Approved by the Faculty of LCH
October 22, 2008

Signatures

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Clemson University
Eugene T. Moore School of Education
Leadership, Counselor Education, Human & Organizational Development (LCH)
Tenure Promotion and Reappointment Review (TPR) Guidelines

Table of Contents

Principles for TPR Review in LCH .................................................. 2
Sources and Definition of Terms .................................................. 3
LCH Guidelines ................................................................. 4
Candidate Preparation Check List Matrix ................................. 15
Appendix A: Request Letter Format ........................................... 20
Appendix B: School of Education Vita Format ......................... 21
Appendix C: Summary of Courses, Advising, and Student Evaluations .... 23
Appendix D: Candidates for Promotion Nomination of External Reviewer Form ... 25
Appendix E: Promotion & Tenure External Review Timeline .................. 27
Appendix F: Timelines for Review ............................................. 28
Appendix G: LCH TPR Committee Forms
  G.1 Due Date by Candidate Check-off Form ......................... 30
  G.2 Promotion, Tenure and Reappointment Review Form 20xx .... 31
  G.3 Dossier Review Checkout Form ........................................ 32
Appendix H: Provost’s 2004 Memo ........................................... 33
LCH Principles & Processes for 
Tenure Promotion and Reappointment (TPR) Review

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

Principle #2: The TPR and the annual faculty evaluation processes are aligned with each other requiring transparent and reliable communication among the TPR chair (serving as the representative of the TPR committee) and the Chair of the faculty responsible for evaluation and the faculty candidate with his/her mentor/s.

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

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

* * * * * *

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

Process #2: The Chair of the faculty assigns each non-tenured faculty member a mentor or mentors as appropriate to the non-tenured faculty member’s area/s of expertise and guidance required per contractual allocations in the areas of teaching/advising, research, and service. Selected tenured members of the TPR Committee serve as advisors to non-tenured faculty on preparation of the University-required notebooks in the following groupings: (a) first and second contract years, (b) third through fourth contract years, and (c) fifth and penultimate contract years.
Sources


Clemson's Faculty Senate updates the *Faculty Manual* as an on-line electronic document on or about July of each year. The pertinent sections for tenure-track faculty on the University’s guidelines for tenure, promotion, and reappointment review include “Part IV, Personnel Practices,” along with the following sections and their associated appendices:

- D. Procedures for Renewal of Appointment, Tenure, and Promotion (p. IV-3)
- E. Annual Performance Evaluation (p. IV-4)
- F. Notification of Renewal and Non-Renewal of Appointments (p. IV-6)
- G. Tenure Policies (p. IV-6)
- H. Post Tenure Review (p. IV-7)
- I. Promotion Policies (p. IV-10)


Also known as the *Provost’s 2004 Memo*, this document contains the organization and instructions for a list of tabs or sections of the notebooks used in tenure, promotion, and reappointment reviews. Following the guidelines in this memo, each year, Clemson administration issues a calendar of deadlines for each contract category of tenure-track faculty. See Appendix G, for a copy of the memo.

Definition of Terms

Notebook – refers to the collection of candidates’ evidence of scholarship in research, teaching, and service. Also known as a dossier, the notebook may be in hard copy or electronic form provided it includes the same sections (tabs) and order as specified by University guidelines. (See Provost’s 2004 Memo).

Tabs – the numbered and titled sections of the notebook/dossier required by University guidelines. (See Provost’s 2004 Memo).
Moore School of Education
Faculty of Leadership, Counselor Education, Human & Organizational Development (LCH)
Tenure, Promotion and Reappointment (TPR) Review Guidelines

Introduction

The Tenure, Promotion and Reappointment (TPR) Review Committee for the faculty of Leadership, Counselor Education, Human, and Organizational Development (LCH) has developed procedures for applications for tenure-track faculty’s requests for reappointment, tenure and/or promotion faculty peer review. This document offers criteria for evaluating applications for Tenure and/or Promotion and Reappointment Review. Candidate’s administratively assigned percentage of workload across the responsibilities of research, teaching/advising, and service is a fundamental framework for the TPR Committee’s review of candidate requests for reappointment, promotion with tenure, and/or promotion.

I. The Process of Application and Peer Review

A. Steps in the peer review process follow University guidelines.

1. Letter of Intent. The first step in the application process is a Letter of Intent to apply for Tenure and/or Promotion or Reappointment. This letter is addressed to the Chair, TPR Committee. Based on University guidelines issued through the Provost’s office annually, deadlines for submission of the Letter of Intent will be announced and disseminated by the Chair of the TPR Committee. [See Appendix A for guidance on this Letter of Intent].

2. Submission of Notebook. The TPR Executive Summary Notebook to be considered by the TPR Committee must be submitted to the Chair prior to the deadline announced by the Committee.

3. Recommendations from School Director and TPR Committee. The School Director and the TPR Committee will conduct independent reviews of the applications, using the evaluation criteria listed in section II, below. When this review is complete, the School Director will meet with the applicant, and inform the applicant of the recommendations. At this time, applicants for early promotion/tenure will indicate in writing whether or not the TPR Executive Summary Notebook should be forwarded to the Dean of the College. [In the case of reappointment candidates and penultimate year Tenure applicants the TPR Executive Summary Notebook is automatically forwarded.]

4. Recommendation from Dean. The Dean will review the TPR Executive Summary Notebook and make a recommendation. The applicant will be informed of the Dean's recommendation. At this point, applicants for Promotion and/or early Tenure will indicate in writing whether or not they wish the application to go forward to the Provost. [In the case of penultimate year Tenure applicants, the applicant's file is automatically forwarded. In addition, the Dean will
Amended and Approved October 22, 2008

forward the complete file on any request for reappointment for which there is at least one negative recommendation from the School Director, TPR Committee or Dean.

5. Recommendation from Provost and final action by President. The Provost will review the complete file and forward a recommendation for final action to the President. The applicant will be informed of the final action.

B. The role of the TPR Committee

1. Applicants may address any procedural questions (e.g., questions regarding form of the TPR Executive Summary Notebook, external letters, etc.) to the TPR Committee Chair and/or the Chair of the Faculty.

