



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: Teaching and Learning

College: Education

Department Faculty Meeting at which the attached TPR documents were approved: February 27, 2020

[X] Faculty Manual Consultant

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

Department Chair

[] Approved Signature Please see next page for Dept Chair signature

[] Revision Required (see comments) Name Date

Empty rectangular box for Department Chair comments

Dean

[X] Approved Signature Digitally signed by George Petersen Date: 2021.01.21 13:26:15 -0500

[] Revision Required (see comments) Name Date

Empty rectangular box for Dean comments

Provost

[X] Approved Signature

[] Revision Required (see comments) Name Date

Empty rectangular box for Provost comments



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[checked] Faculty Manual Consultant

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

Department Chair

Cynthia C.

Digitally signed by Cynthia C. M. Deaton Date: 2021.01.21 09:17:44 -05'00'

[checked] Approved

Signature M. Deaton

[] Revision Required (see comments) Name Date 1/21/21

[Empty box for comments]

Dean

[] Approved Signature

[] Revision Required (see comments) Name Date

[Empty box for comments]

Provost

[] Approved Signature

[] Revision Required (see comments) Name Date

[Empty box for comments]

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

Department: **Teaching and Learning**

Date

1/20/2021

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

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

Compliance

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

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4	Consistent with the requirement that tenure applications, once submitted, cannot be withdrawn (New in 2018-2019 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

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

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

Clemson University
College of Education
Department of Teaching and Learning

Tenure and Promotion (TPR)

Approved by Faculty:

April 24, 2015

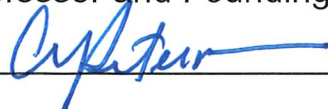
Amended by T&L Faculty Vote

February 27, 2020

Associate Professor and Chair of Teaching and Learning Faculty:


_____, Cynthia M. Deaton, Ph.D.

Professor and Founding Dean, College of Education:


_____, George J. Petersen, Ph.D.

Executive Vice President and Provost:

_____, Robert H. Jones, Ph.D.

**Department of Teaching and Learning
College of Education
Clemson University
Tenure, Promotion, and Reappointment (TPR) Guidelines**

Introduction

The Clemson University Faculty Manual makes clear the central and primary role of regular departmental faculty in evaluation processes and recommendations relating to appointment, reappointment, tenure, and promotion. The departmental guidelines specified in this document are intended to provide a consistent policy and procedure for tenure, promotion and reappointment. The guidelines are meant to aid the TPR Committee and the Department Chair in formulating recommendations and to aid each regular faculty member or special faculty member in achieving their full potential at Clemson. The procedures and suggested levels of accomplishment should be used for fair and accurate evaluations of a regular or special faculty member's candidacy for tenure, promotion or reappointment, and should also be used to gauge performance and progress toward these goals.

Committee Structure

The TPR Committee (hereafter “Committee”) shall be composed of five (5) full-time regular faculty members (excluding administrators who have input into personnel decisions such as appointment, tenure, and promotion), elected by the faculty to three (3) year staggered terms. All members of the Committee shall be tenured and hold the rank of Professor or Associate Professor. It is required that a committee of at least three faculty of equal or higher rank to the rank for which a candidate has requested to be considered makes a recommendation. In cases of candidates seeking promotion to Professor, but the Committee’s membership consists of fewer than three Professors, a Special Committee of a minimum of three faculty members with Professor rank will be established. The Special Committee will consist of Professors already elected to the primary Committee, and additional members elected by the Regular Faculty as needed to meet the requirement of three members.

Each year, a current promoted Special Faculty member (Senior Lecturer, Principal Lecturer, Associate Clinical, or Clinical Professor) in T&L will be appointed by the Chair of the Committee in consultation with the T&L Department Chair to serve as an ex officio (non-voting) member of the Committee. If no promoted Special Faculty member in T&L is available or agrees to serve, the Committee and Department Chairs will recruit a promoted Special Faculty member from another department in the College or from another academic departmental unit in the University. As an ex officio member, the promoted Special Faculty member will serve a one-year term as a consultant in discussions pertaining to annual recommendations for: 1) reappointment of Lecturers, Assistant Clinical Professors,

and Professors of Practice; 2) the promotion of Lecturers to Senior Lecturer, Senior Lecturer to Principal Lecturer, Assistant Clinical Professor to Associate Clinical Professor, and Associate Clinical Professor to Clinical Professor; 3) the 3-year reappointment of Senior Lecturers and Associate Clinical; and 4) the 5-year reappointment for Principal Lecturers and Clinical Professor.

The committee will elect their new chair for the following year immediately after the spring election with the role beginning in August. A position on the Committee that is vacated before completion of a 3-year term will be filled by a temporary committee member elected for one year by faculty in a special vote (See Special Votes in the T&L By-Laws). The Chair of the TPR committee will contact the Chair of the Department and the two will compile a list of eligible faculty. The Chair of the TPR committee will then contact each one by e-mail to see if he/she is willing to be on the ballot. After allowing 48 hours for eligible faculty members to respond, the Chair of the TPR committee will contact the Chair of the Elections committee with the names for the ballot in the special vote. After the ballot is sent out electronically, the faculty will then have 48 hours to vote.

Committee Responsibilities

The Committee shall develop policies and procedures, which are aligned with those of the College and University, to govern peer review. These policies and procedures must be consistent with University policies and procedures (as delineated in the Faculty Manual) and must be approved by the faculty. In addition, the Committee shall annually disseminate guidelines for applications for contract renewal, promotion, and tenure.

These guidelines should specify: (a) the format in which applications and supporting materials are to be submitted; (b) the criteria to be used by the Committee in evaluating applications; and (c) the procedures that will be followed by the Committee. The Committee shall also disseminate, separately, deadlines for TPR materials for each academic year. Deadlines will be disseminated prior to the beginning of the Fall semester and earlier when feasible. The Committee shall make recommendations to the Chair and Dean for the awarding of promotion and/or tenure and for reappointments.

The Tenure, Promotion, and Appointment Review Committee shall follow the T&L TPR guidelines and all other procedures, rules, and regulations for TPR Committees described in the Faculty Manual.

Reappointment, Promotion and Tenure Procedures

Letters of faculty appointment should specify that promotion, tenure, and reappointments for tenure-track faculty depend heavily on contributions to, and achievements in, the total program of the department including research/scholarship, teaching, outreach, and procurement of extramural funds for support. Letters of appointment for special faculty ranks should specify the duties and terms of appointment,

as required by the Faculty Manual. Responsibilities and duties for special faculty ranks will normally include a subset of those expected of tenure-track faculty.

