candidates should provide similar forms of evidence, explained in the teaching and advising statement with cited sources about the appropriateness of the evidence for the program and students' development.
Maximum of 1000 words		Research/Scholarship Activities not addressed in the standard college resume	Insert a statement (maximum 1000 words) summarizing your research agenda and its trajectory. For Reappointment Review the explanation of the trajectory may include the following: published articles during the **current year,** FAS reports, or funders' announcements/acknowledgements of grants submitted and those received or in progress. Conference papers and grant reports also should be included for the **current year**. Additional artifacts also may include manuscripts under review by including the title page attached to the journal editor's letter or email of receipt. You may also include abstracts of prospective research as submitted to sponsored projects or the Dean's office. For Tenure/Promotion Review, the artifacts should be selected to showcase top achievements across your academic career as well as match the External Reviewers' packets. (See Appendix F)
Maximum of 500 words		Service Activity	Committee work and other faculty "duties as assigned" should appear here. Some of these activities may include managing the logistics for Advisory Board meetings, advising student groups, participating in development/fundraising activities, providing services to civic organizations, serving as expert for local and regional media outlets. Artifacts of these types of services may include agenda, minutes, and programs showing your name, news articles or editorials directly quoting you. Include evidence of top achievements, but not extensive documentation of all duties in this section.
Candidate does not upload.	√	Faculty Evaluation Form 3	These forms are uploaded by the Department or TPR Chairs from a link to FAS.
		Goals Statement	This is a .pdf of your current FAS goals (one and five year versions), preferably previously approved by Department Chair. **Along with the FAS Goals report, this section should include the distribution of percentages across all goals, which is a .pdf of FAS percent workload or see Appendix G.**
		Administrative Duties	Such activities include service as program coordinator, managing program activities, creating unit assessments, recruiting students, etc. **This section should include the distribution of percentages across all goals, which is a .pdf of FAS percent workload or see Appendix G.**

Instructions	Check Completed	Section Description	Specifications and Suggestions

Tenure [only tenure-track] & Promotion Candidates **only**. Reappointment candidates **do not** complete section		External Evaluator Listing	[TPR Chair solicits and inserts]. Use Appendix E to complete a form for the Committee Chair who will use the form to collect letters of evaluation on a packet of the following materials:
			• Current Vita
			• Statement of Top Achievements
			• Teaching & Advising Loads [See form in Appendix D]
			• Exemplary Samples of Scholarship
			   • Three to five published refereed articles
			   • Executive summaries/abstracts of funded research reports/monographs
			   • One or two book chapters
			Candidates for promotion prepare this material with a table of contents for the TPR Chair's distribution. Observe the May 15th deadline in Appendix F as recommended to ensure that external reviewers are available. Note: Appendix F includes recommended timelines which are prior to the October deadline dates determined by the Provost.

Candidate does not complete this section.	√	External Evaluator Letters of Reference	**Do not insert anything in this section.** TPR Chair solicits and inserts
		Supplementary Information - (supplementary to the standard college resume)	Certificates and other evidence of on-going professional personal development may be included here. If such artifacts are included, then a brief overview statement should precede them in this section.
Candidate does not complete this section.	√	Joint Appointment Agreements	**Do not insert anything in this section. Dean's Office** prepares.
Candidate does not complete this section.	√	Employment Offer Letter	**Do not insert anything in this section. Dean's Office** prepares.
Candidate does not complete this section.	√	Tenure Agreement Form	**Do not insert anything in this section. Dean's Office** prepares.
Candidate does not complete this section.	√	Promotion Letters	**Do not insert anything in this section. Dean's Office** prepares.
Candidate does not complete this section.	√	Department TPR Guidelines	**Do not insert anything in this section. TPR Chair/Dept. Chair/College Dean** prepares.
Candidate does not complete this section.	√	Internal Evaluator Letters	**Do not insert anything in this section. If necessary, these will be solicited and uploaded by the TPR or Department Chairs or the Deans Office.**
Candidate does not complete this section.	√	Faculty Activity System Reports	**Uploaded by Department Chair**

Instructions	Check Completed	Section Description	Specifications and Suggestions
Candidate <u>does not</u> complete this section.	√	Provosts Reports	**Uploaded by Provost's Office.**