2. The TPR Committee upholds the principles and processes necessary to ensure a robust professorate in the unit.

3. Non-tenured faculty members are encouraged to attend sessions whenever provided by the chair/director/dean regarding the development of their portfolios.
II. Guidelines for Promotion, Tenure and Reappointment Review

The following guidelines will be used by the School Director and the TPR Committee in evaluating applications for Tenure and/or Promotion and Reappointment:

Reappointment: A record of Competence in each of the 3 areas of performance evaluation.

Promotion to Associate Professor and/or Tenure: (a) A consistent record of Achievement in each of the 3 areas of performance evaluation (Teaching, Research/Scholarship, Service).

Promotion to Full Professor: (a) A record of Achievement in each of the 3 areas of performance evaluation (Teaching, Research/Scholarship, Service); (b) a record of Achievement with Distinction in at least two of the three areas.

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.

Performance Levels:

“No Evidence” refers to candidate’s failure to list activities, include documentation, and/or provide an explanation in any of the required sections [tabs] of the TPR Notebook.

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

"Achievement" refers to substantive contributions to the field of education and/or one's academic/professional specialty area.

"Achievement with Distinction" refers to significant contributions to one’s discipline and/or one’s academic/professional specialty area. Such distinctive contributions are identified through rigorous peer review and approval.

Indicators

Indicators of Competence, Achievement and Achievement with Distinction for each of the three performance areas of Teaching, Research/Scholarship and Service are given on the following pages. It should be noted that the indicators on each list are examples of activities that meet the criteria for inclusion in the category.

The indicator lists are not exhaustive. Candidates may make the case that a different, unlisted activity meets the intent of the indicator in any given category. For all categories, research, teaching and service, candidates present their work as evidence along with an argument stating the relevance of that work to that category. The TPR Committee serves as Clemson University’s representative and reviews all candidates’ TPR Notebooks seeking evidence of how each candidate contributes to the University’s mission.
A. 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, a faculty member must be able to provide evidence that his or her 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); and external funding for scholarship and research. Factors that the PTAR Committee considers in evaluating the quality of a candidate’s research and scholarship include the reputation of the journals in which the candidate has published, the acceptance/rejection rates of the journals in which he or she has published, the frequency with which the candidate’s works are cited in the literature (e.g., citation index), the reputation of funding sources, the acceptance/rejection rates of funding sources, and the amount of external funding.

According to the Faculty Manual “the rank of professor is granted on the basis of distinguished scholarly or creative publication.” For promotion to full professor, 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, a faculty member at this level must be able to provide evidence that his or her scholarship has been nationally recognized and has had a substantial impact on his or her field of specialization. In addition, a significant number of first authored publications is desirable. Lists of performance indicators are given below. The lists are not exhaustive.

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

**Achievement**
1. Principal Investigator or Co-principal investigator on external grant (funded).
2. Publications in national refereed professional journals or monographs (abstracted/indexed)
3. Chapter in book
4. Presentations at national or international professional conferences (evidence of refereed process)
5. Invited reviewer for book, book chapter(s) or journal manuscript(s)
6. Invited lecture (keynote address or equivalent) at state or regional conference
7. Invited review panel member for national conference
8. Research and scholarly activity found in citation index
9. Electronic media development; e.g. computer software (evidence of national impact)
10. Editor, section editor or editorial board member of state or regional professional journal
Achievement with Distinction
1. Sustained contributions in nationally recognized professional journals (refereed and indexed) and edited books
2. National recognition for publications (e.g., awards, articles in national newspapers)
3. Editorial Board member for nationally recognized, refereed journal
4. Author or co-author of book or scholarly monograph
5. Principal investigator or co-investigator on major external grants (funded)
6. Editor or section editor of a national journal
7. Editor of a book (in print)
8. Evidence of publication impact- Citation index
9. Nationally recognized contributions (sustained) in electronic media development
10. Invited presentations at a national or international conferences
B. Teaching & Advising

Teaching is the fundamental responsibility of the faculty. Teaching encompasses not only classroom teaching, but also such activities as clinical supervision, advising, mentoring, tutoring, and service on graduate committees. Advising is an important component of scholarship in teaching due to the specialized and individualized nature of graduate programs. LCH’s TPR candidates include advising as a significant component of their statements of teaching philosophy.

Teaching effectiveness must be documented with student evaluations and course syllabi. Teaching documentation may also include evidence of pedagogical innovations, evidence of academic rigor of courses, measured improvements in subject mastery by students, special teaching awards and recognition, peer review, contributions to course development, and professional development activities.

Competence
The faculty member will be evaluated by students, peers and supervisors as generally demonstrating a consistent record of improvement in teaching. Indicators include:
1. A high level of subject matter knowledge and mastery of course content.
2. Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject matter clearly, concisely, and with an appropriate level of repetition; choose and execute measurement procedures appropriately.
3. Evidence of a high level of scholarly course content, rigor and fairness in grading, and effective instructional methods.
4. Evidence that students perceive that instructor promotes growth in student interest, abilities, learning, and understanding.
5. Evidence that instructor defines expectations, supplies timely feedback to students, and reports on student progress.
6. Evidence that instructor has respect for students and respect for cultural, intellectual and ethnic diversity.
7. Evidence that students perceive the instructor’s interest in and commitment to the subject matter.
8. Evidence of effective student advising.
9. Evidence that the instructor has demonstrated appropriate laboratory management techniques (if applicable).
10. Evidence of significant contributions to the education of graduate students.
11. Evidence of dependability and commitment to institutional goals and professional standards when working as an instructor, clinical supervisor, or mentor.
12. Evidence of successful integration of technology into curricula.

Achievement
The faculty member will be evaluated by students, peers and supervisors as consistently demonstrating high quality teaching. Indicators include:
1. A high level of subject matter knowledge and mastery of course content.
2. Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject matter clearly, concisely, and with an appropriate level of repetition; choose and execute measurement procedures appropriately.

3. Evidence of a high level of scholarly course content, rigor and fairness in grading, and effective instructional methods.

4. Evidence that students perceive that instructor promotes growth in student interest, abilities, learning, and understanding.

5. Evidence that instructor defines expectations, supplies timely feedback to students, and reports on student progress.

6. Evidence that instructor has respect for students and respect for cultural, intellectual and ethnic diversity.

7. Evidence that students perceive the instructor’s interest in and commitment to the subject matter.

8. Evidence of effective student advising.

9. Evidence that the instructor has demonstrated appropriate laboratory management techniques (if applicable).

10. Evidence of significant contributions to the education of graduate students.

11. Evidence of dependability and commitment to institutional goals and professional standards when working as an instructor, clinical supervisor, or mentor.