Review Overview for All Faculty

Each faculty member eligible for review shall be given an opportunity for review and in accordance with the Clemson University Faculty Manual. The Department uses the criteria and materials specified in this document in its review for Reappointment, Promotion, and Tenure. The University schedule for the reappointment, promotion, and tenure process deadlines will be made available at the start of each academic year. Peer review for reappointment, promotion, and/or tenure will be conducted through the Department Tenure, Promotion, and Reappointment Committee. The Committee shall be constituted as per the Department Bylaws. The function of the Committee is to (1) serve as an advocate for the faculty candidate in reappointment, tenure, and promotion considerations, (2) determine if the candidate meets the established criteria for reappointment, tenure, or promotion consistent with the expectations, goals and vision of the Department, and (3) report the recommendation of the Committee to the Dean of the College. The Department Chair shall render a separate and independent recommendation and forward this to the Dean of the College. After the Dean of the College has received the recommendations of the TPR Committee and the Department Chair, the recommendation are shared between the parties. The Department Chair will ensure that the faculty member under review has read and understands the recommendations both of the Committee and of the Chair and certifies this by signature.

Request for Review and Committee Procedures for All Faculty

Each faculty member requiring or desiring consideration for reappointment, promotion and/or tenure shall offer a letter requesting action to the TPR committee Chair by the appropriate request deadline. The Committee Chair will initiate the formal review. The faculty member under review is obliged to deliver the supporting materials by the deadlines stated in the schedule for the appropriate review request. As per the Faculty Manual, tenure applications, once submitted, cannot be withdrawn. The Committee will evaluate the review materials and seek additional materials as needed, including external referee reviews. At the conclusion of its review, the Committee will provide a written independent recommendation to the Dean regarding the requested review. The recommendation will be based on the majority vote of the Committee. This recommendation document will bear the signatures of each Committee member.

Following a lecturer's fourth year of service, the Chair and TPR committee shall conduct a comprehensive review of the lecturer in response to either a request for promotion or to advise the lecturer with respect to progress towards 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. Annual reappointment reviews will occur for the lecturer each year until the

Lecturer is granted promotion or completes their ninth year of service. If a lecturer fails to achieve promotion to senior lecturer within eight years of service, the lecturer shall not be reappointed following a ninth year of service. Each Lecturer may only request promotion in writing. Senior Lecturers must request reappointment in the second year of each three-year appointment.

Following a Senior Lecturer's fourth year of service, the Chair and TPR committee shall conduct a comprehensive review of the lecturer in response to either a request for promotion or to advise the Senior Lecturer with respect to progress towards promotion to Principal 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. Annual reappointment reviews will occur for the Senior Lecturer every third year until the Senior Lecturer is granted promotion. Each Senior Lecturer may only request promotion in writing. Senior Lecturers must request reappointment in the second year of each three-year appointment.

Following an Assistant Clinical Professor's fourth year of service, the Chair and TPR committee shall conduct a comprehensive review of the faculty member in response to either a request for promotion or to advise the special faculty member with respect to progress towards promotion to Associate Clinical Professor. Annual reappointment reviews will occur for the special faculty member each year until the Assistant Clinical Professor is granted promotion.

Clinical faculty may only request promotion in writing. Associate Clinical Professors must request reappointment in the second year of each three-year appointment.

Following an Associate Clinical Faculty's fourth year of service, the Chair and TPR committee shall conduct a comprehensive review of the Associate Clinical Professor in response to either a request for promotion or to advise the Associate Clinical Professor with respect to progress towards promotion to Clinical Professor. 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. Annual reappointment reviews will occur for the Associate Clinical Faculty every third year until promotion is granted. Each Associate Clinical Faculty member may only request promotion in writing. Associate Clinical Faculty must request reappointment in the second year of each three-year appointment.

The Committee does not evaluate the performance of tenured faculty on an annual basis. Faculty seeking promotion or tenure must submit their request and supporting materials to the Committee Chair by the appropriate published deadlines.

The Tenure, Promotion, and Reappointment Committee shall conduct its business in accordance with the following general procedures:

1. All members of the Tenure, Promotion, and Reappointment Committee will have access to the Portfolio and supporting materials supplied by the faculty member

under review (heretofore referred to as the “Candidate”). Each Committee member will be expected to review the Candidate’s Portfolio prior to deliberations.

2. External referees are required for both tenure and regular faculty promotion actions. A qualified external referee is someone knowledgeable of the candidate’s field, has a distinguished record in a related field, and has the necessary and relevant experience to offer opinion regarding the suitability of the requested action(s).
 - a. The candidate should compile and provide to the TPR Committee a list of at least four persons from outside the University as suggested external evaluators. The list must consist of names with whom the candidate has not collaborated.
 - b. These external evaluators must be able to evaluate the quality of a faculty member’s scholarship. For each suggested evaluator, give his or her 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 to the suggested evaluator.
 - c. The TPR Committee Chair may solicit evaluations from any name on the list submitted by the candidate, and must independently solicit at least two additional external evaluations from persons not on the candidate's list.
 - d. The review for tenure and/or promotion to Associate Professor must include at least four external peer evaluations with at least two chosen from the candidate's list. The review for promotion to Professor must include at least four external peer evaluations with at least two chosen from the candidate's list.
 - e. External referees will be sent the Candidate’s curriculum vitae, Research Statement, Top Achievements Statement and three samples of scholarly work. 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 TPR Committee to the external evaluators should address the three issues identified below.
 - External evaluators should comment first and foremost on the quality of the candidate's scholarship as evidenced by the quality and impact of their research and publications.
 - External evaluators should comment on the national and international stature of the candidate within the profession (less important for tenure and promotion to associate professor, required for promotion to full)
 - External evaluators may comment on the candidate's research productivity

- g. This letter of opinion becomes part of the Candidate's materials for review and is added to the Portfolio for administrative review. Due to confidentiality, the external referee letters are not provided to the Candidate but referees are advised that in the event of any grievance actions the Candidate may gain access to the letters.
3. The Committee will deliberate on the materials package and request that additional materials be provided as needed to form their opinion. When such additional materials are needed, the Committee Chair will notify the Department Chair who will obtain the materials from the Candidate in an expedient manner and forward them to the Committee
4. At the conclusion of deliberation of a Candidate's requested action, a vote is executed in the areas of Research/Scholarship, Teaching, and Service. The majority score for each will constitute the result of the vote.
5. Requests for reappointment, for tenure, and for promotion are considered as separate actions requiring a separate vote. Each Committee member shall have one vote on each action. The majority vote on each requested action will rule and will be recorded as either a "recommendation for" or "recommendation against" the requested action.
6. A member of the committee will be selected to take the lead on preparing a letter consistent with the requested action and recommendation(s) of the Committee. The letter will highlight the accomplishments and recognition of the Candidate and provide argument in support of the recommendation. In the case of reappointment, the Committee will offer opinion as to observations, to existing strengths, and to suggested areas for improvement for the Candidate.
7. The Committee will review all letters and come to consensus on the content and wording of the letter. Each Committee member will sign the recommendation letter. The letter will be sent uploaded to the Candidate's eTPR portfolio.
8. The Committee Chair shall act as Committee representative in any College deliberations regarding tenure and promotion decisions.