APPENDIX B

REAPPOINTMENT LETTER OF INTENT SAMPLE [1]

Date: [no later than deadline established by the TPR Committee for Reappointments][2]

To: EOLD Tenure, Promotion and Reappointment Review Committee

From: [Candidate Name]

RE: [select one of the following:
- Reappointment for [number] year of contract (applicable to Assistant Professor, Assistant Clinical, Lecturer, and Professor of Practice)

Please accept this request to consider my candidacy for [insert specific request-reappointment, promotion, etc.]. My dossier supporting my candidacy will be available to the Committee by [no later than deadline established by the Committee].

---

[1] Letter of Intent - This appendix shows a sample suggestion for a Letter of Intent requesting reappointment only. For promotion requests, candidates should follow the Provost's instructions as posted among faculty resources or contact that office directly. Candidates for promotion must notify EOLD's TPR Chair in writing of their intent no later than May 15th before the deadline dates determined by the Provost. The May deadline for the TPR Chair does not absolve the candidate from the Provost's guidelines or deadlines for promotion requests and that letter must be uploaded in the appropriate section of the eTPR Materials not later than the Provost's published deadlines for the penultimate year.

[2] Insert the appropriate language per the instructions within each set of square brackets []. Remove the brackets and the instructions in the final version for submission.

APPENDIX C
EOLD'S VITA FORMAT

Instructions:
- Use APA, including chronology of most recent to oldest
- Hierarchy of importance for listing credentials and accomplishments is –
    - Contribution to field of scholarship and Clemson's Research Land-grant mission
    - Refereed to invited
    - International to local

- · - ·

Academic Identification

Name
Position
Academic Background/Degrees
        [Appropriate section for indicating licenses and certificates for field]

Research

 Publications
        Books
        Peer reviewed articles,
        Invited articles and chapters in books
        Unpublished works (technical reports, ERIC documents)

Presentations
        Refereed International and National Conference Papers
        Invited Lectures and Papers
        Regional and State Conferences
        Local

Grants and Contracts
        Title with dates, amounts, funding source (external or internal) and specify role (PI, co-PI
          or technical expertise)

Honors and Awards
        Date, description, source

Teaching & Advising

Teaching
        Brief listing of courses taught, institution, course number, title

Advising
        Chair of dissertation committee (completed and in process) – student, title of dissertation,
          dates

Membership on Doctoral Advising Committees (completed and in process)
Other graduate advising

Service

Service to Field of Scholarship
      Editor of refereed journal, editorial board membership, manuscript reviewer: List journal with dates of service
      Officer of Scholarly Organization, Committee work: List organization, position, dates of service
Service to Profession
      Officer of Professional Organization, Committee work: List organization, position, dates of service
Other National, State and Regional Service
      Task forces, Blue-Ribbon Committees, Community Boards, Commissions
University Service
      Committees (University, College/School, Department), role, and dates of service

APPENDIX D

Summary Tables of
Course Loads and Advising Loads

Note the following:
1. For promotions, include any courses taught during the previous contract years from date of hire or previous rank decision, whichever is most recent, starting with the most recently completed semester or summer session.
2. List courses taught in reverse chronological order including summer sessions.

Course Title	Prefix & No.	Semester and Year	# of Students	# of Evals				

Advising Loads

Completed Degrees as Committee Chair [reverse chronological order]

Student	Degree [include Titles of Theses and Dissertations]	Graduation Date

Completed Degrees as Committee Member [reverse chronological order]

Student	Committee Chair	Degree [include Titles of Theses and Dissertations]	Graduation Date

Current Advisees as Committee Chair [chronological order]

Student	Degree [include Working Titles of Theses and Dissertations]	Projected Graduation Date

Current Advisees as Committee Member [chronological order]

Student	Committee Chair	Degree [include Working Titles of Theses and Dissertations]	Projected Graduation Date

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APPENDIX E
EXTERNAL REVIEWERS[1] CANDIDATE'S NOMINATIONS

</div>

[Delete the instructions and considerations before submitting the list.]
Instructions:

1. Submit to EOLD's TPR Committee Chair by May 15th prior to the fall due dates provided by the Provost. Materials for the external reviewers must be prepared <u>and</u> provided with this completed form. The packets include: a Table of Contents, Current Vita, Statement of Top Achievements, Teaching & Advising Statement with Course and Advising Loads Table (Appendix D), Exemplary Samples of Scholarship such as Three to Five published refereed articles, Executive summaries/abstracts of funded research reports/monographs, one or two book chapters. Candidates for promotion to Senior or Principal Lecturer do not need to submit external reviewers lists unless specified in contract provisions. Candidates for promotion to Associate or Full Clinical Professor ranks may need to submit a list of external reviewers, if specified in contract provisions.