12. Evidence of successful integration of technology into curricula.

At least 1 of the following:

13. Development of pedagogical methods and materials that demonstrate a significant impact on learning.

14. Significant contributions to major curriculum changes, course development, and other instructional programs.

15. Generation of significant grants and/or the securing of donations of resources to support the instructional mission.

13. Evidence of leadership in program advising and mentoring students

14. Evidence of participation with students in programmatic requirements beyond courses and curriculum, such as orientation, preparation for examinations, etc.

**Achievement with Distinction**

The faculty member will be evaluated by students, peers and supervisors as consistently demonstrating exceptional teaching. Indicators include:

1. A high level of subject matter knowledge and mastery of course content.

2. Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject matter clearly, concisely, and with an appropriate level of repetition; choose and execute measurement procedures appropriately.

3. Evidence of a high level of scholarly course content, rigor and fairness in grading, and effective instructional methods.
4. Evidence that students perceive that instructor promotes growth in student interest, abilities, learning, and understanding.
5. Evidence that instructor defines expectations, supplies timely feedback to students, and reports on student progress.
6. Evidence that instructor has respect for students and respect for cultural, intellectual and ethnic diversity.
7. Evidence that students perceive the instructor’s interest in and commitment to the subject matter.
8. Evidence of effective student advising.
9. Evidence that the instructor has demonstrated appropriate laboratory management techniques (if applicable).
10. Evidence of significant contributions to the education of graduate students.
11. Evidence of dependability and commitment to institutional goals and professional standards when working as an instructor, clinical supervisor, or mentor.
12. Evidence of successful integration of technology into curricula.

At least 2 of the following:

13. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
14. Significant contributions to major curriculum changes, course development, and other instructional programs.
15. Generation of significant grants and/or the securing of donations of resources to support the instructional mission.
16. Evidence of leadership in program advising and mentoring students
17. Evidence of participation with students in programmatic requirements beyond courses and curriculum, such as orientation, preparation for examinations
18. Leadership on sub-committees focused on advising and student experiences such as development of program handbooks

In addition, evidence of an exceptional level of teaching based on extensive peer review is required.
C. Service

Indicators of Competence, Achievement and Achievement with Distinction for Service are given below. It should be noted that the indicators on each list are examples of activities that meet the criteria for inclusion in the category. The lists are not exhaustive. Given the context of graduate programming which requires a deep intellectual relationship between faculty and students, all of LCH’s tenure-track faculty members serve for the good of their respective programs to meet Clemson's land grant mission in the state and region. In addition to the activities listed below, service includes non-compensated consultation, products developed for a variety of media/technology, performances/products/services for the arts, professional reviewing activities, in-service activities, service related grants and acquisition of resources. Activities should be appropriately documented.

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

**Competence**

1. Serves on and contributes to School committees; contributes to area program of study; invited class presentations.
2. Belongs to professional organizations, attends local meetings, and contributes to local program of work; invited talks and presentations to professional groups.
3. Contributes professional expertise to the community.

**Achievement**

1. Officer or board member of a state or regional professional organization.
2. Chair of a University or School committee.
3. Has role of responsibility within Department (chairs committees, including service as Program Coordinator); serves on and contributes to College or University committees; represents University at community or regional level.
4. Attends state meetings of professional organizations; active in state organization or contributes substantially to state work (i.e., policy-making or professional literature).
5. In the area of one's professional expertise, contributes to the resolution of a problem at a state or local level; serves on a state policy-making and/or advisory board.
6. Provides consultation or training at the local, regional, or state level.

**Achievement with Distinction**

1. Officer or board member of a national or international professional organization.
2. President or chair of a state or regional professional organization.
3. Attends national meetings and holds national office or contributes substantially to national work (e.g., policy-making, boards, or professional literature; chair or program chair of state organization).
4. Has role of responsibility at University level (chairs committees; represents University at state level; chair of accreditation committee; works on University-wide projects; provides statewide or regional training.)
5. In the area of one's professional expertise, contributes to the resolution of a problem at a national level; serves on a national policy-making and/or advisory board.
6. Provides consultation or training at a national level.
Amended and Approved October 22, 2008

III. Format For Application

[Replaced by Provost’s Memo of 2004 in Appendix G… See Candidate Preparation Checklist in this document approved by LCH by vote on 4-14-2008]

IV. Curriculum Vita

[Section replaced for LCH by vote on 4-14-2008; See Appendix B of This Document]

V. Procedures for External Peer Review

[Section replaced for LCH by vote on 4-14-2008; See Appendix D of This Document]
Clemson University
Eugene T. Moore School of Education
Notebook Preparation for Tenure Promotion and Reappointment Review (TPRR) Checklist and Guidelines

Candidate Name: __________________________ Current Rank: __________________________ Current Academic Year: ____________

Due Date: ________________ Date Hired: ________________

Candidate for: [check one]
 Reappointment, Contract Year: ________________   Promotion to Associate Professor with Tenure   Promotion to Full Professor