Materials to be Submitted

Tenure/Tenure-track Faculty

As part of the tenure, promotion, and reappointment process, an eTPR portfolio is to be compiled. Additional supporting evidence, not included in the portfolio, may be provided by the candidate for review, if needed.

The following items are the responsibility of the Candidate to provide:

1. Letter requesting tenure, promotion, and/or reappointment. (See Appendix A for formatting)
2. Detailed resume in the standard College format. (See Appendix B for formatting)

3. Top Achievements

- a. Personal summary (1000 words maximum) of what the candidate considers the top achievements in teaching, research, and service and that makes a convincing case for the action you are requesting. This is the opportunity for the Candidate to present their case in summary fashion. For all submitted statements adhere to the following:
 - i. For *reappointment* you should highlight your achievements since your previous appointment.
 - ii. For *promotion and tenure* you should highlight your cumulative accomplishments since you became a tenure-track faculty member.
 - iii. For *promotion to full professor* you should emphasize your achievements since your promotion to Associate Professor.

4. Teaching Activities

- a. A statement (1000 words maximum) that highlights and contextualizes your accomplishments in the area of teaching and advising. You may note any special circumstances relevant to understanding your appointment for teaching/advising. Your statement should include efforts you have made to improve your teaching, including indicating how you have responded to evaluative input. You may also insert a statement of your teaching philosophy. If you choose to, it should be grounded in the relevant literature (i.e. it should be scholarly in nature).
- b. Student Feedback Forms / Student Comments (teaching effectiveness evaluation form) including student comments submitted by all students for all courses taught during the preceding two regular semesters.
- c. Summary Table for Courses Taught from date of hire or from previous promotion (Use Appendix C)
- d. Any other evidence of teaching effectiveness such as senior exit surveys, alumni surveys, in-class peer visitation reports, student letters, etc.

5. Research Activities

- a. A statement (1000 words maximum).summarizing your current and anticipated activities in the area of research and scholarship. Further you should also comment explicitly on the rigor and quality of the outlets for your work (e.g. Impact of research/scholarship including literature citations (excluding self-citations), patents, awards, etc.)
 - i. For promotion and tenure, do not include copies of the publications in this section.
 - ii. For Reappointment you must include the following artifacts from the preceding academic year a) all publications; b) manuscripts accepted for publication; c) manuscripts submitted for publication with information about where they have been submitted; d) conference

- papers presented or proposals accepted, or submitted; and e) a summary of proposals for funded projects that have been funded or submitted.
- b. Research proposal history (required for reappointment and tenure decisions)
- 6. Service Activity
 - a. A statement (1000 words maximum) summarizing your current and anticipated activities in the area of service. Use the following headings: Service to Clemson Colleagues (e.g., department college, university committees), Service to the Field (e.g., officer of professional organization, member of editorial review board), and Service to Practitioners and to the Public (e.g., workshops for teachers, parents, students, consulting, serving as an expert for media outlets). Note. Service not related to a candidate's professional expertise should not be included (e.g., organizing a fund raiser for a charity unrelated to one's professional expertise).
- 7. Goals Statement
 - a. This is a copy/print out of your current year FAS goals preferably previously approved by your chair. Along with the FAS Goals report, this section should include the distribution of percentages across all goals.
- 8. Description of administrative duties, if appropriate.
 - a. If you do have administrative duties, insert a statement (maximum of 500 words) summarizing any administrative activities in which you have participated. Such activities include, but are not limited to, service as program coordinator, managing program activities, creating unit assessments recruiting students. Please include supporting documentation (e.g., data supporting scope of your duties, evaluation of your work or effectiveness, etc).
- 9. List of senior national and international external referees and all external peer review letters that are to be inserted in the portfolio by the TPR Committee. (Required for tenure and promotion actions only.)

Lecturers and Senior Lecturers

As part of the tenure, promotion, and reappointment process, an eTPR portfolio is to be compiled. Additional supporting evidence, not included in the portfolio, may be provided by the candidate for review, if needed.

The following items are the responsibility of the Candidate to provide:

1. Letter requesting tenure, promotion, and/or reappointment. (See Appendix A for formatting)
2. Detailed resume in the standard College format. (See Appendix B for formatting)
3. Top Achievements

- a. Personal summary (1000 words maximum) of what the candidate considers the top achievements in teaching and service and that makes a convincing case for the action you are requesting. This is the opportunity for the Candidate to present their case in summary fashion. For all submitted statements adhere to the following:
 - i. For *reappointment* you should highlight your achievements since your previous appointment.
 - ii. For *promotion to senior lecturer* you should highlight your cumulative accomplishments since you became a tenure-track faculty member.
 - iii. For *promotion to principal professor* you should emphasize your achievements since your promotion to Senior Lecturer.
4. Teaching Activities
- a. A statement (1000 words maximum) that highlights and contextualizes your accomplishments in the area of teaching and advising. You may note any special circumstances relevant to understanding your appointment for teaching/advising. Your statement should include efforts you have made to improve your teaching, including indicating how you have responded to evaluative input. You may also insert a statement of your teaching philosophy. If you choose to, it should be grounded in the relevant literature (i.e. it should be scholarly in nature).
 - b. Student Feedback Forms / Student Comments (teaching effectiveness evaluation form) including student comments submitted by all students for all courses taught during the preceding two regular semesters.
 - c. Summary Table for Courses Taught from date of hire or from previous promotion (Use Appendix C)
 - d. Any other evidence of teaching effectiveness such as senior exit surveys, alumni surveys, in-class peer visitation reports, student letters, etc.
5. Research Activities
- a. Research is not a mandatory aspect of the Lecturer. Lecturers who choose to engage in research/scholarship are encouraged to provide information regarding their research/scholarship activities in their TPR documents (500 words maximum). The TPR committee will review and include feedback on any provided research/scholarship activities; however, the absence of engagement in research/scholarship will not negatively affect any lecturer's reappointment or promotion prospects.
6. Service Activity
- a. A statement (1000 words maximum) summarizing your current and anticipated activities in the area of service. Use the following headings: Service to Clemson Colleagues (e.g., department college, university

committees), Service to the Field (e.g., officer of professional organization, member of editorial review board), and Service to Practitioners and to the Public (e.g., workshops for teachers, parents, students, consulting, serving as an expert for media outlets). Note. Service not related to a candidate's professional expertise should not be included (e.g., organizing a fund raiser for a charity unrelated to one's professional expertise).

7. Goals Statement

- a. Your most recent FAS goals approved by the department chair. For those seeking promotion to senior lecturer, the past three years of goals are needed.

