



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: Management

College: Wilbur O. and Ann Powers College of Business

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

December 4, 2020

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 Craig Wallace Date 12/4/2020

Dean

Approved

Signature

Revision Required (see comments) Name Wendy York Date 12/7/20

Provost

Approved

Signature

Revision Required (see comments) Name Robert H. Jones Date 05/10/2021

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

Department: Management

Date

12/10/2020

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4	Consistent with the requirement that tenure applications, once submitted, cannot be withdrawn (New in 2018-2019 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 *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 <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
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		

**DEPARTMENT OF MANAGEMENT
COLLEGE OF BUSINESS
CLEMSON UNIVERSITY**

**GUIDELINES FOR TENURE, PROMOTION, REAPPOINTMENT
AND POST-TENURE REVIEW**

September 2020

Fully conforms with the Faculty Manual

PREAMBLE

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

This document contains policies, procedures, committee structures, and standards to guide tenure, promotion, reappointment, and post-tenure review recommendations. If a non-tenured Department member is within a two-year window of their penultimate year when the document is approved, he or she should notify the TPR Committee Chair and Department Chair if he or she wants to be evaluated using the processes and standards herein. Otherwise, he or she will be evaluated using the processes and standards specified in the previous TPR document.

Departmental procedures for peer evaluation and review shall be in writing and be available to the faculty, the Chair, the Dean, and the Provost. Any changes to this document must be approved by the regular Management faculty, Management Department Chair, College of Business Dean, and the Provost.

ARTICLE I **COMMITTEE DUTIES, RESPONSIBILITIES AND COMPOSITION**

1. Tenure, Promotion, and Reappointment Committee

a. Duties of the Committee

The Tenure, Promotion, and Reappointment Committee (hereafter, “the TPR Committee,” or “Committee”) and the Department Chair are responsible for making independent reappointment, promotion, and tenure recommendations in accordance with the procedures set forth in the Clemson University Faculty Manual.

- i. All tenured regular-rank faculty members in the Department who are in residence shall serve on the Committee, and therefore, they shall not be appointed by the Department Chair. For any faculty member that might be transferred into the department with tenure from a different department at Clemson, we, the TPR committee, reserve the right to determine the qualifications and suitability of each transferred faculty member to serve as a member of the TPR committee. The determination will be at the sole discretion of the TPR committee, and the TPR Chair will oversee the process. The TPR’s process and determination will observe the qualifications and suitability criteria that govern the granting of tenure in the Department of Management at Clemson University.
- ii. The TPR Committee shall solicit recommendations from Lecturer(s) and other special rank faculty (Clinical and Professor of Practice) in a manner consistent with the Faculty Manual and TPR documents in the reappointment and promotion reviews.
- iii. The TPR Committee for regular rank faculty shall evaluate sabbatical requests, make recommendations on tenure, rank, external letters, and years credited from time in rank at other institutions for external hires.

b. Responsibilities of the Committee

- i. Serving as an advocate for the faculty candidate in reappointment, tenure, and promotion considerations.
- ii. Assisting the faculty in the preparation of petitions for tenure, promotion, and reappointment by advising them of the appropriate format and content of materials to be submitted, and deadlines for

submission.

- iii. Observing all University- established deadlines, processes, and policies applicable to the review and reporting process.
- iv. All TPR Committee members may participate in TPR discussions, except in the case of their own TPR request for action, or review of their case.
- v. Determining whether the candidate meets the established criteria for reappointment, tenure, or promotion consistent with the principles and standards outlined in this document.
- vi. Unsolicited information should not be considered as part of the TPR decision. The Departmental TPR Committee should be aware that serious allegations may need to be referred to other University offices for investigation.
- vii. In every reappointment letter, the Committee should strive to provide guidance on future efforts to meet the requirements, without promises or guarantees that cannot be honored.

c. Composition

- i. *Regular Rank Faculty Member Evaluation.* Per the Faculty Manual, the TPR Committee to evaluate regular rank faculty is limited to tenured, regular-rank faculty members who are in residence.
 - All TPR members are eligible to vote, with the caveat that faculty members requesting promotion including faculty members who are under Part II PTR review are not eligible to participate and vote on their own case. Moreover, for a given TPR decision only Committee members holding at least the rank and/or tenure status sought by the candidate are eligible to vote.
 - Administrative faculty, who have input into personnel decisions such as appointment, tenure and promotion, are excluded from serving on the TPR Committee.
 - The Committee must have at least three (3) members and may contain more members subject to the following guidelines: If the Department has fewer than three (3) tenured, regular-rank faculty members, the Committee shall consist of three members, including all tenured, regular-rank faculty members within the Department and external members selected from the College of Business's (hereafter, "the College") tenured, regular rank faculty members. When the Committee requires one or more external member(s), the full departmental regular faculty will elect regular faculty members from other departments who are qualified to serve on the TPR committee.
 - Associate Professors petitioning for promotion to Professor will be evaluated by a subset of the TPR Committee consisting of all tenured Professors in the Department. In the event that fewer than three full Professors in the Department of Management qualify to serve on the Committee, the Committee shall be composed of three members, including all tenured, regular rank Professors within the Department, and external members selected from the College's tenured, regular rank Professors according to the process described in the previous paragraph.
 - The TPR Committee may form TPR subcommittees to undertake an initial review and prepare draft letters for the Committee's consideration and recommendations. If any subcommittee is formed, the TPR Committee Chair, in consultation with the Committee, will determine the size and composition of each TPR subcommittee. Such subcommittees cannot be less than three (3) TPR members.
 - The period of service shall be for one academic year and may be repeated for each academic year that a faculty member is eligible and willing to serve.
- ii. *Lecturer and Other Special Rank Faculty Evaluation.* When the TPR Committee solicits input from Lecturer(s) and other special rank faculty (Clinical(s) and Professor(s) of Practice, each faculty group may form their own committees for the purpose of providing the input. Such committees shall observe

the following criteria:

- Any committee should be at least three members.
- Any Principal or Senior Lecturer requesting reappointment or promotion is not eligible for committee membership during the academic year that the request is evaluated
- No Lecturer or Clinical faculty can provide a recommendation about a rank not yet achieved.
- In the event that fewer than three members in the Department qualify to serve on the committee, the TPR Chair shall nominate TPR members to the Lecturer, or other special rank faculty committee.
- The evaluation process and criteria will be consistent with this TPR document and Faculty Manual.

The criteria for evaluating Lecturers and other special rank faculty will be derived from the faculty member's contractual obligations and responsibilities, as assigned by the Department Chair, the Faculty Manual, and the TPR document. Each input/evaluation review from a committee of Lecturers or other special rank faculty will be reviewed and considered by the TPR Committee as a whole. All TPR Committee members are eligible to vote on the review and/or promotion recommendations pertaining to Lecturer and other special rank faculty.

d. TPR Chairperson

The Committee will elect its own chairperson who will represent the Committee in discussions with the candidate, the Department Chair, and the Dean's office. A Committee member may not serve as Chair during his or her first year on the Committee. The Chair serves as the chair of the overall TPR Committee, and by extension, any subcommittee formed to provide an initial review or input for the Committee's consideration.

e. Term

All tenured, regular-rank faculty members in the Department who are in residence shall serve on the TPR Committee each year.

f. Confidentiality

All Committee deliberations will remain confidential at all times except when testifying before a University grievance board, or when compelled by a court subpoena. Otherwise, divulging confidential discussions is a violation of the University's policy of ethical conduct, and will be reported to the University (see <http://www.clemson.edu/employment/> for more information about Clemson's policy on ethical behavior).

2. Post-Tenure Review Committee

- Duties of the Committee.*** Whenever any faculty member is scheduled for regular review or in a period of post-tenure review remediation, the Post-Tenure Review Committee (hereafter "PTR Committee") shall be formed by the Department Chair to evaluate the member. In performing these duties, the PTR Committee shall observe all University-established deadlines applicable to the review and reporting process.
- Composition.*** The PTR Committee is a subset of the TPR Committee and will consist of a minimum of three tenured regular rank faculty members at a rank equal to, or higher than, the member being reviewed. The PTR Committee will form the post-tenure review subcommittee, and the subcommittee will elect its own chairperson.
- Term.*** The period of service for members of the PTR Committee will be one year.