<table>
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<tr>
<th>Notes to and by Candidate</th>
<th>Check Completed</th>
<th>Tab Number and Description</th>
<th>Specifications and Guidelines</th>
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<tbody>
<tr>
<td>See Appendix A.</td>
<td></td>
<td>Tab 1: Letter Requesting Action</td>
<td>Insert a copy of the signed letter addressed to the TPRR committee requesting reappointment, or consideration for promotion to Associate professor with tenure, or for promotion from Associate Professor to Full Professor. That letter should have already been submitted by a deadline early in the Fall semester. The deadline for the following Fall semester is announced during the previous Spring semester. See Appendix A for an example and format of this letter.</td>
</tr>
<tr>
<td>Candidate does not complete this tab.</td>
<td>√</td>
<td>Tab 2</td>
<td>Do not insert anything in this tab. Materials added by School Director.</td>
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<tr>
<td>Candidate does not complete this tab.</td>
<td>√</td>
<td>Tab 3</td>
<td>Do not insert anything in this tab. Materials added by TPRR Committee</td>
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<td>√</td>
<td>Tab 4</td>
<td>Do not insert anything in this tab. Materials added by Dept Chair</td>
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<tr>
<td>Candidate does not complete this tab.</td>
<td>√</td>
<td>Tab 5</td>
<td>Do not insert anything in this tab. Materials added by Dean.</td>
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<tr>
<td>See Appendix B.</td>
<td></td>
<td>Tab 6: Standard College Resume</td>
<td>Insert your vita. The organization and content of your vita can be personalized, but it must conform to the criteria specified in Appendix B.</td>
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<tr>
<td>Maximum of 1200 words If necessary, remove statements from previous years.</td>
<td></td>
<td>Tab 7: Top Achievements</td>
<td>Insert a current statement (maximum of 1200 words) that highlights your top achievements and that makes a convincing case for the action you are requesting. Remove any previously written statements that are not current. For reappointment, you should highlight your achievements since your previous appointment. For promotion and tenure, you should highlight your cumulative accomplishments since you became a</td>
</tr>
<tr>
<td>Notes to and by Candidate</td>
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<td>Specifications and Guidelines</td>
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<td></td>
<td>Tab 8: Candidate's Teaching &amp; Advising Statement (3 pgs max)</td>
<td>Insert a statement (maximum of 1000 words) that highlights and contextualizes your accomplishments in the area of teaching and advising. Remove any previously written statements that are not current. Your statement should assist those evaluating your accomplishments in understanding how your teaching/advising relates to your other professional activities, how you define teaching/advising and which of your activities are included in that definition. You may note any special circumstances relevant to understanding your appointment for teaching/advising. (Either refer to the percentage assigned in Clemson's Faculty Activity System assigned by your Unit head or if available, using the 4-block form: Blocks 1, 2 and possibly 3). Your statement must include efforts you have made to improve your teaching/advising. Your teaching and advising philosophy should be grounded in and should cite the relevant literature as well as indicate how student input and data inform the refinement of your instruction and advising. See your unit's promotion and tenure guidelines for more specific guidance.</td>
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<td></td>
<td>Tab 9: Student Feedback Forms –</td>
<td>A multiple-year summary of courses taught since initial appointment with the results of key items on the evaluation forms should be the first page in this tabbed section. Use the form in Appendix C of this document to provide this first-page summary. Insert original copies of students' evaluations of your teaching in reverse chronological order by semester or session from the preceding two regular semesters plus any summer courses (fall, spring, and/or summer 1 and/or summer 2). See individual unit guidelines (LCH or TE) for other specific directions for promotion reviews.</td>
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<td></td>
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<td>Tab 10: Other Evidence of Teaching Effectiveness</td>
<td>Insert other notable evidence in support of your teaching. Evidence may include samples of syllabi for new or innovative course materials, workshop evaluations, instructional activities for program and course development, students' performance outside of</td>
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Maximum of 1000 words

Summary from Appendix C is first page in this section. Limit the number of original copies of individual student evaluations according to the instructions in the Provost's 2004 Memo and these checklist/guidelines.
<table>
<thead>
<tr>
<th>Notes to and by Candidate</th>
<th>Check Completed</th>
<th>Tab Number and Description</th>
<th>Specifications and Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>coursework but directly related to your teaching, peer-evaluations, unsolicited feedback about your teaching, and so forth.</td>
<td></td>
<td>Tab 11: Research/Scholarship Activities not addressed in the standard college resume</td>
<td>Insert a statement (maximum 1000 words) summarizing your research agenda [no more than 3 pages]. This statement needs to incorporate a listing of the artifacts that follow. For Reappointment Review the artifacts are follows: published articles during the current year should be included for reappointment review along with the FAS reports of grants submitted and those received or in progress. Conference papers and grant reports also should be included for the current year. Some of the artifacts also may include manuscripts under review by including the title page attached to the journal editor’s letter or email of receipt. You may also include abstracts of prospective research as submitted to sponsored projects or the Dean’s office. Brief (up to three pages) conference proposals with evidence of submission receipt also may be included. For Tenure/Promotion Review, the artifacts should be selected to showcase top achievements across your academic career. [See Tab 7]. All candidates should include information about the percent of workload assigned to research using either FAS or the 4-block form.</td>
</tr>
<tr>
<td>Tab 12: Service Activity not addressed in the standard college resume</td>
<td>Committee work and other faculty “duties as assigned” (Percentages from FAS and/or Blocks 4 or 5 of the 4-Block Form) should appear here. Some of these activities may include managing the logistics for Advisory Board meetings, advising student groups, participating in development/fundraising activities, providing services to civic organizations, serving as expert for local and regional media outlets. Artifacts of these types of services may include agenda, minutes, and programs showing your name, news articles or editorials directly quoting you. Your academic service work, such as officer/committee member of a scholarly/professional organization, editorial board, etc. should appear in your resume and thus, not in this section.</td>
<td></td>
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</tr>
<tr>
<td>Tab 14: Goals Statement</td>
<td>This is a copy/printout of your current FAS goals (one and five year versions), preferably previously approved by your chair. Along with the FAS Goals report, this section should include the distribution of percentages across all goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tab 15: Administrative Duties</td>
<td>Such activities include service as program coordinator, managing program activities, creating unit assessments, recruiting students, etc. (Include the assigned FAS percentage or in the 4/5-Block form, Block 5).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| T&P Candidates only. Reappointment candidates do not complete this tab. | Tab 16: External Evaluator Listing | [TPRR Chair solicits and inserts]. Use Appendix D to complete a form for the Committee Chair who will use the form to collect letters of evaluation on a packet of the following materials:  
- Current Vita  
- Statement of Top Achievements [Tab 7] |
<table>
<thead>
<tr>
<th>Notes to and by Candidate</th>
<th>Check Completed</th>
<th>Tab Number and Description</th>
<th>Specifications and Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does not complete this tab.</td>
<td>✓</td>
<td>Tab 17: [TPRR Chair solicits and inserts] External Evaluator Letters of Reference</td>
<td>Do not insert anything in this tab.</td>
</tr>
<tr>
<td>Candidate does not complete this tab.</td>
<td>✓</td>
<td>Tab 18: Supplementary Information - (supplementary to the standard college resume)</td>
<td>Certificates and other evidence of on-going professional personal development may be included here. If such artifacts are included, then a brief overview statement should precede them in this section.</td>
</tr>
<tr>
<td>Candidate does not complete this tab.</td>
<td>✓</td>
<td>Tab 19: Joint Appointment Agreements</td>
<td>This section includes official Clemson documentation, a copy of the appointment papers/agreement.</td>
</tr>
<tr>
<td>Candidate does not complete this tab.</td>
<td>✓</td>
<td>Tab 20: Dean’s Office prepares Employment Offer Letter</td>
<td>Do not insert anything in this tab.</td>
</tr>
<tr>
<td>Candidate does not complete this tab.</td>
<td>✓</td>
<td>Tab 21: Tenure Agreement Form</td>
<td>Do not insert anything in this tab. Dean’s Office prepares.</td>
</tr>
<tr>
<td>Candidate does not complete this tab.</td>
<td>✓</td>
<td>Tab 22: Promotion Letters</td>
<td>Do not insert anything in this tab. Dean’s Office prepares.</td>
</tr>
<tr>
<td>Candidate does not complete this tab.</td>
<td>✓</td>
<td>Tab 23: Department TPRR Guidelines</td>
<td>Do not insert anything in this tab. Dept. Chair/School Director prepares.</td>
</tr>
<tr>
<td>Candidate does not complete this tab.</td>
<td>✓</td>
<td>Tab 24: College TPRR Guidelines</td>
<td>Do not insert anything in this tab. Dean’s Office prepares.</td>
</tr>
<tr>
<td>Notes to and by Candidate</td>
<td>Tab Number and Description</td>
<td>Specifications and Guidelines</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>TPRR Committee prepares the following sections:</td>
<td>Tab 3: TPRR Committee's Letter of Recommendation – in reverse chronological current and all prior years [T&amp;P Candidates only] Tab 16: [TPRR Chair solicits and inserts] External Evaluator Listing [T&amp;P Candidates only] Tab 17: [TPRR Chair solicits and inserts] External Evaluator Letters of Reference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dept. Chair/School Director prepares the following:</td>
<td>Tab 2: Request for Faculty Personnel Action [not clearly stated in Provost's 2004 memo; based on practice] Tab 4: Department Chair's Letter of Recommendation – in reverse chronological current and all prior years Tab 13: Faculty Evaluation Form 3 - for last three years in reverse chronological order Tab 23: Department TPRR Guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean's Office prepares –</td>
<td>Tab 5: Dean's Letter of Recommendation – in reverse chronological current and all prior years Tab 20: Employment Offer Letter Tab 21: Tenure Agreement Form Tab 22: Promotion Letters Tab 24: College TPRR Guidelines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX A