8. Description of administrative duties, if appropriate.

- a. If you do have administrative duties, insert a statement (maximum of 500 words) summarizing any administrative activities in which you have participated. Such activities include, but are not limited to, service as program coordinator, managing program activities, creating unit assessments recruiting students. Please include supporting documentation (e.g., data supporting scope of your duties, evaluation of your work or effectiveness, etc). Include the assigned FAS percentage.

Clinical Faculty

As part of the tenure, promotion, and reappointment process, an eTPR portfolio is to be compiled. Additional supporting evidence, not included in the portfolio, may be provided by the candidate for review, if needed.

The following items are the responsibility of the Candidate to provide:

1. Letter requesting tenure, promotion, and/or reappointment. (See Appendix A for formatting).
 - a. In each Request for Action, Clinical faculty should state their primary function area(s) and demonstrate the alignment of their function area with their workload percentages, using their approved FAS goals for the academic year corresponding to their TPR review.
2. Detailed resume in the standard College format. (See Appendix B for formatting)
3. Top Achievements
 - a. Personal summary (1000 words maximum) of what the candidate considers the top achievements in teaching and service and that makes a convincing case for the action you are requesting. This is the opportunity for the Candidate to present their case in summary fashion. For all submitted statements adhere to the following:
 - i. For *reappointment* you should highlight your achievements since your previous appointment.

- ii. For *promotion to clinical associate* you should highlight your cumulative accomplishments since you became a tenure-track faculty member.
 - iii. For *promotion to clinical professor* you should emphasize your achievements since your promotion to clinical associate.
- 4. Teaching Activities (Include only if teaching is a primary function area)
 - a. A statement (1000 words maximum) that highlights and contextualizes your accomplishments in the area of teaching and advising. You may note any special circumstances relevant to understanding your appointment for teaching/advising. Your statement should include efforts you have made to improve your teaching, including indicating how you have responded to evaluative input. You may also insert a statement of your teaching philosophy. If you choose to, it should be grounded in the relevant literature (i.e. it should be scholarly in nature).
 - b. Student Feedback Forms / Student Comments (teaching effectiveness evaluation form) including student comments submitted by all students for all courses taught during the preceding two regular semesters.
 - c. Summary Table for Courses Taught from date of hire or from previous promotion (Use Appendix C)
 - d. Any other evidence of teaching effectiveness such as senior exit surveys, alumni surveys, in-class peer visitation reports, student letters, etc.
- 5. Research Activities (Include only if research is a primary function area)
 - a. A statement (1000 words maximum).summarizing your current and anticipated activities in the area of research and scholarship. Further you should also comment explicitly on the rigor and quality of the outlets for your work (e.g. Impact of research/scholarship including literature citations (excluding self-citations), patents, awards, etc.)
 - i. For promotion, do not include copies of the publications in this section.
 - ii. For Reappointment you must include the following artifacts from the preceding academic year a) all publications; b) manuscripts accepted for publication; c) manuscripts submitted for publication with information about where they have been submitted; d) conference papers presented or proposals accepted, or submitted; and e) a summary of proposals for funded projects that have been funded or submitted.
 - b. Research proposal history (required for reappointment decisions)
- 6. Service Activity (Include only if service is a primary function area)
 - a. A statement (1000 words maximum) summarizing your current and anticipated activities in the area of service. Use the following headings:

Service to Clemson Colleagues (e.g., department college, university committees), Service to the Field (e.g., officer of professional organization, member of editorial review board), and Service to Practitioners and to the Public (e.g., workshops for teachers, parents, students, consulting, serving as an expert for media outlets). Note. Service not related to a candidate's professional expertise should not be included (e.g., organizing a fund raiser for a charity unrelated to one's professional expertise).

7. Goals Statement

- a. Your most recent FAS goals approved by the department chair. For those seeking promotion to senior lecturer, the past three years of goals are needed.

8. Description of administrative duties, if appropriate.

- a. If you do have administrative duties, insert a statement (maximum of 500 words) summarizing any administrative activities in which you have participated. Such activities include, but are not limited to, service as program coordinator, managing program activities, creating unit assessments recruiting students. Please include supporting documentation (e.g., data supporting scope of your duties, evaluation of your work or effectiveness, etc). Include the assigned FAS percentage.

Guidelines for TPR Review

Regular Faculty Ranks

Initial Appointment: Initial appointment of Endowed and Titled Professorships are outlined in the Faculty Manual.

Reappointment: An annual vote of at least Competence in the respective areas of research/scholarship, teaching, and service for tenure-track Assistant Professors.

Promotion to Associate Professor with Tenure: Tenure and promotion to Associate Professor affirm the high quality of the faculty member's accomplishments, value to the University, and professional standing. A positive recommendation must be supported by evidence of success at meeting the TPR criteria, a reputation for research/scholarship outside the University, and the expectation of sustained success and contribution. In terms of rankings, promotion to Associate Professor and tenure require a sustained record of Achievement or higher in the respective areas of research/scholarship, teaching, and service.

Promotion to Full Professor: Promotion to the rank of Professor, the highest academic rank conferred by the University, provides recognition for highly valued contributions in

research/scholarship, teaching, and service, and requires the attainment of national prominence and recognition for research/scholarship. A vote of Achievement with Distinction in two of the three areas, one of which must be Research/Scholarship, and at least Achievement in the third area is required for promotion to Professor.

Note that a prospective faculty member seeking the rank of full professor and tenure upon appointment must meet the criteria for promotion to Professor in order to receive tenure.

Evaluation of Titled Professor and Endowed positions follow PTR guidelines for review. Descriptions of Titled and Endowed positions can be found in the Faculty Manual.

Special Faculty Ranks

The following pertain to all relevant special faculty ranks (adjunct faculty, lecturer, clinical faculty, and professor of practice). Descriptions of these Special Faculty Rank positions can be found in the Faculty Manual.

Initial or Change of Appointment: Review and approval of initial appointment of adjunct faculty is the purview of the Departmental Advisory Committee. A discussion of the expectation that faculty are primarily responsible for issues related to faculty status can be found in the AAUP document *Statement on Government of Colleges and Universities*. Search and screening committee procedures can be found in the FM in Chapter IV.

Lecturers

Reappointment: Lecturers are reviewed annually for reappointment. A vote of at least Competence in their primary function area of teaching as well as the area of service is required for reappointment. Lecturers who choose to engage in research/scholarship are encouraged to provide information regarding their research/scholarship activities in their TPR documents. The TPR committee will review and include feedback on any provided research/scholarship activities but no rating will be given. The absence of engagement in research/scholarship will not negatively affect any lecturer's reappointment or promotion prospects.