ARTICLE II

PERFORMANCE PRINCIPLES AND STANDARDS

The TPR Committee is responsible for evaluating and ensuring that faculty members' contributions advance the Department's mission, goals, and values, as well as enhancing the College, the University, and the discipline. Moreover, consistent with expectations of the Board of Trustees, collegiality may be considered by the Committee when making reappointment, tenure, and/or promotion recommendations (see Board of Trustees Manual, Chapter III — Mission, Vision and Goals). The Faculty Manual also states that "The distinctive character of Clemson is reflected in the culture of collegiality and collaboration among faculty, students, staff, the administration, and the university board." The Committee's recommendation regarding the granting of tenure is centrally important in this regard and implies a long-term mutual commitment to excellence by the faculty member and Clemson University.

Untenured regular rank faculty and special rank faculty receive two related, but distinct and independent evaluations on an annual basis. One evaluation is provided by the TPR Committee and the other is a Form 3 assessment. The TPR Committee evaluates an untenured regular rank faculty and specialty rank faculty towards reappointment, tenure, and/or promotion on *cumulative performance and future promise* derived from each faculty member's portfolio of contributions and associated body of evidence. In contrast, the Form 3 evaluation is overwhelmingly retrospective—it utilizes faculty approved merit pay indicators and rubrics to assess each faculty member's annual performance for merit-pay. Thus, another purpose of the annual reappointment evaluations is to provide career counseling to faculty members as they prepare to obtain tenure or promotion. If the faculty member focuses attention on the short-term and ignores its long-term implications of their contributions, the Form 3 evaluation and TPR recommendations may diverge over time. Therefore, Form 3 evaluations and TPR recommendations are likely to be more consistent when faculty members align their annual performances to be compatible with a longer-term focus towards earning tenure and promotion.

The principles and standards set forth in Article II are intended to establish guidelines to inform such a long-term faculty view and the Committee's ratings and recommendations on reappointment, tenure, and/or promotion. In each case, progress towards achieving tenure and promotion standards for teaching, research, service, and future growth must be assessed and rated *Excellent, Very Good, Good, Fair, Marginal, or Unsatisfactory* based on each candidate's *profiles of contribution in each performance area of research, teaching, and service*. An overall rating must also be provided using the same scale reflecting a candidate's overall *portfolio of performance*. These standards are not to be imposed rigidly, however, since illustrious achievements and national or international recognition may overcome some performance deficit. Because faculty assessments will demonstrate some variability across rank and status, performance principles below are discussed separately. Informed by the principles, the unifying logic undergirding the TPR Committee's decisions can be characterized as varying combinations of *four (4) Ps—Performance, Profile, Portfolio, and Promise*. The outlined logic, when executed consistently and conscientiously across rank and status, helps to ensure that the Departmental system is both *formative* (a multifaceted assessment that promotes self-improvement) and *summative* (accesses and evaluates overall portfolio of performance and promise).

Teaching

To be considered for reappointment, tenure and/or promotion, the faculty member must provide a detailed self-evaluation of teaching and instructional support performance, accompanied by documented evidence, including their sources. The Committee will base its evaluation of a faculty member's teaching profile on the criteria similar to the ones exemplified in Table 1. A candidate is to attain a higher teaching rating to the extent that he or she consistently demonstrates strong performance across the teaching dimensions, as substantiated by the corresponding manifest indicators therein.

For special rank faculty, Lecturers and other special rank faculty (Clinicals and Professors of Practice), requesting reappointment or promotion, teaching is the fundamental responsibility of each faculty member. It is essential that each faculty member provide a standard of performance that is effective and excellent for favorable annual evaluations, reappointment, promotion, and tenure recommendations. Each faculty member is to perform teaching in a manner that produces high quality, both in terms of content and pedagogy. Teaching should also ensure that the student learning experience is maximized through academically rigorous mediums where the student is required to think critically and solve problems appropriate for preparing them for the future business environment. The teaching environment should include interactivity with peers (physical or online); however, the student should also be prepared to function in leadership and managerial roles.

Teaching effectiveness and excellence are primarily measured through documentation. These documents may include student evaluations, student surveys, and course syllabi development. Teaching documentation may also include evidence of pedagogical innovations, academic rigor of courses, measured improvements in subject mastery by students, special teaching awards and recognition, peer review, and contributions to course development. Performance in class is the most visible manifestation of a faculty member's teaching effectiveness, but it is not the only one (see Table 1 for exemplary teaching indicators of success and excellence for special rank faculty).

Research

Tenured and tenure-track Management faculty are expected to undertake impactful and influential research, advancing both their and the Department's visibility and stature within their respective discipline. Therefore, research published in high quality refereed journals is an important performance dimension in faculty reappointment, promotion, and tenure decisions. At the same time, any cross-sectional evaluation of research performance needs to be cognizant of the fact that publications in high quality refereed journals may develop over more than one academic year. Thus, evidence of journal review status and other work-in-progress should also be considered, along with correspondence from an editor or organizer of the work concerning its status, whenever possible.

Both the quality and quantity of research and publications are important. However, the quality of contribution to the body of knowledge in a faculty member's area of interest is the major criterion. The greatest value is placed on peer-reviewed publications in premier and high-quality scholarly journals. Thus, the overall number of publications necessary for promotion and tenure is not absolute, and could be a varying function of the quality and impact of the publications, as well as objectively verifiable disciplinary norms.

Collaboration in research and publications is desirable, and the Committee values cross-disciplinary research. Faculty members should also demonstrate leadership in the ability to take an idea from its inception to its conclusion. This is especially important for faculty members applying for promotion to the rank of Associate Professor with tenure and Full Professor. Leadership in research is demonstrated by such indicators as first authorship or sole authorship of some publications, or written statements from coauthors indicating a leading role in the contribution. External funding of research (where the faculty member is listed as a primary investigator) can be an indicator of excellence when a case can be made that such research has the potential of contributing to the body of knowledge. These pursuits may be risky for untenured faculty due to the effort and uncertain timeline entailed. Because such expectations may vary by academic discipline group, it is recommended that a candidate confers with senior faculty

in his or her group to determine the best means of demonstrating research leadership.

To be considered for reappointment, tenure and/or promotion, the faculty member must provide a detailed self-evaluation of research performance, accompanied by documented evidence, including their sources. The Committee will base its evaluation of a faculty member's research profile on the criteria similar to the ones exemplified in Table 2 (Appendix). A candidate is to attain a higher research rating to the extent she/he consistently demonstrates strong performances across the research dimensions as substantiated by the corresponding manifest indicators therein. For special rank faculty such as Clinicals and Lectures, research in both scholarly and practitioner-oriented journals and books will be considered.

Service

As a unit within the College of Business, Departmental faculty are expected to serve a diverse number of stakeholders, including; students, the Department, the College, the University, the business community, the citizens of South Carolina, and the academic profession. Thus, faculty members have responsibilities to their colleagues both within and outside the University as well as to the University itself, and they should accept a reasonable share of the responsibility for the governance of the Department, the College, the University, and their professional associations. Consulting or other projects for which faculty members receive compensation above their contractual salary are not normally regarded as service activities. Moreover, faculty members who join Clemson University with prior university teaching and service experience are expected to participate in a higher level of service commensurate with their time in the discipline and rank.

To be considered for reappointment, tenure and/or promotion, the faculty member must provide a detailed self-evaluation of service performance, accompanied by documented evidence, including their sources. The Committee will base its evaluation of a faculty member's service profile on the criteria similar to the ones exemplified in Table 3. A candidate is to attain a higher service rating to the extent that he or she consistently demonstrates strong performance across the service dimensions, as substantiated by the corresponding manifest indicators therein. Such contributions will also be considered for evaluating special rank faculty even though the actual expectations and focus will display some variability.