2. For promotion to Associate Professor nominate individuals who have achieved rank as Associate or Full Professors For promotion to Full Professor, all reviewers must have achieved rank as Full Professors. Explain how each individual's scholarship merits standing in your field and their qualifications for reviewing your dossier. For promotion to Clinical Associate Professor nominate individuals who have achieved rank as Clinical Associate or Clinical Full Professors. For promotion to Clinical Full Professor, all reviewers must have achieved rank as Clinical Full Professors. Explain how each individual's scholarship merits standing in your field and their qualifications for reviewing your dossier.

3. REMOVE ALL INSTRUCTIONS AND FOOTNOTES BEFORE SUBMITTING THIS FORM. REMOVE THE APPENDIX TITLE.

Considerations:

1. **Select reviewers whose expertise and credentials represent intellectual leadership in your field.**
2. **Select reviewers who are qualified to evaluate your scholarship.**
3. **Select reviewers who currently hold the rank (or higher) for which you're requesting promotion.**
4. **Select reviewers who will not have a conflict of interest in evaluating your work fairly.**

Provide the names of at least 4 possible reviewers no later than <u>15 May, 20xx   </u>.
Candidate's Name:_____ Requesting Promotion to:_____

---

[1] Note: External Review is not applicable to promotion to Senior Lecturer or Principal Lecturer and may not apply to promotion ranks for Clinical Faculty, unless otherwise indicated in the individual's specific offer/appointment letter.

External Reviewer's Name	Summary of Reviewer Qualifications	Contact Information	
		Email	Phone
1.			
2.			
3.			
4.			

Candidate signature: _____   Date: _____

APPENDIX F
Department of Educational and Organizational Leadership Development
Candidates for Promotion[1] Timeline in Obtaining External Reviews

Timing	Task	Responsible Party
Up to one year in advance	Make contact with Candidate's Preferred Potential External Reviewers (ERs)	Candidate
No later than May 15 [prior academic year]	Candidates for promotion with tenure or tenure submit to TPR Committee Chair Letter of Intent and completed External Reviewer Form (EOLD Guidelines, Appendix D)	Candidate
No later than May 15 [prior academic year]	Submit External Reviewers' (ER) Packet 1. Letter to ER explaining contents/order of Packet and/or Table of Contents 2. Statement of Top Achievements – See Appendix A 3. Up to and no more than 5 published articles/samples of top scholarly achievements – Please use links to lengthy works such as books or reports longer than typical published articles. 4. Curriculum Vita 5. Course and Advising Loads (see Appendix D) 6. Workload distribution (see Appendix G)	Candidate

By July 1 of prior summer	• Contact and confirm ERs from both Candidate's list and TPR Committee list
	• Compose cover letter to ERs with the following:
	  ○ Instructions to ER
	    ▪ Explanation of Clemson TPR process
	    ▪ Focus on scholarship and national stature of candidate
	    ▪ Summary of candidate's load for scholarship in prior years
	  ○ Request from ER
	    ▪ Evaluation of Candidate's evidence of scholarship and national stature in packet
	    ▪ Description of prior relationship with candidate
	      ▪ 1 to 2 page short vita of ER
		TPR Chair

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[1] Promotion includes Penultimate-year candidates for promotion to Associate Professor as well as candidates for promotion to Full Professor, plus candidates who hold rank as Associate or Full and are asking for tenure. Depending on contract specifications, Clinical Faculty requesting promotion to Associate or Full Clinical Professor may also require external reviewers.