Promotion to and Reappointment of Senior Lecturer: A vote of at least Achievement in their primary function area of teaching as well as the area of service is required for Promotion to Senior Lecturer. As specified in the FM promotion to Senior Lecturer is contingent on evidence of accomplishment in areas beyond teaching. Although Achievement in research/scholarship is not required for faculty seeking promotion to Senior Lecturer, faculty are encouraged to provide evidence of involvement in research/scholarship as appropriate to

their faculty role. Senior Lecturers are evaluated every three years by the Committee. A sustained record of at least Achievement in the areas of teaching and service is required to maintain the rank of Senior Lecturer. Senior Lecturers who choose to engage in research/scholarship are encouraged to provide information regarding their research/scholarship activities in their TPR documents. The TPR committee will review and include feedback on any provided research/scholarship activities; however, the absence of engagement in research/scholarship will not negatively affect any lecturer's reappointment or promotion prospects.

Promotion to and Reappointment of Principal Lecturer: A vote of Achievement with Distinction in their primary function area of teaching and Achievement in the area of service is required for Promotion to Principal Lecturer. As specified in the FM (Part III, Section E) promotion to Principal Lecturer is contingent on evidence of accomplishment in areas beyond teaching. Principal Lecturers are evaluated every five years by the Committee. A sustained record of at least Achievement in the area of teaching and service is required to maintain the rank of Principal Lecturer. Principal Lecturers who choose to engage in research/scholarship are encouraged to provide information regarding their research/scholarship activities in their TPR documents. The TPR committee will review and include feedback on any provided research/scholarship activities; however, the absence of engagement in research/scholarship will not negatively affect any lecturer's reappointment or promotion prospects.

Clinical Faculty

Reappointment: Assistant Clinical Faculty are reviewed annually for reappointment. A vote of at least Competence in the primary function area(s), teaching, research/scholarship, and/or service (as defined by these guidelines), as specified in the agreed upon workload percentages is required for reappointment. In each Request for Action, Assistant Clinical faculty should state their primary function area(s) and demonstrate the alignment of their function area with their workload percentages, using their approved FAS goals for the academic year corresponding to their TPR review.

Promotion to and Reappointment of Associate Clinical Professor: A vote of at least Achievement in the primary function area(s), teaching, research/scholarship, and/or service, (as defined by these guidelines) as specified in the agreed upon workload percentages. Clinical Professor ranks are not tenurable. Associate Clinical Professors are evaluated every three years by the Committee. A sustained record of at least Achievement in the primary function

area, teaching or service, as specified in the agreed upon workload percentages, is required to maintain the rank of Clinical Associate Professor. In each Request for Action, Associate Clinical faculty should state their primary function area(s) and demonstrate the alignment of their function area with their workload percentages, using their approved FAS goals for the academic years corresponding to their TPR review.

Promotion to and Reappointment of Clinical Professor: A vote of Achievement with Distinction in the primary function area(s), teaching, research/scholarship, and/or service, (as defined by these guidelines) as specified in the agreed upon workload percentages. Clinical Professor ranks are not tenurable. Clinical Professors are evaluated every five years by the Committee. A sustained record of Achievement with Distinction in the primary function area, teaching or service, as specified in the agreed upon workload percentages, is required to maintain the rank of Clinical Professor. In each Request for Action, Associate Clinical faculty should state their primary function area(s) and demonstrate the alignment of their function area with their workload percentages, using their approved FAS goals for the academic years corresponding to their TPR review.

Professor of Practice

Reappointment: Professors of Practice are reviewed annually for reappointment. A vote of Achievement in the primary function area(s) (teaching and/or research/scholarship) as specified in the agreed upon workload percentages is required for reappointment.

Research and Extension Faculty

At this time, the Department of Teaching and Learning does not employ research or extension faculty.

Evaluation Criteria for all Faculty Positions

Research/Scholarship

Faculty at nationally recognized research institutions are expected to make substantial contributions to the research and scholarship in their fields of specialization. To receive tenure and promotion to associate professor, faculty members must be able to provide evidence that their accomplishments in this area are well recognized by peers and have begun to have had a national impact. Evidence of such contributions includes publication in refereed, nationally distributed, and abstracted/indexed journals; publications of books, book chapters, and monographs (refereed and indexed); external funding for scholarship and research; peer-reviewed presentations at national/international

conferences; invited publications in highly regarded outlets; invited presentations or addresses to prestigious groups or organizations. For promotion to full professor, evidence of sustained contributions in the area of research and scholarship of a quality and quantity commensurate with the standards of a research institution is required. In addition to meeting all the requirements for tenure and associate professor, faculty members at this level must be able to provide evidence that their research/scholarship has been nationally recognized and has had a substantial impact on their field of specialization. Candidates are encouraged to address, in TPR dossiers, these factors that the Committee considers in evaluating the quality of a candidate's research and scholarship:

- Acceptance rates of journals
- Authorship (balance of sole, lead, and co-authorship)
- Frequency with which the candidate's works are cited in the literature (e.g., citation index) or in other prestigious sources
- Circulation and audience of journals
- Impact factor of journals
- Prestige of the organization and/or publisher sponsoring the journal
- Prestige of the editors and/or editorial review board
- Documented reputation in the field of the journal
- Reputation of funding sources, the acceptance rates of funding sources, and the amount of external funding.

Please see the examples below for several varied examples of evaluative categories in the area of research/scholarship. The examples included are not exhaustive lists of all possible performance indicators in each category. As such, the examples of evaluative categories are intended to provide guidance for candidates in framing their dossiers. Each example included may not be equally applicable to all faculty. However, regardless of the diversity of examples included in the categories, the mainstay of scholarship in research remains peer-reviewed publication.

Teaching

Teaching is the fundamental responsibility of the faculty. Teaching encompasses not only classroom teaching, but also such activities as clinical supervision, advising, mentoring, and service on graduate committees. Additionally, undergraduate and graduate student advising is an important component of scholarship in teaching. Though part of documenting teaching effectiveness includes student evaluations, student evaluations alone are insufficient to indicate teaching quality. Teaching effectiveness is evaluated primarily based on course syllabi, student evaluations, curriculum and course development, and the degree of engagement in pedagogical pursuits. A variety of indicators of teaching effectiveness are included in the following list, which is not exhaustive:

- Demonstrating deep knowledge of and involvement with one's discipline and communicating that knowledge effectively to students.
- Engaging students actively and meaningfully in learning the content, processes, and orientations associated with one's discipline.
- Being responsive to students' individual needs and capabilities (e.g., making oneself available outside of class time or nominating students for special awards).
- Engaging in systematic reflection and analysis concerning one's teaching.
- Stimulating in students an interest and participation in one's discipline.
- Articulating clearly a rationale and justification for one's approach to teaching and how that rationale is embedded in the design, content, requirements, and assessment procedures for a particular course.
- Developing among students a scholarly inquisitiveness and perspective.
- Preparing students to become educational leaders with a well-developed sense of professionalism.
- Modeling the values and practices associated with professionalism and scholarly inquiry in teacher education.
- Mentoring and advising students successfully.
- Curriculum, course development, and other means of communication aimed specifically at improving teacher education.
- Student awards achieved under the faculty member's direction (e.g., an advisee whose dissertation wins an award).
- Serving as the advisor to an active student organization related to one's discipline.
- Evaluation data from participants of presentations, workshops, or other non-course teaching contexts.
- Honors and awards for innovative or effective teaching.
- Written peer and/or administrative evaluations (it is recommended that these evaluations include more than a single class visit and that they comment on more than what occurs during a single observation).
- Course syllabi with a narrative connecting the syllabi to one's philosophical rationale pertaining to teaching.
- A written statement of the theoretical and/or philosophical rationale for one's approach to teaching, preferably including an explicit grounding in the appropriate literature.
- Exemplary student products (e.g., a paper, a portfolio).
- Student accomplishments directly related to one's course(s) (e.g., students' rate of passing certification examinations or a student's publication or award).

that originated in one's course; a student who achieves an award related to your mentoring).