Granting Tenure

Achieving tenure at Clemson University is a demanding and selective process. It is also the case that granting tenure represents a major financial commitment by the University, and may have a significant impact on the quality of a program or Department for years to come. For Management faculty, the TPR Committee and Department Chair need to base their tenure recommendations on a faculty member's entire *portfolio of performance and promise* in research, teaching, and service contributions. Thus, independent of the level of cumulative performance, convincing evidence must be provided by a faculty member that he or she will continue to engage in quality scholarly activities and grow professionally after tenure has been granted. To some extent, this evaluation must also be based on the professional judgment of those making the recommendation, indicators of future professional growth and research, and external evaluators' assessment.

Tenure, as provided in the current Clemson University Faculty Manual, is to be awarded when a candidate: a) Meets or exceeds the general criteria for the rank of Associate Professor, and b) Demonstrates that his or her level of productivity and excellence shall likely be sustained or improved. Consistently, the Committee provides guidance for the candidates seeking tenure. The guidelines are representative of what a profile for promotion would look like, and they notably are the minimum for seeking promotion with tenure. By no means does meeting or exceeding the points given below constitute a guarantee of a positive tenure

vote/outcome. They are only guidelines to help Assistant (or untenured Associate) Professors navigate research, teaching, and service in pursuit of tenure in the Department. Recognize also that the Committee's process requires that we seek outside letters to obtain input from scholars at peer universities concerning the merits of tenure, given the faculty's research portfolio and contributions. Thus, we advise those faculty pursuing tenure to seek periodic advice from research-active, senior faculty in their Academic Department Unit (ADG) upon joining Clemson. These senior faculty are best positioned to counsel them on and make a determination as to: (a) the targeted discipline-based journals; (b) information on how external letter writers may likely view their tenure portfolio; and (c) discipline-based, journal quality status (e.g., Premier – those that recognized by their own discipline to be ranked in the top five and “High quality” – a broader array in the next tier generally recognized within the discipline at large or niche areas to be rigorous and recognized by the relevant scholarly community). It is also advised that before targeting or commencing on papers in any nonbusiness academic journals (e.g., engineering, medicine, psychology, mathematics, etc.), the untenured faculty member should provide tentative evidence of its premier status to the TPR Committee, and the TPR Committee will confirm this journal's quality category for purposes of tenure at Clemson.

Research, teaching, and service contributions will be considered in accordance with the following “archetypal” portfolio examples. They are notably commensurate with each of the Department's academic discipline groups (ADG) concerning evidence of excellence in research, teaching, and service contributions.

1. Research

A faculty member is expected to have established a coherent and meaningful program of research and/or creative scholarship. A demonstrated and documented continuous and progressive record of research with a cohesive research theme is an important consideration when judging a candidate's research profile. Incremental research is typically less programmatic and impactful. The quality of publications/acceptances and the pipeline are also strong indicators of the potential for sustained contribution in post-tenure years. Given the caveats, a successful research profile for a favorable tenure decision may look like some of the following configurations (these are exemplary profiles, not an exhaustive list). The candidate needs to be acutely aware that the Committee's assessment occurs on a continuum ranging from below expectations as a candidate's profile falls below these minimum profiles, to excellent as a candidate's profile exceeds them. While a candidate's full academic record is considered, all publications since Clemson hire (plus any years credited from time in rank at other institutions) will be given more weight than prior publications, unless negotiated otherwise at the time of hire.

Exemplary Profile 1. Four (4) publications where either all Four are accepted in Premier Journals with two within the discipline.

Exemplary Profile 2. Four (4) publications where either Two are accepted in disciplinary Premier Journals and at least two others are accepted in either Premier or High-Quality journals.

Exemplary Profile 3. Six (6) publications where at least One is accepted in a disciplinary Premier Journal and the remaining five are accepted in either Premier or High-Quality journals.

It is, thus, imperative that leadership in disciplinary research be demonstrated. Even as first authorship or sole authorship in published Premier or High Quality publications are widely recognized as unambiguous indicators of such leadership, the Committee recognizes and values other salient manifestations such as a percentage of effort higher than other authors on multi-authored papers; reports from collaborators on the nature of contribution on multi-authored papers; and introduction of new research methods and statistical techniques in the field. And while not required, any external research awards noteworthy in judging visibility and potential scholarly leadership, such as an outsized h-index based on citations counts, may be supplied. As noted, because these expectations may

also vary by academic discipline group, it is recommended that a candidate also confers with senior, research-active faculty in his or her ADG group to determine other compelling means of demonstrating research leadership.

To help bolster the quality and conduct of their research (payments for participants in experiments, data collection activities, purchased databases, etc.) periodically, seed grants from internal University funding sources may become available. It is reasonable to seek this type of funding out when available or useful to one's research. However, there is no expectation or implied recommendation that untenured faculty participate in preparing external grants, as so doing can be time-consuming with uncertain publication return, thus likely weakening the ability to achieve the requisite publications within their tenure clock. There may, however, be exceptions—for example, joining an established grant consistent with the research portfolio and promise of premier/high quality publications; an untenured faculty member who has fully met the minimum research standards within tenure clock; and being a PI of NSF-type grant of \$250,000 or more, which may be evaluated as a premier publication. In such situations, the Committee requires corroborating evidence such as written statements from grant coauthors indicating the candidate's leading role or significant contributions to the process.

2. Teaching

To attain tenure, a faculty member is expected to have established an effective teaching record. The key indicators on which a tenure decision will be based, and consistent with the minimum expectations for teaching standards (see Teaching Table 1 in the Appendix), such as:

- a. Course rigor and innovation: offering current, reasonably challenging, and progressive course content aligned with a clearly articulated syllabus. Course difficulty and level (e.g., undergraduate versus graduate) will be taken into consideration.
- b. Maintaining an overall average of 3.0 or higher on student evaluations.
- c. Engaging in constructive, collegial, and regular communication with students in terms of expectations, performance outcomes, and responsiveness to their questions.
- d. While we wish to minimize the number of course preparations for Assistants, we will take into consideration the number of preparations if an Assistant Professor has been requested to take on more than is outlined in his or her hiring contract, or is considered to be above the norm for a tenure-track position in the Management Department.
- e. We highly recommend that Assistant Professors do not take on any overload courses during their first three years in order to focus on their research, and only in the subsequent years if they are clearly on track to meet the minimum research required as specified above.

3. Service

Internal service requirements for tenure-track faculty are minimal. Examples of service expected to result in a favorable tenure decision generally include attending Department faculty meetings; participating on a dissertation committee or hiring committee; assisting with short term Departmental projects (e.g., facilitate or attend a distinguished guest speaker presentation); or assistance in advising student groups. Equally important is that the faculty member display collegial, respectful, and constructive behavior in daily interactions with faculty, staff, and students. Departmental citizenship and collegiality are valued.

Besides internal service, we view external service to discipline-based professional societies to be valuable to professional development within the faculty's disciplinary community(see the Service Table in the Appendix). Examples of such activities may include: organizing sessions at professional societies that are in the faculty's research area; participating in the business meetings of discipline or special interest research subgroups within the professional societies (e.g., colleges, divisions, etc.); and in other valuable service activities that can help bolster the faculty's scholarly visibility and reputation, including: refereeing in premier, high quality and niche academic

journals; serving as a judge on award committees; and presentations at invited sessions or at other universities. These are only illustrative examples, and we encourage faculty members to outline their important service activities during their tenure track process.

4. Future Professional Growth

Because tenure is a commitment to continued, long-term employment by the University, there must also be evidence in the faculty member's record to project continued post-tenure contributions. Candidates must be aware that tenure is not a reward for past performance alone; the tenure decision is prospective as well as retrospective. Indicators of future professional growth may include, but are not limited to:

- A productive research program that could lead to a national or international reputation. This could entail but not limited to a steady stream of thematic research activities that are visible, such as indicators of the potential to publish in premier and high-quality journals, including a pipeline of at least one premier-level journal article under review, and evidence of high-quality work in progress.
- Independence in research, demonstrated by an ability to pursue one's own scholarly ideas and projects beyond those dissertation papers and other papers with advisors, or lead and sole authored papers in quality journals.
- Continuous improvement in teaching endeavors and the use of pedagogical innovations as depicted from annual reviews of teaching.
- Ongoing commitments to one's academic, professional group(s), and peers.
- External reviewers' prospective assessments.