Appendix G
Sample[2] Form Workload History Table-Candidate _____ [Name]

Instructions:
- Use percentages for Teaching & Advising, Research, and Service
- For each semester the total percent cannot not exceed 100%
- For many of EOLD's programs, instruction, advising, and other responsibilities span summer terms as well. This chart has been designed to permit workload assignments across fall, spring, and summer terms. However, the third (summer) row may be deleted if the candidate's workload assignment covers only traditional academic semesters of fall and spring.
- This chart has been designed for the typical period of service among Assistant Professors before their penultimate year for promotion. For other promotions among special faculty, such as Lecturer ranks or Clinical Professor ranks, rows on this chart may be deleted (or added) to fit their service period.
- If responsibilities cross colleges or departments, indicate distributions for each of those units. This chart may be altered to clarify such distributions as this form has been configured for faculty with a single department position rather than an interdisciplinary appointment.

Academic Year	Term	Teaching & Advising	Research	Service	Administration
	Fall				
	Spring				
	Summer				
	Fall				
	Spring				
	Summer				
	Fall				
	Spring				
	Summer				
	Fall				
	Spring				
	Summer				
	Fall				
	Spring				
	Summer				
	Fall				
	Spring				
	Summer				

_____

[2] See the Provost's instructions about promotion materials for the most updated version of this form.

Appendix H
Educational and Organizational Leadership Development
Timeline for Tenure & Promotion Review (TPR) and Reappointment
August XX, 20XX

Intent to Submit for Reappointment Review OR Promotion/Tenure Review: September X, 20XX

Goals[1] for XX-XX Frozen by Chair: September XX, 20XX

Due to Reviewer/s	Reappointment 1st year (9-12 mo. Contracts)	Reappointment 2nd year	Reappointment 3rd to 5th year	TPR - Penultimate (P&T year)	Post Tenure
Committee	**Oct. XX, 20XX**	**Sept. XX, 20XX**	**Oct. XX, 20XX**	**Nov. X, 20XX**	**Dec. X, 20XX**
Dean/Chair	**Dec. X, 20XX**	**Dec. X, 20XX**	**Dec. X, 20XX**	**Dec. X, 20XX**	**n.d.**
Dean	Jan. X, 20XX	Jan. X, 20XX	Jan. X, 20XX	Jan. X, 20XX	April XX, 20XX
Dean + Dept/ TPR Chairs Meetings	Feb. X, 20XX	Feb. X, 20XX	Feb. X, 20XX	Feb. X, 20XX	
Provost	Mar. XX, 20XX	Feb XX, 20XX	Mar. XX, 20XX	Mar. XX, 20XX	May XX, 20XX Negative only
President	Mar. XX, 20XX	Mar. XX, 20XX	Mar. XX, 20XX	Mar. XX, 20XX	n.d.
Outcome notification	April XX, 20XX	April XX, 20XX	April XX, 20XX	April XX, 20XX	If negative, August XX, 20xx

TPR Deadlines for Committee - chronologically with possible meeting windows inserted

May 15th   Deadline for Letter of Intent for Promotion with Tenure or Promotion for review in the upcoming year. Must submit External reviewers list (Appendix D) and external dossiers

Sept. X   Deadline for Letter of Intent for Reappointment

Sept. XX   2nd year files due to Committee

Sept. XX   Individual Committee members begin reading files

Oct. XX   1st year, 3rd to 5th yr files due to Committee
                Committee meets on 1st to 5th yr files and drafts recommendations
Nov. X   Penultimate P&T files due to Committee
                Committee meets on Penultimate files and drafts recommendations
                Eligible Committee members meet on Promotion to Full files and drafts
Dec. X   Committee recommendation letters due to Chair/Dean

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[1] Goals need to be downloaded from FAS and inserted in the appropriate section of the Materials.

Appendix I: TPR Committee Member Peer Reviewer Form 20xx

1

Committee Member _____Date: _____Candidate: _____   Contract Status: _____

Performance Area	Notable Contributions within Performance Areas	Source of evidence		Judgment within Performance Area		
		vita	Materials	Competence	Achievement	Achievement with Distinction
Research/Scholarship						
Teaching						
Service						
Other notes						

1 This form is a worksheet for the use of members of the TPR Committee (20xx-20xx) members. No single form with notes represents the position of the entire TPR committee, its deliberations, or its final decisions.

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