REQUEST LETTER FORMAT

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

To: [LCH or TE] Tenure, Promotion and Reappointment Review Committee

From: [Candidate Name]

RE: [select one of the following:

• Reappointment for [number] year of contract
• Promotion with Tenure to Associate Professor
• Promotion to Full Professor
• [Specifics for any other request]]

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

---

1 Tab 1: Letter Requesting Action - Letter requesting tenure, promotion and/or reappointment.

2 Insert the appropriate language per the instructions within each set of square brackets []. Remove the brackets and the instructions in the final version for submission.
APPENDIX B
EUGENE T. MOORE SCHOOL OF EDUCATION VITA FORMAT

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

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

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

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

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

Honors and Awards
  Date, description, source

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

Advising
  Chair of dissertation committee (completed and in process) – student, title of dissertation, dates
  Membership on Doctoral Advising Committees (completed and in process)
Amended and Approved October 22, 2008

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 of
- Courses Taught with Key Categories on Course Evaluations
- Advising Loads

Note the following:
1. Include any courses taught during the previous contract years from date of hire or previous rank decision, whichever is most recent, starting with the most recently completed semester or summer session.
2. List courses taught in reverse chronological order including summer sessions.
3. The final two columns refer to items on the standard Clemson University student course evaluation. 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 and explain how such information informs their teaching and advising.
4. Insert this appendix with the completed table as the first page behind Tab 9.
5. Original printouts of course evaluations for the most recent previous semesters provided to each faculty member should follow this summary.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prefix &amp; No.</th>
<th>Semester and Year</th>
<th># of Students</th>
<th># of Evals</th>
<th>Mean on item [X]</th>
<th>Mean on item [Y]</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>Your Mean</td>
<td>Unit Mean</td>
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<td></td>
<td></td>
<td>Your Mean</td>
<td>Unit Mean</td>
</tr>
</tbody>
</table>

Advising Loads
Completed Degrees as Committee Chair [reverse chronological order]

<table>
<thead>
<tr>
<th>Student</th>
<th>Degree [include Titles of Theses and Dissertations]</th>
<th>Graduation Date</th>
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</table>

Completed Degrees as Committee Member [reverse chronological order]

<table>
<thead>
<tr>
<th>Student</th>
<th>Committee Chair</th>
<th>Degree [include Titles of Theses and Dissertations]</th>
<th>Graduation Date</th>
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</tbody>
</table>

Current Advisees as Committee Chair [chronological order]

<table>
<thead>
<tr>
<th>Student</th>
<th>Degree [include Working Titles of Theses and Dissertations]</th>
<th>Projected Graduation Date</th>
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</table>

23
### Current Advisees as Committee Member [chronological order]

<table>
<thead>
<tr>
<th>Student</th>
<th>Committee Chair</th>
<th>Degree [include Working Titles of Theses and Dissertations]</th>
<th>Projected Graduation Date</th>
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**APPENDIX D**  
**EXTERNAL REVIEWERS CANDIDATE’S NOMINATIONS**

Provide the names of at least 8 possible reviewers no later than 1. 

<table>
<thead>
<tr>
<th>External Reviewer’s Name</th>
<th>Summary of Reviewer Qualifications 23</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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</tbody>
</table>

1. Date provided by TPRR Chair at least 3 months in advance. Nine packets of materials for the external reviewers must be prepared and provided with this completed form. The packets include: a Table of Contents, Current Vita, Statement of Top Achievements [Tab 7], Teaching & Advising Statement with Summary of Student Data [Tab 8 with Appendix C], Exemplary Samples of Scholarship such as Three to Five published refereed articles, Executive summaries/abstracts of funded research reports/monographs, one or two book chapters.