ARTICLE III **EVALUATION PROCEDURES**

The TPR and PTR Committees shall use the processes and general criteria described below to perform their duties and responsibilities. While the Committees are responsible for providing faculty members being evaluated with relevant deadlines and other information pertinent to the evaluation process, each faculty member also bears responsibility for knowing that information by consulting Department, College, and University rules and regulations.

The TPR Committee will follow a standard process. A faculty member seeking reappointment, tenure or promotion must provide the TPR Committee, through **the university system for tenure, promotion and reappointment**, with evidence of her/his contributions in research, teaching, and service (see Article IV for the required documentation), as pertinent to the action request. For reappointment, tenure and promotion of tenure-track faculty, this evidence should date to the candidate's hire at Clemson plus any years credited from time in rank at other institutions. Once submitted, tenure applications cannot be withdrawn. A faculty member may request an extension of the probationary period for **adding a child to a family**, serious illness, family tragedy, or other exceptional circumstances such as pandemics, natural disasters, and other crises that extend beyond individual faculty experiences. The extension request will be submitted to the department chair and granted upon the approval of the TPR committee, department chair, dean, and Provost.

For applications to the rank of Professor, Senior Lecturer, Principal Lecturer, or Clinical Professors, the materials should summarize career contributions. In all cases, the Committee will focus on information provided by the candidate through **the university system for tenure, promotion and reappointment**, but reserves the right to request additional information from the candidate, and obtain additional information from other faculty and appropriate sources, including external letters for tenure and promotion decisions for regular faculty. If the Committee obtains

additional information that contradicts the candidate's claims about his/her record, the Committee shall inform the candidate of these sources. Each faculty evaluation letter will be reviewed and rated by the entire TPR Committee before being released to the faculty member. To the extent possible, the Committee should reach an unambiguous decision indicating whether the Committee recommends or does not recommend the candidate for reappointment, tenure and/or promotion, and should communicate the decision and discussions in a single letter, including the result of individual votes.

1. Regular Rank Faculty Evaluations

a. Reappointment of untenured faculty members

- i. **Time in rank.** There are no time-in-rank requirements for reappointment during the probationary period.
- ii. **General expectations.** To be reappointed, a faculty member must provide evidence that he/she is making demonstrable progress toward tenure through contributions in research, teaching, and service (see Article III).
- iii. **External letters.** External letters are not required for reappointment.

b. Tenure and promotion to the rank of Associate Professor

- i. **Time in rank.** Tenure of a faculty member is normally six (6) years of tenure-track experience in residence, years credited from time in rank at other institutions, or some combination thereof. The decision to grant tenure and promotion shall normally be made during the penultimate year of the probationary period and becomes effective at the beginning of the next academic year. In some cases, however, the length of the probationary period can vary. Faculty members may elect to apply for tenure prior to their penultimate year. In these instances, the remaining number of probationary years are forfeited, and the year during which the faculty member is being evaluated for tenure becomes the faculty member's penultimate year. Prior to submitting tenure materials, a faculty member desiring a reduction in the probationary period is *strongly* encouraged to consult with the Department Chair, TPR Committee Chair, and Dean regarding the likelihood of a favorable tenure evaluation. Other cases may involve one or more extensions of the probationary period. Granting a faculty member an approved extension of the probationary period (due to, for example, health, parenting, pandemics, or professional reasons) does not change the requirements for a positive tenure decision. It only serves to provide the faculty member with additional time for the probationary period equivalent to the length of the extension.
- ii. **General expectations.** To be tenured and promoted, faculty members must meet the requirements for Associate Professor. Tenure and promotion require a rating of "Excellent" in research and a minimum rating of "Very Good" in teaching and service (see Article III). Thus, a series of favorable reappointment decisions made prior to the faculty member's penultimate year does not necessarily guarantee a favorable tenure recommendation if final year evidence indicates that the candidate is not likely to achieve a record that satisfies the criteria for promotion and tenure by the fall of the sixth year. The primary concern for Assistant Professors desiring promotion should be to establish a productive pattern of research and publications in high quality scholarly journals, including reasonable evidence of the candidate's potential impact in their discipline, and to demonstrate competence and effectiveness in teaching and service. Service contributions generally will be limited to Departmental and College academic affairs until research and teaching competencies and effectiveness are well established. Moreover, because tenure is a commitment to continued, long-term employment by the University, there must be evidence in the faculty member's record to project continued contributions. Thus, candidates must be aware that tenure is not a reward for past performance alone; the tenure decision is also prospective. A recommendation to confer tenure for an Assistant Professor must be accompanied by a favorable

recommendation for promotion to Associate Professor.

Together, Assistant Professors requesting promotion to the rank of Associate Professor with tenure need to focus on the following (see Article III):

- A. Evidence of a productive research program. Such evidence must include:
 - Developing reputation for scholarly research in the candidate's field (such as research quality, impact and influence, and letters obtained from recognized scholars in the field).
 - Publications appearing in top-tier scholarly journals.
 - High quality publications as a sole author or primary author (i.e., a driving force behind the research), and the promise of more such publications in the future.
- B. A research program that is likely lead to continued success in generating high quality research published in premier and high-quality journals.
- C. Evidence of effective teaching.
- D. Evidence of effective service contributions.

iii. **External letters.** As part of the process described above, requests for tenure and promotion must be accompanied by external reviews based on the following criteria and process:

- A. Because the purpose of external reviews is to obtain independent evaluations, external evaluators cannot be co-authors, members of the faculty member's dissertation committee, or others that could be construed to have significant conflicts of interest. When in doubt of potential conflict of interest, the candidate should seek clarification with TPR Committee Chair.
- B. A qualified external evaluator is someone knowledgeable of the candidate's field, has a robust record in a related field (a Full Professor and preferably with Chair), and has the relevant experience to evaluate the candidate's portfolio of scholarly contributions.
- C. The candidate should compile and provide to the TPR Chair a list of at least eight qualified external evaluators including their name, title, address, phone number, e-mail address, why that person should be considered an appropriate external evaluator, and a description of the candidate's relationship, if any.
- D. The Chair works with a subcommittee of relevant faculty to identify a list of at least eight qualified external evaluators including their name, title, address, phone number, e-mail address, why that person should be considered an appropriate external evaluator of the faculty member's performance, and a description of the candidate's relationship, if any.
- E. The Chair may solicit evaluations from any name on the list submitted by the candidate and the subcommittee. External evaluators will be sent the candidate's curriculum vitae and samples of the research portfolio—all supplied by the candidate. Upon request of the external reviewer and with the consent of the candidate, additional material may be provided to the external reviewer.
- F. In an attempt to ensure that external evaluations provide useful and consistent information, the letters from the Chair to the external evaluators should mainly focus on the issues identified below.
 - The quality of the candidate's scholarship, as evidenced by the quality and impact of research and publications.
 - The indicators of being on track for developing a national and international reputation within the discipline.
 - Research and graduate student advising, professional service activities, national and

international reputation (relatively more important for promotion to Full Professor than tenure and promotion to Associate Professor).

- G. Due to confidentiality, the external evaluator letters are not provided to the candidate. But evaluators are advised that their letter will become part of the candidate's tenure and promotion dossier, and will be treated as confidential by the University to the extent permitted by law. Thus, in the event of any grievance actions the candidate may gain access to the letters.
- H. The optimum number is six external letters in the candidate's package, with three letters from the candidate and three from the committee. A minimum of five external letters are acceptable as long as at least three of them are from the Committee's list. No case should move forward without five letters unless approved the Committee, Department Chair, Dean, and Provost. The Chair, working with the Committee, should make all the effort to obtain the minimum number of letters. All letters received as a result of this process must be included in the candidate's dossier.

c. Promotion to the rank of Full Professor

- i. **Time in rank.** To be eligible for promotion for Professor, a faculty member must have been in the rank of an Associate Professor for at least five (5) years.
- ii. **General Expectations.** To be promoted, faculty members must meet the requirements for Professor. Promotion to Professor requires a rating of "Excellent" in research, teaching, and service (see Article III). Promotion to Professor is based on the quality and quantity of the faculty member's contributions, not time in rank. While promotion to Professor reflects the sum of a candidate's professional accomplishments, it is based primarily on activities since promotion or appointment to the rank of Associate Professor. Faculty members requesting promotion to the rank of Full Professor need to focus on the following.