- Published work or products directly related to one's teaching.

Please see the examples below for several varied examples of evaluative categories in the area of teaching. The examples included are not exhaustive lists of all possible performance indicators in each category. As such, the examples of evaluative categories are intended to provide guidance for candidates in framing their dossiers. Each example included may not be equally applicable to all faculty.

Service

There are three categories of expected service: (a) service to one's colleagues at Clemson (Department, College, University), (b) service to one's field or discipline, and (c) service to societal communities, including practitioners in education and related fields. Service to societal communities is only relevant to TPR when it is linked directly to a faculty member's professional interests and expertise. That is, general public service open to all citizens is not relevant to TPR unless it is related directly to one's faculty position and expertise. The degree to which any activity in the area of service is judged to be meritorious is based primarily on the following: (a) the amount of time and effort required, (b) the scope and potential impact of an activity, and (c) the degree to which the service activity complements the Mission of the College of Education. Faculty are encouraged to carefully document service responsibilities, a variety of which are listed below:

- *Service to Clemson Colleagues:*
 - Member of Search Committee
 - Program coordinator
 - Assigned mentor for a new faculty member
 - Member/chair of Departmental/College/University committee, task force, etc.
- *Service to Discipline Field:*
 - Reviewer of manuscripts for journal/conference papers
 - Editor of newsletter, yearbook, themed issue, journal, etc.
 - Appointed/elected committee chair, officer, etc. of professional organization
 - Mentor to colleagues at other institutions
- *Service to Societal Communities and Practitioners*
 - Educational outreach to meet a community need
 - Conduct workshops, in-service development for teachers or school counselors

- Serve on an advisory board for a community group in the area of one's expertise
- Author a technical manual for practitioners.

Please see the lists below for several varied examples of evaluative categories in the area of service. The examples included are not exhaustive lists of all possible performance indicators in each category. As such, the examples of evaluative categories are intended to provide guidance for candidates in framing their dossiers. Each example included may not be equally applicable to all faculty.

Examples of Evaluative Categories in Research/Scholarship, Teaching, and Service

Research/Scholarship

The following are representative examples of evaluative categories in the area of research/scholarship. **They are not specific expectations, requirements, or standards.**

Unsatisfactory

- 1 presentation at state conference
- Book review in state journal

Competence

- Presentations at state or regional conferences
- Articles published in state and regional journals
- Technical report
- External grant submitted
- University grant (funded)

Achievement

- Publications in national refereed professional journals or monographs (abstracted/indexed) supported by evidence of journal quality and/or impact
- Refereed chapter in book
- Presentations at national or international professional conferences (evidence of refereed process)
- Principal Investigator or Co-principal investigator on external grant(funded)
- Support doctoral student through external funds
- Invited reviewer for book, book chapter(s) or journal manuscript(s)
- Invited lecture (keynote address or equivalent) at state or regional conference
- Invited review panel member for national conference
- Editor, section editor or editorial board member of state or regional professional journal

Achievement with Distinction

- Sustained contributions in nationally recognized professional journals (refereed and indexed) and edited books
- Evidence of national-level scholarly impact (e.g. Citation indices)
- National recognition for publications (e.g., awards, articles in national newspapers)
- Editorial Board member for nationally recognized, refereed journal
- Author or co-author of book or scholarly monograph
- Principal investigator on major external grants (funded)
- Supports several doctoral students through external funds
- Editor or section editor of a national journal
- Editor of a book (in print)
- Invited presentations at national or international conferences

Teaching

The following are representative examples of evaluative categories in the area of teaching. **They are not specific expectations, requirements, or standards.**

Unsatisfactory

- Ineffective implementation of instruction as evidenced by student feedback
- No offsetting evidence for competence or to indicate efforts to improve
- Inconsistent attendance at meetings to discuss instructional program

Competence

- Effective implementation of instruction as evidenced by student feedback
- Evidence of implementation of research-based improvement efforts in the area of teaching
- Develop a new course and/or make significant revisions to an existing course
- Evidence of course rigor, as documented in course syllabus
- Conduct in-service workshop(s) for teachers

Achievement

- Highly effective implementation of instruction as evidenced by student feedback.
- Chair of committee to do a major revision of programmatic curriculum.
- Extensive advising, including service on doctoral committees
- External evaluation of and feedback about teaching
- Receive departmental teaching award
- Syllabus/course activities/requirements for course that are rigorous and grounded in current understandings regarding teacher education in the field

Achievement with Distinction

- Highly effective implementation of instruction as evidenced by student feedback.
- Self-study and/or research/scholarship on teaching leading to significant/innovative changes in teaching practice
- Receives university or national teaching award
- Extensive advising, including chairing doctoral committees
- Mentored a student who won award for professional accomplishments

Service

The following are representative examples of evaluative categories in the area of service.

They are not specific expectations, requirements, or standards.