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

3. Remove all instructions and footnotes before submitting this form. Remove the Appendix title.
Assurances of Reviewer Eligibility

_____ All reviewers carry the appropriate rank at or above the rank sought by candidate.

_____ All reviewers are at peer institutions or highly regarded in the candidate’s field of scholarship.

_____ 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 signature: ________________________________ Date: ________________________________
# Appendix E

Faculty of Leadership, Counselor Education, Human and Organizational Development

Candidates for Promotion\(^1\) Timeline in Obtaining External Reviews

<table>
<thead>
<tr>
<th>Timing</th>
<th>Task</th>
<th>Responsible Party/ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to one year in advance</td>
<td>Invite Candidate’s Preferred External Reviewers</td>
<td>Candidate</td>
</tr>
<tr>
<td>No later than May 15 [or end of prior academic year]</td>
<td>Submit to the Tenure, Promotion and Reappoint (TPR) Review Committee Chair completed External Reviewer Form (LCH Guidelines, Appendix D)</td>
<td>Candidate</td>
</tr>
</tbody>
</table>
| No later than May 15 [or end of prior academic year] | Submit External Reviewers’ (ER) Packet  
1. Letter to ER explaining contents/order of Packet and/or Table of Contents  
2. Statement of Top Achievements – See Notebook Tab 7, and LCH Candidate Preparation Check List Matrix  
3. Up to and no more than 5 published articles/samples of top scholarly achievements  
4. Curriculum Vita | Candidate             |
| By July 1 of prior summer           | • Contact and confirm ERs from both Candidate’s list and TPR Committee list  
• Compile and bind ER’s packets  
• Compose cover letter to ERs with the following:  
  o Instructions to ER  
    ▪ Explanation of Clemson TPR process  
    ▪ Focus on scholarship and national stature of candidate  
    ▪ Summary of candidate’s load for scholarship in prior years  
  o Request from ER  
    ▪ Evaluation of Candidate’s evidence of scholarship and national stature in packet  
    ▪ Description of prior relationship with candidate  
    ▪ 1 to 2 page short vita of ER | TPR Chair |

---

\(^1\) Promotion includes Penultimate-year candidates for promotion to Associate Professor with tenure as well as candidates for promotion to Full Professor, plus candidates who hold rank as Associate or Full and are asking for tenure
### Appendix F
Leadership, Counselor Education, Human, and Organizational Development
Timeline for Tenure & Promotion Review (TPR) and Reappointment
Compiled from
“Calendar of Dates and Deadlines” (n.d.) Clemson University, 9 pgs.

August XX, 20XX

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

Goals for XX-XX Frozen by Chair: September XX, 20XX

<table>
<thead>
<tr>
<th>Due to Reviewer/s</th>
<th>Reappointment 1(^{st}) year (9-12 mo. Contracts)</th>
<th>Reappointment 2(^{nd}) year</th>
<th>Reappointment 3(^{rd}) to 5(^{th}) year</th>
<th>TPR - Penultimate (P&amp;T year)</th>
<th>Post Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost</td>
<td>Mar. XX, 20XX</td>
<td>Feb XX, 20XX</td>
<td>Mar. XX, 20XX</td>
<td>Mar. XX, 20XX</td>
<td>May XX, 20XX Negative only</td>
</tr>
<tr>
<td>President</td>
<td>Mar. XX, 20XX</td>
<td>Mar. XX, 20XX</td>
<td>Mar. XX, 20XX</td>
<td>Mar. XX, 20XX</td>
<td>n.d.</td>
</tr>
<tr>
<td>Outcome notification</td>
<td>April XX, 20XX</td>
<td>April XX, 20XX</td>
<td>April XX, 20XX</td>
<td>April XX, 20XX</td>
<td>If negative, August XX, 20XX</td>
</tr>
</tbody>
</table>

TPR Deadlines for Committee - chronologically with possible meeting windows inserted

- **Sept. X** Deadline for Letter of Intent for Reappointment and/or Letter of Intent for Promotion with Tenure or Promotion
- **Sept. XX** 2\(^{nd}\) year files due to Committee
- **Sept. XX** Individual Committee members begin reading files
- **Oct. XX** 1\(^{st}\) year, 3\(^{rd}\) to 5\(^{th}\) yr files due to Committee
- Committee meets on 1\(^{st}\) to 5\(^{th}\) yr files and drafts recommendations

---

1 Goals need to be downloaded from FAS and inserted in Tab 14.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>Nov. X</td>
<td>Penultimate P&amp;T files due to Committee</td>
</tr>
<tr>
<td></td>
<td>Committee meets on Penultimate files and drafts recommendations</td>
</tr>
<tr>
<td></td>
<td>Eligible Committee members meet on Promotion to Full files and drafts</td>
</tr>
<tr>
<td>Dec. X</td>
<td>Committee recommendation letters due to Chair/Director</td>
</tr>
</tbody>
</table>
Appendix G.1  
Faculty of Leadership, Counselor Education, Human & Organization Development  
Promotion, Tenure and Review Committee  
20xx-20xx  
Faculty by Status and Due/Receipt Dates

<table>
<thead>
<tr>
<th>Faculty Member (email)</th>
<th>Status</th>
<th>Receipt of TPRR document</th>
<th>Letter of Intent Due</th>
<th>?? - Turn In Date?</th>
<th>File Due to Committee Date</th>
<th>File Turned In Date?</th>
</tr>
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Faculty and Mentors by Due Dates

<table>
<thead>
<tr>
<th>Faculty Member/Mentor</th>
<th>Status</th>
<th>Receipt of TPRR documents</th>
<th>Letter of Intent Due</th>
<th>?? - Turn In Date?</th>
<th>File Due to Committee Date</th>
<th>File Turned In Date?</th>
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30
## Appendix G.2
Promotion, Tenure and Reappointment Review Form 20xx

### Committee Member

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Notable Contributions within Performance Areas</th>
<th>Source of evidence</th>
<th>Judgment within Performance Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>vita</td>
<td>Competence</td>
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<tr>
<td></td>
<td></td>
<td>notebook</td>
<td>Achievement</td>
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<td></td>
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<td></td>
<td>Achievement with</td>
</tr>
<tr>
<td>Research/Scholarship</td>
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</tr>
<tr>
<td>Teaching</td>
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</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other notes</td>
<td></td>
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</tbody>
</table>

---

1. This form is derived from the School of Education document (May 11, 2002), *Promotion, tenure and appointment renewal procedures*.