A. Evidence of a productive research program since appointment to Associate Professor. Such evidence must include:

- An international reputation or high potential for scholarly research in the candidate's field (substantiated by research quality, impact and influence, and letters obtained from recognized scholars in the field).
- Publications in top-tier scholarly journals since appointment to Associate Professor and the promise of more such publications in the future.
- High quality publications as a sole author or principal author (i.e., a driving force behind the research), since appointment to Associate Professor.

B. Evidence of excellent teaching contributions since appointment to Associate Professor.

C. Evidence of excellent service contributions since appointment to Associate Professor.

3. External letters. As part of the process described above, requests for promotion to the rank of Full Professor must be accompanied by external reviews based on the same criteria and process outlined above. The Chair will, however, strive to ensure that external evaluators' assessment focus on the relevant expectations described above, and thus, are relevant to a recommendation in support of a request for Promotion to the rank of Full Professor.

2. Lecturers

Per the Faculty Manual, the TPR Committee evaluates Lecturers (for reappointment and promotion). All TPR Committee members are eligible to review and vote on these recommendations.

A faculty member seeking reappointment or promotion to a Lecturer rank must provide the Committee, through the university system for tenure, promotion and reappointment, with evidence of her/his contributions. The Committee

will consider information provided by the candidate through the university system for tenure, promotion and reappointment, but reserves the right to request additional information from the candidate and obtain additional information from other faculty and appropriate sources. If the Committee obtains additional information that contradicts the candidate's claims of his/her record, the Committee shall inform the candidate of these sources. The TPR Committee shall solicit input from Lecturer(s) in a manner consistent with the Faculty Manual and TPR documents. The input will be based on the relationship between a Lecturer's cumulative performance and the current standards for reappointment and promotion (see Article II).

a. Reappointment

- i. **Time in rank.** Lecturers are reappointed on an annual basis. Lecturers shall not be reappointed following a final ninth year of service if: (1) The lecturer fails to request promotion to senior lecturer by the Fall semester TPR request deadline for regular faculty during the lecturer's eighth year of service, or (2) The lecturer requests promotion and is not promoted to senior lecturer during the lecturer's eighth year of service.
- ii. **General expectations.** To be reappointed, a faculty member must provide evidence of her/his contributions based on duties and responsibilities described in their appointment letter, in the Faculty Manual, or as negotiated with the Department Chair. Consistently positive annual reviews are thus expected— Annual reviews should be positive (e.g., Form 3 evaluations of 'very good' or 'excellent') for years prior to the reappointment. The primary considerations will be the needs of the Department, the faculty member's contributions to the overall academic environment at Clemson University, and the quality of the educational experience that they provide to their students.

b. Promotion to Senior Lecturer

- i. **Degree.** Promotion requires an advanced, but not a terminal degree, in Management or a closely related field
- ii. **Time in rank.** After four full academic years, a Lecturer may apply for promotion to Senior Lecturer. Equivalent experience at Clemson may be considered toward the four-year service requirement at the written request of the faculty member and agreement by the TPR Committee.
- iii. **General expectations.** Promotion to Senior Lecturer is intended to recognize the efforts, contributions, and performance of Lecturers who combine effective instruction with additional significant contributions to the Department's mission, goals, and activities. Promotion to Senior Lecturer will be based on an assessment of the Lecturer's cumulative years of teaching, service, and, as appropriate, research performance. Promotion to Senior Lecturer requires an overall rating of "Excellent" in teaching and a minimum overall rating of "Very Good" for either service or research. Consistently positive annual reviews are thus expected— Annual reviews should be positive (e.g., Form 3 evaluations of 'very good' or 'excellent') for years prior to the application for promotion to senior lecturer. The TPR Committee may also recognize other contributions that are not specifically defined in the Dimensions of Teaching Success and Measurement Guidelines (see Article III).

c. Promotion to Principal Lecturer

- i. **Degree.** Promotion requires an advanced, but not a terminal degree, in Management or a closely related field.
- ii. **Time in rank.** After four full years of service as a Senior Lecturer, a Senior Lecturer may apply for promotion to Principal Lecturer. The promotion is based on the quality and quantity of the faculty member's contributions.
- iii. **General expectations.** The principal lecturer appointment is intended to recognize the efforts, contributions, and performance of senior lecturers who combine effective instruction with additional significant contributions to the mission of the University. Thus, the candidates need to be aware that

length of service as a Senior Lecturer is, itself, not a sufficient criterion for promotion to Principal Lecturer. Promotion to Principal Lecturer requires an overall rating of “Excellent” in teaching and either service or research. Consistently positive annual reviews are thus expected— Annual reviews should be positive (e.g., Form 3 evaluations of ‘very good’ or ‘excellent’) for years prior to the application for promotion to principal lecturer. The promotion case must provide evidence of the candidate’s sustained excellence in instruction and service contributions, and by the faculty member’s unit, College, University, and/or discipline:

- A. Evidence of recognized teaching excellence such as; Departmental teaching awards; discipline-specific teaching awards; University teaching awards; participation as a planner or facilitator in University programs; memberships/chairing faculty councils associated with teaching; participation in University-level advisory groups or selection committees; development of teaching lecture series; or notable contributions in teaching that extend beyond the University.
- B. Contributions through participation as a planner or facilitator in University level programs such as; Faculty Fellows Institute for Teaching Excellence; Provost’s workshops, Bridge Programs, etc.; memberships or chairing faculty councils related to teaching; memberships in the Faculty Senate on instructional issues; participation in University-level advisory groups or committees related to teaching; and community outreach related to teaching expertise.
- C. Department level contributions such as serving in a leadership role within the department; serving as chair, associate chair, or assistant chair for undergraduate or graduate studies or curriculum; supervising undergraduate theses; membership in interdisciplinary committees charged with curriculum development; advisor for student associations; academic advising and counseling; and supervising academic training programs.
- D. Discipline level. Serving as an editor or reviewer for a scholarly journal related to teaching and pedagogy. Membership in discipline-level scholarships of teaching and learning associations. Receipt of grant funds to pursue research in the area of teaching and learning. Participation in textbook development. Participant in case studies that lead to magazine/journal publications.
- E. Evidence of practice-oriented research such as published/presented research on pedagogy; published/presented research on the scholarship of teaching and learning; and published/presented research on the content area of faculty member’s teaching specialty.

d. Reappointment of Senior and Principal Lecturers

To maintain their status as a senior or principal lecturer, lecturers must maintain and continue excellence in the areas of teaching and service. This means a continued demonstration of evidence of excellent teaching, as well as the performance of significant and programmatic service to the mission of the department, college, and university consistent with that which led to their promotion to senior or principal lecturer. Senior Lecturers will be reviewed in their penultimate year, which for the first review cycle, is their second year as a Senior Lecturer. Thereafter, Senior Lecturers are reviewed in the second of each three-year term. Reappointment is based upon review by the Department Chair and the TPR Committee. Principal Lecturers will be reviewed at least every five years and in penultimate year.

3. Other Special Non-Tenure Track Rank Faculty

Per the Faculty Manual, the TPR Committee evaluates other special rank faculty for reappointment and promotion. All TPR Committee members are eligible to review and vote on these recommendations.