Unsatisfactory

- Minimal service requiring little time or effort and having minimal scope and impact (e.g. member of departmental committee with few responsibilities and that rarely meets)

Competence

- Serve on departmental/college committees
- Serve as reviewer for state or national conference proposals
- Demonstrate contributions to program area
- Belong to local, state, regional, and/or national professional organizations, attends local meetings, and contributes to local educational efforts
- Present invited talks and presentations to local, state, or regional professional groups
- Contribute professional expertise to the local and state educational community
- Attends state meetings of professional organizations; active in state organization or contributes substantially to state work (i.e., policy-making or professional literature)

Achievement

- Serve as reviewer for peer-reviewed journal(s)
- Advisor for a student academic organization
- Officer or board member of a state or regional professional organization.
- Elected or appointed chair of committee for national professional organization
- Section editor of a peer-reviewed journal
- Chair of a University or College committee

- Has substantive role of responsibility within Department; serves on and contributes to College or University committees; represents University at community or regional level
- In the area of one's professional expertise, contributes to the resolution of a problem at a state or local level; serves on a state policy-making and/or advisory board
- Develop new partnership opportunities with schools/districts

Achievement with Distinction

- Service on panel to review major federal grants
- Implementation of innovative statewide or national program of professional development
- Elected or appointed to office in a national professional organization
- Has substantive roles of responsibility on multiple Department and/or College committees
- Editor of a peer-reviewed journal
- Officer or board member of a national or international professional organization.
- President or chair of a state or regional professional organization
- Contributes substantially to national work of professional organizations (e.g., policy-making, boards, professional literature; chair or program chair of national organization, chair or program chair of national conference)
- Has leadership role or responsibility at University level (chairs committees; represents University at state level; chair of accreditation committee; works on University- wide projects; provides statewide or regional training)
- In the area of one's professional expertise, contributes to the resolution of a problem at a national level; serves on a national policy-making and/or advisory board
- Substantive, long-term partnerships with schools/districts with evidence of state-level impact

Department of Teaching and Learning
College of Education
Clemson University
Post-Tenure Review (PTR) Guidelines

Membership

The Post-Tenure Review Committee shall consist of three tenured full professors elected for three-year terms, and one external Clemson full professor (one from outside the School of Education) elected to serve as the external reviewer for an applicant who chooses this option in place of the external letters. The committee will elect the chair. Should there be a need for a Part II review of a faculty member, the PTR committee will select a full professor from outside the department to serve as the external reviewer. No one should run for election who is scheduled for PTR Part II review during that term. Members of the PTR committee who are scheduled for PTR Part I review during their term will be recused from their own reviews, but will participate in all other PTR business that year. In the event a Part II review is necessary, an additional committee member external to the department will participate in the review process. The process of electing this member can be found in the PTR guidelines.

Responsibilities

The Post-Tenure Review Committee shall follow the T&L PTR Guidelines (see Appendix B) and all other procedures, rules, and regulations for PTR Committees described in the Faculty Manual. The PTR Committee will also be the committee that first reviews requests for sabbatical leave. The dates and steps that the committee will follow are detailed in the Faculty Manual.

Procedures

Post-tenure review (PTR) serves to evaluate rigorously a faculty member's professional contributions. The review should be used to identify and reward excellent faculty, and, by identifying cases where remediation and support may be required, should ensure that all faculty serve the needs of the students and the institution.

Post-tenure review is carried out according to the Faculty Manual and the guidelines provided by the Provost's office each year. The Teaching & Learning (T&L) Bylaws stipulate that post-tenure review is to be carried out by the Post-tenure Review (PTR) Committee. This committee has three members elected according to the departmental by-laws. An additional member from outside the department may be elected to serve as an external reviewer.

The period for post tenure review is after every five years. The first five-year period begins at the time that tenure is granted. Promotion during that period does not alter the schedule for review. Periods of sick leave, sabbatical leave, or leave without pay will be excluded from this five-year period. See the Faculty Manual for other valid reasons for requesting an extension.

The PTR process consists of two parts. Those PTR applicants who receive a rating of "satisfactory" in Part I are exempt from Part II. The Department Chair, by May 1, will notify faculty scheduled for PTR review the following year, and provide names and ratings (no narrative) to the chair of the PTR committee by October 1.

Post Tenure Review Process: Part I

The PTR committee will review the ratings received on the most recent available series of five years of annual performance reviews (Form 3) as provided by the Faculty chair. All tenured faculty members receiving no more than one (of five) annual performance ratings of "fair", "marginal", or "unsatisfactory" in Part I of the PTR process receive a PTR rating of "satisfactory". These faculty members are thereby exempt from Part II of Post Tenure Review. The PTR committee will submit a letter to the Faculty chair identifying the faculty members exempt from the Part II PTR review process. In addition, a letter of notification of the "satisfactory" PTR rating will be sent to each of those faculty members.

Post Tenure Review Process: Part II

1. Notification. By October 15, those faculty who have been identified as applicants for Part II PTR will be individually notified by letter from the PTR committee chair that they should begin preparing their applications for post-tenure review.
2. External Committee Member. An additional committee member external to the department will participate in the review process. As per the Faculty Manual, this committee member may be a faculty member or professional equivalent from outside the department. The faculty member under review has the option of nominating names for the external committee member. By November 1, the faculty member should provide the PTR committee chair a list of names with CVs or resumes. The PTR committee will determine eligibility of nominees based on their CV or resume and their willingness to serve. After eligibility is established, the PTR committee will elect the external committee member from a pool of at least 4 nominees. If the faculty member under review does not submit enough names, the PTR committee has the ability to recruit additional nominees.
3. Submission of Complete Application. eTPR portfolio with sections as described below. All required application materials must be submitted to the PTR Chair prior to the deadline established by the Committee. During the period before the application

deadline, an applicant may address any procedural questions to the PTR Committee Chair; for example, questions regarding the materials to be submitted.

4. External Letters and Additional Materials. If the applicant chooses the option of solicited external support letters, a minimum of 4 reference letters will be obtained by the PTR committee (must be from either Very High or High Research institutions), of which at least two of the references must come from the list submitted by the applicant. The PTR committee, through the PTR chair or designated member, may ask the applicant for additional materials or written clarification at any time before the recommendation is made. If an applicant receives information about an additional distinction prior to the committee meeting at which the committee recommendation is made, the applicant may submit that material to the PTR chair prior to the meeting.
5. Review. Individual PTR committee members will review the applications prior to the committee meeting at which the recommendation will be made. In reviewing materials, the PTR committee will evaluate each applicant using the established criteria. The applicant will be notified of the date of the recommendation meeting with a reminder that the meeting date is also the final deadline for additional information (recent distinctions).
6. Ratings and Recommendation. At a closed meeting of the PTR committee in early spring, at which a designated committee member will take minutes, a rating of Satisfactory or Unsatisfactory will be given to the applicant for each of the three performance areas (Teaching, Research/Scholarship, and Service). In the event that a consensus cannot be reached for a rating, the majority will hold. For each applicant a report will be written by the committee. For each of the three performance areas the report will include a narrative and a rating (Satisfactory or Unsatisfactory). The report will finish with a statement of the overall recommendation of Satisfactory or Unsatisfactory. (See the Faculty Manual for more information.)

Criteria for Evaluating Faculty Performance

In judging post-tenure performance, the Committee will primarily consider the applicant's performance during the period since the last peer review, but performance prior to the latest review will also be considered, as well as plans for future development and potential contributions. Teaching & Learning faculty at Clemson University receive a formal yearly evaluation ("Form 3") of their contributions to the University, provided by the T & L chair. These Form 3 evaluations accord a very high weight in the PTR decisions.