2. This form is a worksheet for the use of members of the PTR committee (20xx-20xx) members. No single form with notes represents the position of the entire PTR committee, its deliberations, or its final decisions.
**Appendix G. 3**  
Leadership, Counselor Education, Human & Organizational Development  
Promotion, Tenure and Review Committee  
Dossier Review Checkout Form  
Fall, 20xx

<table>
<thead>
<tr>
<th>TPRR Committee Members</th>
<th>Notebooks to Review ↓</th>
<th>Date out</th>
<th>Date In</th>
<th>Date out</th>
<th>Date In</th>
<th>Date out</th>
<th>Date In</th>
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MEMORANDUM

TO: The Deans and All Faculty

FROM: Doris R. Helms, Vice President for Academic Affairs and Provost

DATE: August 12, 2004

SUBJECT: Reappointment, Tenure, and Promotion and Post Tenure Review

This memorandum serves two purposes: first to notify you regarding Tenure and Promotion and Post Tenure Review dates and second to clearly define the format for T&P and PTR portfolios. Dates when T &P and PTR portfolios are due in the Office of the Provost for review and dates when faculty should expect to receive an outcome are defined below.

November 15, 2004  Non-Renewal letters for regular 9 month faculty are due to faculty six months in advance of the appointment's expiration if in the second year of service (second year of service being August 15, 2003-May 16, 2004) Do Not miss this deadline.

December 29, 2004  Non-Renewal letters for regular 12 month faculty are due to faculty six months in advance of the appointment's expiration if in the second year of service (second year of service being July 1, 2003 -June 30, 2004) Do Not miss this deadline.

February 11, 2005  Non-Renewal Letters for regular 9 month faculty are due to faculty three months in advance of the appointment's expiration if in the first year of service (first year of service being August 15, 2003-May 16, 2004). Do not miss this deadline.

February 16, 2005  Tenure and Promotion recommendations are due in the Provost's Office. According to the Faculty Manual: "should notice of the denial of tenure not be given in advance of the expiration of the final probationary appointment, tenure shall become automatic at the end of the probationary period. n Therefore, it is imperative that the department chairs and school directors monitor all non-tenured faculty members who are in tenure-track positions and be keenly aware of the penultimate year for each. Automatic tenure is not an acceptable option, so please be especially vigilant. (Please do not miss this date)
February 28, 2005  Courtesy Non-Renewal letters are due faculty with special faculty rank with the exception of lecturers (in regular appointments) who after 4 or more years of continuous employment, require 12 months notice.

March 29, 2005  Non-Renewal Letters on Regular 12 month faculty are due to faculty three months in advance of the appointment's expiration if in the first year of service (first year of service being July 1, 2003-June 30, 2004). **Do Not miss this deadline.**

April 15, 2005  **Letters reporting the outcome of Promotion and Tenure**, as approved by the Provost and the President, are due the Faculty Member.

May 16, 2005  **Non-Tenured regular faculty after two or more years of service** (including those in the penultimate year who were not granted tenure) are due to receive terminal year non renewal letters (termination letters are due to faculty having completed two or more years of service at least twelve months before the expiration of an appointment) terminal year non renewal letters serve to notify the faculty member of the expectations of the terminal year of employment. **Do not miss this deadline for terminal letters of reappointment.** (For twelve month faculty and for regular lectures with 4 or more years of continuous service, the letter must be in the faculty members hands no later than June 30, 2005)

May 17, 2005  **Post-Tenure Review** files that contain one or more negative votes from the PTR Committee, Chair and/or Dean, are due in the Provost's Office. NOTE: The Faculty Manual states that all tenured faculty will be peer reviewed every six years. Therefore the PTR Portfolio shall come forth through the college in the beginning of the Faculty Members 6th year after being tenured or having completed a Post Tenure Review cycle. Please keep in mind that the year or years in which a faculty member is on sabbatical, unpaid leave, and/or extended sick leave shall not be counted in the review period. Those Faculty who have elected to **TERI are NOT excluded** from the PTR process or remediation unless they sign a binding letter of intent to retire by August 15 of the same academic year during which the review would occur.

May 17, 2005  **Post Tenure Review Remediation:** Copies of the Chair and PTR Committees' written evaluations are due in the Office of the Provost for individuals receiving an unsatisfactory PTR review.

August 16, 2005  **Post-Tenure Review** letters are due to faculty members via distribution through the Dean's Office.
September 1, 2005  Remediation plans for faculty receiving unsatisfactory PTR reviews are due in the Office of the Provost.

The second purpose is to ensure that the portfolios for those candidates being considered either for Tenure and Promotion or Post Tenure Review during A Y 2003-2004 contain the needed information, are comprehensive, are presented in the most favorable light, and are consistent across the entire campus community. This memorandum is not intended to supplant the guidelines established by your college for compiling your portfolio, but to supplement them. If you are being considered either for Tenure and Promotion or Post Tenure Review during A Y 2003-2004, you are respectfully requested to adhere to the format defined on the following pages with appropriate tabbed dividers.

### Tenure and Promotion Review Executive Summary Notebook (TPR)

The TPR Executive Summary Notebook provides documented evidence for review for those being considered for tenure and/or promotion. The TPR Executive Summary Notebook (3-ring, 2-inch) supplied by the faculty member, TPR Committee, and department chair or school director (for dean's review, Dean's Advisory Committees, and Provost's review) shall include the following and shall be presented in the following format, tabbed accordingly:

- Tab 1: Letter Requesting Action - Letter requesting tenure, promotion and/or reappointment.
- Tab 2: Request for Faculty Personnel Action - Request for Faculty Personnel Action Form (Routing Slip) (Attachment G) and, if appropriate, Granting of Tenure Form (Attachment H).
- Tab 3: TPR Committee's Letter of Recommendation - Letter of recommendation from the TPR Committee. The TPR Peer Review Committee should also insert in reverse chronological order copies of all prior year TPR Peer Review Committee letters of recommendation following the current year letter.
- Tab 4: Department Chair's Letter of Recommendation - Letter of recommendation from either the department chair or school director. The department chair/school director should also insert in reverse chronological order copies of all prior year chair/director letters of recommendation following the current year letter.
- Tab 5: Dean's Letter of Recommendation - Letter of recommendation from the dean. The dean should also insert in reverse chronological order copies of all prior year dean letters of recommendation following the current year letter.
- Tab 6: Standard College Resume - Updated detailed resume according to standard college format.
- Tab 7: Top Achievements - Candidate's personal summary of his/her top achievements pertinent to the TPR decision (3 pages maximum).
- Tab 8: Candidate's Teaching Statement - Candidate's statement on teaching including philosophy, methodology, materials developed, effectiveness, challenges, etc. (3 pages maximum).
Tab 9: Student Feedback Forms - Originals of teaching effectiveness evaluation forms submitted by all students for all courses taught during the preceding two regular semesters. Summary instructor statistics and comparisons with department and college averages are to be included.