A faculty member seeking reappointment or promotion to a special rank must provide the Committee, through the

university system for tenure, promotion and reappointment, with evidence of her/his contributions. The Committee will consider information provided by the candidate through the university system for tenure, promotion and reappointment but reserves the right to request additional information from the candidate and obtain additional information from other faculty and appropriate sources. If the Committee obtains additional information that contradicts the candidate's claims of his/her record, the Committee shall inform the candidate of these sources. The TPR Committee shall solicit input from other special rank faculty in a manner consistent with the Faculty Manual and TPR documents. The input will be based on the relationship between a faculty member's cumulative performance and the current standards for reappointment and promotion (see Article II).

a. Reappointment of Professor of Practice

i. Degree. Reappointment requires an advanced, but not terminal, degree in Management or a closely related field

ii. General expectations. This rank is normally held by individuals distinctly qualified and experienced in their professional practice, but whose career paths and experiences have primarily been in professional, and not academic settings. Thus, the reappointment of Professors of Practice is intended to recognize the efforts, contributions, and performance of those who combine effective practice-oriented instruction with additional significant contributions to the Department's mission, goals, and activities. The annual review and reappointment decision will be based on the duties specified in the letter of appointment, as well as the faculty member's teaching, service, and, as appropriate, research performance. Reappointment requires an overall rating of "Excellent" in teaching and a minimum overall rating of "Very Good" for either service or research. The TPR Committee may also recognize other contributions that are not specifically defined in the Dimensions of Teaching and Measurement Guidelines (see Article III).

b. Reappointment of Clinical Faculty

i. Degree. Promotion requires a terminal degree (e.g., Ph.D.) in Management or a closely related field. The TPR Committee may make exceptions to this rule for individuals with a terminal degree and extensive practical experience in Management or a closely related field.

ii. General expectations. Reappointment to Clinical Faculty is intended to recognize the efforts, contributions, and performance of Clinical Faculty who combine effective practice-oriented instruction with additional significant contributions to the Department's mission, goals, and activities. The annual review and reappointment decision will be based on the duties specified in the letter of appointment, as well as the faculty's teaching, service, and, as appropriate, research performance. Reappointment requires an overall rating of "Excellent" in teaching and a minimum overall rating of "Very Good" for either service or research. Consistently positive annual reviews are thus expected— Annual reviews should be positive (e.g., Form 3 evaluations of 'very good' or 'excellent') for years prior to the reappointment. The TPR Committee may also recognize other contributions that are not specifically defined in the Dimensions of Teaching and Measurement Guidelines (see Article III).

b. Promotion to Clinical Associate Professor

i. Degree. Promotion requires a terminal degree (e.g., Ph.D.) in Management or a closely related field. The TPR Committee may make exceptions to this rule for individuals with a terminal degree and extensive practical experience in Management or a closely related field.

ii. Time in rank. After five academic years, a Clinical faculty member may apply for promotion to the rank of Clinical Associate Professor. Equivalent experience at Clemson may be considered toward the five-year service requirement at the written request of the faculty member, and agreement by the TPR Committee.

iii. General expectations. Promotion to Clinical Associate Professor is intended to recognize the efforts, contributions, and performance of Clinical Faculty who combine effective instruction with additional significant contributions to the Department's mission, goals, and activities. Promotion to Clinical

Associate Professor will be based on an assessment of the faculty member's cumulative years of teaching, service, and, as appropriate, research performance. Beyond the successful fulfillment of contractual obligations, the promotion requires that the Clinical Faculty member demonstrate a documented record of consistent excellence in one of the three areas of responsibility (teaching, service, and research), and a documented record of consistent excellence in the other two areas. Consistently positive annual reviews are thus expected— Annual reviews should be positive (e.g., Form 3 evaluations of 'very good' or 'excellent') for years prior to the promotion. The TPR Committee may also recognize other contributions that are not specifically defined in the Dimensions of Teaching Success and Measurement Guidelines (see Article III).

c. Promotion to Clinical Full Professor

i. Degree. Promotion requires a terminal degree (e.g., Ph.D.) in Management or a closely related field. The TPR Committee may make exceptions to this rule for individuals with a terminal degree and extensive practical experience in Management or a closely related field.

ii. Time in rank. After five full academic years, a Clinical Associate Professor may apply for promotion to the rank of Clinical Professor. Equivalent experience at Clemson may be considered toward the five-year service requirement at the written request of the faculty member, and agreement by the TPR Committee.

iii. General expectations. Promotion to Clinical Professor is intended to recognize the efforts, contributions, and performance of Clinical Faculty who combine effective instruction with additional significant contributions to the Department's mission, goals, and activities. Promotion to Clinical Professor will be based on an assessment of the faculty member's cumulative years of teaching, service, and, as appropriate, research performance. Beyond the successful fulfillment of contractual obligations, the promotion requires that the faculty member demonstrate a documented record of consistent excellence in at least two of the three areas of responsibility (teaching, service, and research), and a documented record of consistent excellence in the third area. Consistently positive annual reviews are thus expected— Annual reviews should be positive (e.g., Form 3 evaluations of 'very good' or 'excellent') for years prior to the promotion. The TPR Committee may also recognize other contributions that are not explicitly defined in the Dimensions of Teaching Success and Measurement Guidelines (see Article III).

d. Research Faculty and other Special Faculty Ranks

Research faculty and appointments to other special faculty ranks will be made on a year-to-year basis. Reappointment is based on sustained effort across specific performance criteria that are relevant to the nature of the candidate's appointment and relevant guidelines from the Faculty Manual (FM).

3. Post-Tenure Review

Per the Faculty Manual, all tenured faculty shall undergo periodic post-tenure review (PTR). The purpose of these reviews is to ensure that all faculty serve the needs of the students and the Institution, and that excellent faculty are identified and rewarded.

For tenured faculty, PTR will be conducted during the fall semester of the sixth year after being granted tenure and each subsequent five years.

The Department of Management establishes a separate committee each year for PTR following the Faculty Manual. The focus of PTR is on the performance of the individual since the individual's tenure or previous PTR evaluation; however, the overall contribution of the individual faculty member to Clemson University should not be neglected. Only tenured regular faculty members are eligible for election to the PTR Committee.

A. **Process.** There are two parts to the PTR process.

Part I. The chair of the academic unit must provide the PTR committee with copies of the tenured faculty member's annual performance reviews covering the preceding five years. The PTR Committee will review the ratings received in those annual performance reviews (Form 3s). Faculty members receiving no more than one (of five) overall annual performance ratings of "fair," "marginal," or "unsatisfactory" on those reviews shall receive a PTR rating of "satisfactory." Those faculty members are thereby exempt from Part II of the PTR, and will not undergo a full PTR review. If a faculty member has received two or more Annual Form 3 with a "Fair," "Marginal," or "Poor" performance evaluation, the faculty member will undergo a full PTR, Part II.

Part II. This part of the PTR consists of an additional review by the PTR Committee and the Department Chair of those faculty identified in Part I as subject to further review. In addition to the copies of the faculty member's annual performance reviews covering the most recent five years, the Department Chair must also provide the PTR Committee with a statement of the percentage allocation of assigned duties.

The PTR Committee will select a faculty member or professional equivalent from outside the Department, nominated and selected in accordance with Article I of this document. The faculty member undergoing Part II of PTR must provide, at a minimum, the following documents to the PTR committee and the department chair. The Committee also reserves the right to request additional information from appropriate sources.

- i. A recent copy of the curriculum vitae;
- ii. A summary of student assessment of instruction for the last five years, including a summary of statistical ratings from student assessments of instruction (if appropriate to the individual's duties);
- iii. A plan for continued professional growth;
- iv. Information about the outcomes of any sabbatical leave awarded during the preceding five years;
- v. Other documents relevant to the review.

The PTR Committee's evaluation will be informed by the detailed University policies regarding post-tenure review as stipulated in the FM. Tenured faculty members are expected to demonstrate a sustained record of excellence across multiple performance criteria outlined for promotion to their current rank. The PTR Committee uses these criteria as the basis for a thorough review of the faculty member's past performance and future potential. The PTR Committee then assigns the faculty member a rating of Satisfactory or Unsatisfactory and provides written justification for this rating.