1. Criteria for Ratings in the Three Performance Areas (Teaching, Research, and Service). Guided by the T&L TPR Guidelines and Form 3 Criteria, and giving strong consideration to the Form 3 evaluations, the committee will give a rating of Satisfactory or Unsatisfactory to each applicant in each of the three areas of Teaching, Research/Scholarship, and Service.

2. Criteria for the Overall Recommendation. The applicant will receive an overall recommendation of Satisfactory if he or she receives a rating of Satisfactory in all three performance areas (Teaching, Research, and Service). This resets the PTR time clock. If any one performance area is Unsatisfactory, the overall recommendation will be Unsatisfactory, resulting in remediation to correct deficiencies in the Unsatisfactory performance area(s) (see the Faculty Manual for remediation details).

Materials to be Submitted

The PTR Notebook (required for Part II review only). Materials will be organized in the eTPR Portfolio with tabs in the order specified by the Provost's office. The following materials are required by the T&L PTR committee (even if not required by the Provost):

1. 2 page executive summary statement of contributions to the University. The applicant should emphasize post-tenure achievements and include a description of potential future contributions.
2. An updated curriculum vita
3. Summary statistical sheets for "Student Evaluation of Instructors" (past five years) in reverse chronological order.
4. 1-2 page plan for continued professional growth
5. If a sabbatical was taken during the five-year period, detailed information about outcomes of the sabbatical leave.
6. All form 3's since the last PTR review
7. Optional: letters of support
8. Optional: additional documents relative to the review, for example, evidence of teaching effectiveness, research impacts, or service activity, or letters of support (at the discretion of the involved faculty)

Appendix A

Boilerplate Request for Action Letter

[Insert Date; use Clemson letterhead]

Dr. Andrew M. Tyminski
Chair, Tenure, Promotion, and Reappointment Committee
Department of Teaching & Learning
Clemson University

Dear Dr. Tyminski:

The purpose of this letter is to inform the Teacher Education Tenure, Promotion, and Reappointment (TPR) Committee that I intend to apply, during the current academic year, for **[choose from the following: reappointment as an Assistant Professor, promotion to Associate Professor with tenure, promotion to Professor]** for the subsequent academic year.

Sincerely,

[Insert your name here; sign above]

Appendix B

College of Education Vita Format

Instructions:

- Use APA style, including chronology of most recent to oldest in each section
- Hierarchy of importance for listing credentials and accomplishments is in each section is:
 - Major contributions to lesser contributions
 - Refereed to invited
 - National/international to local

Academic Identification

Name

Position

Academic Background/Degrees

[Appropriate section for indicating licenses and certificates for field]

Research

Publications

Books

Peer reviewed articles,

Invited articles and chapters in books

Unpublished works (technical reports, ERIC documents)

Presentations

Refereed International and National Conference Papers

Invited Lectures and Papers

Regional and State Conferences

Local

Grants and Contracts

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

Honors and Awards

Date, description, source

Teaching & Advising

Teaching

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

Advising

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

Membership on Doctoral Advising Committees (completed and in process)

Other graduate advising

Service

Service to Field of Scholarship

Editor of refereed journal, editorial board membership, manuscript reviewer: List journal with dates of service

Officer of Scholarly Organization, Committee work: List organization, position, dates of service

Service to Profession

Officer of Professional Organization, Committee work: List organization, position, dates of service

Other National, State and Regional Service

Task forces, Blue-Ribbon Committees, Community Boards, Commissions

University Service

Committees (University, College, School, Department), role and dates of service

Appendix C

Summary Tables for Course Taught, Course Evaluations, and Advising

Note the following:

1. Include any courses taught during the previous contract years either from date of hire or from previous promotion, whichever is most recent.
2. List courses taught in **reverse chronological order** including summer sessions.
3. The final two columns refer to items G10 and G13 on the standard Clemson University student course evaluation (overall effectiveness and course difficulty). Candidates are encouraged to plot the item means for their evaluations against unit averages on an additional chart to display trends. In their teaching and advising statement, candidates must discuss these data, preferably explaining how such information informs their teaching and advising.
4. Insert this appendix with the completed table as the first page behind Tab 9.

Course Title	Prefix & No.	Sem./ Yr.	# of Stu- dents	# of Evals	Means on item [G10] ¹			Means on item [G13] ¹		
					Your Mean	Mean Same Level	Mean Same Disc.	Your Mean	Mea Same Level	Mean Same Disc.
[All of the information for entering information in this table is found on the summary of your evaluations for each course.]										
[Add rows as needed.]										

¹The TPR Committee will not limit its evaluation to means on these two items. They will be used for screening and for determining general patterns. Full student evaluations, when they are included, will be examined and considered (see specifications and guidelines for tab 9).

Advising Loads

Completed Degrees as Committee Chair [reverse chronological order]

Student	Degree [include Titles of Theses and Dissertations]	Graduation Date
[Add rows as needed.]		

Completed Degrees as Committee Member [reverse chronological order]

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

[Add rows as needed.]			
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Current Advisees as Committee Chair [chronological order]

Student	Degree [include Working Titles of Theses and Dissertations]	Projected Graduation Date
[Add rows as needed.]		

Current Advisees as Committee Member [chronological order]

Student	Committee Chair	Degree [include Working Titles of Theses and Dissertations]	Projected Graduation Date
[Add rows as needed.]			

Independent studies

Student	Sem/Yr	Course number	Brief description
[Add rows as needed.]			

Student Inquiry Groups

Time period	No. of students	Brief description
[Add rows as needed.]		

Team Teaching

Course number	Sem/Yr	No. of Students	Names of other faculty involved
[Add rows as needed.]			

Appendix D

Candidate's Nominations for External Reviewers

Note: Only for faculty seeking tenure and/or promotion

Provide the names of 6-10 qualified reviewers (NOTE QUALIFICATIONS ON NEXT PAGE)

Name / Rank / Position at University	Institution / Physical Address / Mailing Address	Contact Information		Relationship to Candidate <i>(see Appendix D, following page) / Summary of Reviewer Qualifications</i>
		Email	Phone /Fax	
1				
2.				
3.				
4.				
5.				

Continued

Appendix D (continued)

Assurances of Reviewer Eligibility

_____ All nominated external reviewers are at or above the rank sought.

_____ All nominated external reviewers are at peer institutions (major research university) OR highly regarded in the candidate's field of scholarship. In the case of the latter, provide a justification here for any individual listed above that is not at a peer institution: (i.e., what position does that individual hold and/or what accomplishments has that individual achieved that substantiate that he or she has high status in the field?):

_____ None of the reviewers hold a close or direct relationship with the candidate such as:

- Major professor
- Committee member, advisor or mentor
- Co-author
- Spouse or other relative
- Fellow graduate student
- Graduate/research assistant, post doc, or advisee/protégé
- Or possesses any other conflict of interest in candidate's attaining promotion or tenure.

Candidate's signature: _____ Date: _____