Tab 10: Other Evidence of Teaching Effectiveness - Any evidence of teaching effectiveness such as senior exit surveys, alumni surveys, in-class peer visitation reports, etc.

Tab 11: Research/Scholarship Activities - Research and scholarship activities not addressed in the standard college resume such as literature citations, patents, awards, research proposals, etc.

Tab 12: Service Activity - Service activity not addressed in the standard college resume. May be documented in letters of recommendation from TPR Committee, department chair/school director, and dean.

Tab 13: Faculty Evaluation Form 3 - Copies of Faculty Evaluation Form 3 for last three years in reverse chronological order. Also included is a spreadsheet of annual evaluation ratings for the past three years including an indication of how the candidate's evaluations compare with other faculty in his/her unit. The department chair/school director inserts these documents into the portfolio.

Tab 14: Goals Statement - Statement of short (1-year) and long-term (5-years) goals.

Tab 15: Administrative Duties - Description of administrative duties, if appropriate.

Tab 16: External Evaluator Listing - Candidate's list of suggested external evaluators including contact information.

Tab 17: External Evaluator Letters of Reference - TPR Committee inserts all external letters of reference from the candidates list and 3 that are independently provided by the TPR Committee) and tenure (tenure will require at least five external reviews, with a minimum of 2 taken from the candidates list and a minimum of two that are independently provided by the TPR Committee) considerations.

Tab 18: Supplementary Information - Any clarifying statements or additional information (supplementary to the standard college resume) that a tenure, promotion, or reappointment candidate wishes to have included in the TPR portfolio (5 pages maximum; optional).

Tab 19: Joint Appointment Agreements - A copy of any joint appointment agreement, if applicable (Attachment J).

Tab 20: Employment Offer Letter - A copy of the original letter of offer of employment is inserted by the dean's office.

Tab 21: Tenure Agreement Form - A copy of the signed tenure agreement form is inserted by the dean's office (Attachment 1).

Tab 22: Promotion Letters - A copy of all promotion letters, as applicable, is inserted by the dean's office.

Tab 23: Department TPR Guidelines - A copy of the department's TPR guidelines is inserted by the department chair/school director.

Tab 24: College TPR Guidelines - A copy of the college's TPR guidelines is inserted by the dean's office.
The Faculty Manual (August 2002 Web Edition http://www.clemson.edu/facman) IV.H.8, page 23 states with reference to Post Tenure Review, "Promotion will be counted as post-tenure review at any time within the 6-year cycle. If a faculty member desires to be considered for promotion in his/her 6th year in the (PTR) cycle (or by the departmental bylaws established to identify colleagues during the first six years), s/he must also be considered for post-tenure review in the same academic year."

A candidate being considered for Tenure and Promotion review (TPR) and Post Tenure Review (PTR) simultaneously will need to include five additional pieces of information in the Tenure and Promotion Review Executive Summary Notebook (TPR) as defined below.

(a) "Two additional years of student evaluations;
(b) two additional years of evaluation Form 3's;
(c) a plan for continued professional growth;
(d) detailed information about any sabbatical outcomes; and
(e) any additional materials deemed necessary for PTR (Post Tenure Review) by departmental bylaws.

The time clock for PTR is reset at this time.

"If the applicant is promoted, then the PTR outcome is automatically considered satisfactory.' The time clock for PTR is reset at this time.

"If the individual being considered for promotion is not promoted, s/he will be required to undergo PTR at the time normally assigned or during the 6th year after the last PTR."

### Post Tenure Review Executive Summary Notebook (PTR)

The PTR Executive Summary Notebook provides documented evidence for review for those undergoing post tenure review. The PTR Executive Summary Notebook supplied by the faculty member, PTR Committee, and department chair or school director, (for dean's review and Provost's review) shall include the following and shall be presented in the following format, tabbed accordingly:

- **Tab 1:** Dean's Recommendation - Request for Post-Tenure Review Personnel Action Form - Dean (Attachment L)
- **Tab 2:** Chair's/Director's Recommendation - Request for Post-Tenure Review Personnel Action Form - Department Chair/School Director (Attachment M). Report from Department Chair/School Director and faculty member's response, if any. NOTE: The letter of recommendation shall include a commentary on the Faculty Member's significant accomplishments during the review period.
- **Tab 3:** PTR Committee's Recommendation - Request for Post-Tenure Review Action Form PTR Committee (Attachment N). Report from PTR Committee and faculty member's response, if
any. NOTE: The letter of recommendation shall include a short summary of the Faculty Member's significant accomplishments during the review period.

Tab 4: Granting of Tenure Form - Copy of filed form. (Attachment H or I, whichever is appropriate).

Tab 5: External Evaluator Letters of Reference - Letters of Recommendation from external reviewers, if required by departmental PTR by-laws/guidelines.

Tab 6: Standard College Resume - Updated detailed resume according to standard college format.

Tab 7: Student Evaluation of Teaching - Summary statistical sheets for "Student Evaluation of Instructors" for past five years in reverse chronological order.

Tab 8: Plan for Professional Growth - Plan for continued professional growth.

Tab 9: Sabbatical Leave Outcomes - Detailed information about outcomes of any sabbatical leave awarded during the six-year post-tenure review period.

Tab 10: Additional Letters of Support

Tab 11: Other Documents - Additional documents relative to the review. This could include any additional evidence of teaching effectiveness, research impacts, or service activity.

Find enclosed copies of forms noted above as Attachment G, H, L, M and N. Should you have any questions on the foregoing, please contact Brenda J. Smith at 656-3940 or email BJS@CLEMSON.EDU

DRH/bjs

c: President Barker
   Dr. John Kelly
   File

Attachments: G, H, L, M and N

Page 6 of 6