B. **PTR Report.** The PTR Committee will provide a written report to the faculty member with the assigned rating. The faculty member will be given two weeks to provide a response to the Committee. If the faculty member requires additional time to prepare a response, a formal request must be directed to the PTR Committee Chair. The Committee Chair will then formally notify the faculty member of the PTR Committee's decision about the time extension request. Both the Committee's initial report and the response of the faculty member will be given to the Dean of the College. The Department Chair will submit an independent report to the faculty member, who will then have two weeks to provide a response. The Chair's original report and the faculty member's response will be forwarded to the College Dean. The ratings of either Satisfactory or Unsatisfactory will be used in all stages of the review by the PTR Committee and the Chair. The candidate's final

rating shall be Satisfactory if (a) both the PTR Committee and the Chair, or (b) either the PTR Committee or the Chair, rates the candidate as Satisfactory. The candidate's final rating shall be Unsatisfactory if both the PTR Committee and the Chair rate the candidate as Unsatisfactory. If the candidate's final rating is Satisfactory, the Dean will forward that information to the Provost in summary form without appending any candidate materials. If the candidate's final rating is Unsatisfactory, the Dean will forward all materials to the Provost.

i. **Remediation.** Individuals who receive a rating of Unsatisfactory must be given a period of remediation to correct deficiencies detailed in the PTR reports. The process of remediation will occur according to the Faculty Manual.

ii. **Dismissal for Unsatisfactory Professional Performance.** If dismissal for unsatisfactory professional performance is recommended, the case will be subject to the rules and regulations outlined in the Faculty Manual.

3. Confidentiality. The deliberations of the PTR Committee will remain confidential at all times except when testifying before a University grievance board or when compelled by a court subpoena. Otherwise, divulging confidential discussions is a violation of the University's policy of ethical conduct and will be reported to the University (see <http://www.clemson.edu/employment/> for more information about Clemson's policy on ethical behavior).

ARTICLE IV

DOCUMENTATION

As part of the tenure, promotion, and reappointment process, a TPR portfolio is to be compiled. Additional supporting evidence, not included in the portfolio, may be provided by the candidate for review if needed. In lieu of writing letters of reappointment for first year faculty, the TPR Committee completes a standard "*Review for Faculty in the First Year Form.*"

The primary responsibility for collecting and presenting evidence belongs to the candidate seeking reappointment, promotion, and/or tenure. Candidates are advised to be thorough and systematic in preparing their dossiers. Each request for reappointment, promotion, and tenure requires the uploading of supportive materials through, and as specified by the university system for tenure, promotion and reappointment.

Faculty seeking reappointment, tenure, or promotion must initiate a request early in the fall semester and observe the deadlines for the Digital Measures (DM) submission. The deadlines set forth by the University must be observed may change from year to year. These dates are available each year from the Provost's and Dean's office.

The candidate's dossier is made available for review by all TPR Committee members through DM. The TPR Chair uploads and signs the final recommendation in the DM system. The Department Chair also renders a separate and independent recommendation. The candidate has an opportunity to respond to each recommendation if desired before the notebook is forwarded to the Dean for review.

1. Regular Rank Faculty

Each candidate for reappointment, promotion, and/or tenure must provide the TPR Committee with the following items, which should be uploaded to the DM in a timely manner.

- a. A letter requesting reappointment, promotion, and/or tenure.
- b. A detailed vita in the standard College format.
- c. Specific evidence in support of teaching, research, and publication, and service performance (see Article III):
 - i. Brief statements of the candidate's teaching, research, and publication, and service.
 - ii. Self-evaluation for each performance dimension, research, teaching, and service. Where candidates believe it is appropriate and helpful, the linkage between a dimension of performance (teaching, research, and publication, service) and a success measurement (an indicator of consistent excellence) should be delineated.
 - iii. Statements of short and long-term goals.
 - iv. A copy of summary sheets of the teaching evaluation forms for all classes taught and a reasonable number of student comments sheets. (The candidate may wish to develop and include summary statistics; data should be pre-sorted for all courses taught at Clemson since employment, last promotion, or for a minimum of the past four years, except for instructional formats in which the collection of data may be impractical).
 - v. Course syllabi and other educational materials.
- d. Description of administrative duties, if appropriate.
- e. Any clarifying statements or additional information (supplementary to the standard resume) that a tenure, promotion, or reappointment candidate wishes to have included in the TPR portfolio (5 pages maximum). This is optional and may be productive if it were to focus each of the performance dimensions and supportive indicators outlined in Article III.

The candidate must provide documentation, including sources, in DM, to support their dossier for reappointment, tenure and/or promotion. The Committee will verify the accuracy of the supporting materials provided by the faculty member and other materials available to them. Any evidence that the Committee cannot verify will be discounted and may result in a recommendation of nonrenewal or no promotion.

Should the faculty member need to update the Committee with any significant accomplishments that occur during the Committee's deliberations, the faculty member should notify the TPR Chair as soon as possible so that, the additions can be made within the DM system. The Committee will only consider information provided by the candidate through the DM system but reserves the right to request additional information from the candidate and obtain additional information from other appropriate sources. If the committee obtains additional information that contradicts the candidate's claims of his/her record, the committee shall inform the candidate of these sources.

The following items may be provided by other parties but may also require candidate action.

- a. Letter of recommendation from the TPR Committee. This letter is provided by the TPR Chair. The candidate acknowledges receipt and certifies that it has been discussed with him/her before the portfolio is transmitted to the dean.
- b. Copies of all prior year letters of recommendation from the TPR Chair are available.
- c. Letter of recommendation from the Department Chair. The candidate must acknowledge receipt and certify that it has been discussed with him/her before the portfolio is transmitted to the Dean.
- d. Copies of all prior year letters of recommendation from the department chair should be available..
- e. Letter of recommendation from the Dean. The candidate must acknowledge receipt and certify that it has been discussed with him/her before the portfolio is transmitted to the Provost. Copies of all prior year letters of recommendation from the Dean are available.
- f. Copies of Faculty Evaluation Form 3 for the last five years.
- g. A copy of the original letter of offer of employment .

- h.* A copy of the signed Tenure Agreement Form .
- i.* A copy of all promotion letters, as applicable .
- j.* Copy of Department Guidelines for TPR .

2. Lecturer and Other Special Rank Faculty

Written requests for reappointment for Lecturers, Senior Lecturers, and Principal Lecturers or other special rank faculty (Clinical and Professor of Practice) should be accompanied by supporting documentation related to the evaluation criteria above as described.

The following items are the responsibility of the Candidate to provide (see Article III):

- a.* Letter requesting promotion and/or reappointment.
- b.* Request for Faculty Personnel Action Form.
- c.* Detailed resume in the standard College format.
- d.* Top achievements—Personal summary of what the candidate considers the top achievements that are pertinent to the Promotion / Reappointment decision (3 pages maximum).
- e.* Teaching.
 - i.* Candidate’s statement on teaching including philosophy, methodology, materials developed, effectiveness, challenges, etc. (3 pages maximum).
 - ii.* Teaching ratings. Summary instructor statistics provided by the College for each course are to be included in addition to the average Departmental and College statistics.
 - iii.* Any other evidence of teaching effectiveness such as senior exit surveys, alumni surveys, in-class peer visitation reports, student letters, etc.
- f.* Research Activities (optional).
 - i.* Publications
 - ii.* Impact of research/scholarship, including literature citations (excluding self-citations), patents, awards, etc. if it exists.
- g.* Service Activity.
- h.* Statement of short (1 year) and long-term (5 years) goals.
- i.* Any clarifying statements or additional information (optional and supplementary to the standard resume) that a candidate wishes to have included in the portfolio (5 pages maximum).

The following items may be provided by other parties but may also require candidate action..

- 1. Letter of recommendation from the TPR Committee. This letter is provided by the Chair of the TPR Committee. The candidate must sign this letter acknowledging receipt and certifying that it has been discussed with him/her before the portfolio is transmitted to the dean. Copies of all prior year letters of recommendation are available.
- 2. Letter of recommendation from the Department Chair. This letter is provided by the Department Chair. The candidate must sign this letter acknowledging receipt and certifying that it has been discussed with him/her before the portfolio is transmitted to the dean. Copies of all prior year letters of recommendation from the Department Chair should be inserted following the current year letter by the Department Chair.
- 3. Letter of recommendation from the Dean. This letter is provided by the Dean. The candidate must sign this letter acknowledging receipt and certifying that it has been discussed with him/her before the portfolio is transmitted to the Provost. Copies of all prior year letters of recommendation are available.
- 4. Copies of Faculty Evaluation Form 3 for the last five years or since initial hire, whichever is less.
- 6. A copy of the original letter of offer of employment .
- 7. A copy of all promotion letters, as applicable .
- 8. Copy of Department Guidelines for TPR .

External Appointments (Hires)

When a new or replacement tenured/tenure track or special faculty position has been approved, the Department Chair shall initiate a search process. The Chair will appoint an ad hoc Faculty Search Committee to prepare the advertisement, to review and screen applications, to check references, to make recommendations for on-campus interviews, to be actively involved in interviews, and to compile information and recommendations from department faculty regarding interviewees. The chair of the ad hoc Faculty Search Committee shall be responsible for advertising the position, communicating with applicants, and arranging for interviews. At all stages of the search, the Department faculty will have access to the credentials of each applicant.

The search and screening committee shall make nominations of suitable candidates to the department chair, including recommended rank and tenure status on appointment. The Faculty Manual stipulates that in the case of proposed new appointments of regular faculty, the primary peer evaluation of candidates' qualifications is made by the appropriate TPR committee. Proposals for an appointment with immediate tenure, tenure probationary periods of two years or less, and appointment at a rank higher than Assistant Professor must be reviewed in accordance with the Department's tenure and promotion process to the extent possible given time constraints in the hiring process. At a minimum, Departmental performance criteria regarding teaching, research, and service must be applied (see Article III); tenure and/ or promotion at another institution be considered; and the TPR Committee, Department Chair, Dean, and Provost must all endorse the procedure.

The TPR Committee shall render a written opinion to the Department Chair regarding the appropriate rank for appointment and tenure recommendations. The Department Chair shall make recommendations to the Dean from the candidates nominated by the search and screening committee, indicating the degree of support of the faculty for the recommended candidates, their suggested rank, and the candidates' suggested tenure status, where appropriate.

Appendix

Table 1 –Performance Criteria for Rating Teaching Profile

<i>Performance Dimension Informing Teaching Profile Rating</i>	<i>Salient Manifest Indicators Informing Performance Dimensions^a</i>
1. Consistent and effective ^a teaching performance	<ul style="list-style-type: none"> • Statement of Teaching Philosophy • Student ratings^b of very good or better • Summaries of course grades and comparisons with relevant and meaningful benchmarks • Teaching awards or honors • Demonstration of course rigor • Solicited and unsolicited student feedback and letters • Examples of unique teaching methods and innovations • A long term plan for the continuous improvement of course content and presentation • Evidence of rigor in grading & grade distribution—absolute and relative
2. Evidence of consistent innovation of course materials	<ul style="list-style-type: none"> • Curriculum change leadership^c • Number and type of creative Inquiries beyond normal teaching load^c • Number and level of course preparations • Innovative teaching approach • Examples of integrating technology into teaching methods • Evidence of special efforts to improve teaching skill and innovativeness such as workshop attendance • New course creation— Copies of course syllabi (required)
3. Evidence of consistent and effective advising and mentoring	<ul style="list-style-type: none"> • Ph.D. committee chair or committee member • Master’s committee chair or committee member^c • Undergraduate committee chair of committee member^c • Assistance in advising student groups and support of Clemson student culture outside of class^c
4. Evidence of professional development and achievements	<ul style="list-style-type: none"> • Teaching textbooks and published teaching cases^c • Published text support materials^c • Visiting teaching professorships^c • Journal publication or text chapter on teaching related issue^c • Case study publication^c • Published papers or conference presentation with students • Professional development activities • Letters from employers whose employees have attended a course taught by the candidate^c • Other documentation on teaching success that the faculty member believes is relevant such as; special recognitions for teaching, senior exit survey results, alumni surveys, faculty peer review comments, data documenting student learning outcomes, incorporation of practical applications and real world experiences into the classroom or enrollment patterns, or independent studies, etc.

^a Consistent means that the candidate has shown effective class performance throughout his/her time at Clemson and/or holding an Assistant or Associate Professor position.

^b To count fully, the overall teacher evaluation response rate must be 40% or higher per class. If the teacher evaluation response rate is less than 40%, then the Committee will use evidence from “other teaching performance outcomes” to compensate for the low teacher evaluation response rates.

^c Less emphasized for untenured assistant professors. *But they will be rewarded especially for activities involving students activities and interactions.*

Table 2 –Performance Criteria for Rating Research Profile

<i>Performance Dimension Informing Research Profile Rating</i>	<i>Salient Manifest Indicators Informing Performance Dimensions</i>
1. Consistent record of high-quality journal publications	<ul style="list-style-type: none"> • A journal publication record appropriate for the rank in which the faculty member is being considered. • A journal publication record that includes publications in high quality journals (e.g., the Department Journal list, or collaborated by other journal-level evidence such as journal impact factors) • A journal publication record that is aligned with disciplinary norms and peer institutions for the rank in which the faculty member is being considered. • A mature journal pipeline including Revise and Resubmits at High-Quality Journals
2. Individual research impact/reputation within the discipline	<ul style="list-style-type: none"> • Relative and comparative citation indicators (Web of Science, Google Scholar citations, Scopus Incites, Scopus SJR, SSCI Journal Impact factor such as normalized citation counts & h-index, g-index, hg-index, i10-index) • Number of publications with 100 citations or more • Number of lead and sole authorship high quality journal publications. • Research awards (e.g., Best Journal Article awards) • Rate and trajectory of citations (e.g., WoS & Google Scholar profile) • Impact of journals in which the faculty member has published (e.g., topical content, scope, editorial policies, and acceptance rates). • External letters from reputable evaluators • Reviews or critiques written by others on the faculty member’s journal publications and scholarly books • Number of special issues edited
3. Other research contributions	<ul style="list-style-type: none"> • Evidence of an active and continuing research pipeline that includes the number and status of works on review • Conference paper and presentation activity • External research funding efforts^a • Dissertation chairperson activities and publications with Ph.D. students • Copies of research articles, textbooks, books of readings, simulations^a, prestigious conference proceedings, scholarly books, and cases^a • Reprint requests and unsolicited letters that evaluate research and publications • Scholarly development activities such as workshops and PDWs • Research cited in news and/or other outlets • Research mentorship of junior colleagues^a • Publishing with Clemson Ph.D. students

^a Less emphasized for untenured assistant professors.

Table 3 –Performance Criteria for Rating Service Profile

<i>Performance Dimensions Informing Service Profile Rating</i>	<i>Salient Manifest Indictors Informing Performance Dimensions^c</i>
1. Consistent evidence of Departmental Service ^a	<ul style="list-style-type: none"> • Strategic, core, and support responsibilities • Appointment and/or committee responsibilities (e.g., Chair or member) • Assistance in advising student groups and support of Clemson student culture outside of class
2. College and/or University Service	<ul style="list-style-type: none"> • Strategic, core, and support responsibilities • Appointment and/or committee responsibilities (e.g., Chair or member)
3. Discipline Service	<ul style="list-style-type: none"> • Journal editor/Guest editor • Senior editor • Senior Associate editor • Associate/area journal editor • Editorial review board member • Journal advisory board member • Scholarly journal reviewer (Number of reviews) • Conference program chair/Co-chair • Conference Activity (paper reviewer, session chair, discussant) • Discipline-focused organization officer • Keynote speaker • Published reviews or critiques written by the candidate on the scholarly works of others • Letters/notes recognizing reviewing and other service activities • A listing of activities at international, national and regional meetings • Strategic engagement in national/international conferences as a discussant, panels, etc. within the area of expertise
4. Public and/or Community Service ^b	<ul style="list-style-type: none"> • See Clemson’s Outreach webpage for information about possible ways to engage in service • Documentation of awards or honors received through service efforts • A listing of activities at national and regional meetings • Review activity at high quality journals. • Copies of important reports from task forces, committees, or advisory groups • Documentation of outreach efforts to the management and business community • Other documentation on service to the department, college, university, Management discipline, and the business community such as; invited talks, workshops held, a speaker in a business conference, etc.

^a Consistent means that the candidate has shown effective service throughout the faculty member’s time at Clemson and/or during the time s/he has been an Assistant or Associate Professor. In addition, acceptable service levels are expected to increase with years at Clemson and as the candidate nears their penultimate year.

^b Public and Community Service include those activities where Management faculty expertise is normally or explicitly required/requested

^c For the most part, these external services should not be encouraged and actively pursued by untenured assistant professors unless they have met the tenure/promotion hurdles.