

**Clemson University**  
**Eugene T. Moore School of Education**  
Tenure, Promotion and Reappointment (TPR)

Guidelines for Preparing a Dossier/Notebook  
(Teacher Education)

Table of Contents

Check List for Preparing Dossier/Notebook .....	2
Appendix A: Request Letter Boilerplate .....	7
Appendix B: School of Education Vita Format .....	8
Appendix C: Summary of Courses, Advising, and Student Evaluations .....	10
Appendix D: Candidates for Promotion Nomination of External Reviewer Form ...	12

CLEMSON UNIVERSITY  
**Eugene T. Moore School of Education**

**Checklist for Preparing Tabs in the Notebook Required for Tenure, Promotion, and Reappointment (Teacher Education)**

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

Notes	Check Completed	Tab Number and Description	Specifications and Guidelines
<ul style="list-style-type: none"> <li>See Appendix A.</li> </ul>		Tab 1: Letter Requesting Action	Insert a copy of the signed letter addressed to the TPR committee requesting tenure and/or promotion, or reappointment. That letter should have already been submitted by a deadline early in the Fall semester. See Appendix A for a boilerplate of this letter.
Candidate <u>does not</u> complete this tab.	√	Tab 2: Request for Faculty Personnel Action	<b>Do not remove anything in this tab. Materials added by School Director.</b>
Candidate <u>does not</u> complete this tab.	√	Tab 3: Committee Recommendation	<b>Do not remove anything in this tab. Materials added by TPR Committee. All letters from prior years should be inserted in reverse chronological order.</b>
Candidate <u>does not</u> complete this tab.	√	Tab 4: Director Recommendation	<b>Do not remove anything in this tab. Materials added by Dept Chair. All letters from prior years should be inserted in reverse chronological order.</b>
Candidate <u>does not</u> complete this tab.	√	Tab 5: Dean Recommendation	<b>Do not remove anything in this tab. Materials added by Dean. All letters from prior years should be inserted in reverse chronological order.</b>
<ul style="list-style-type: none"> <li>Remove any statements from previous years.</li> <li>See Appendix B.</li> </ul>		Tab 6: Standard College Resume	Insert your vita. The organization and content of your vita can be personalized, but it <b>must</b> conform to the criteria specified in Appendix B (APA style).

<ul style="list-style-type: none"> <li>Remove any statements from previous years.</li> <li>Read Teacher Education Guidelines for Promotion and Tenure (2008) to determine what accomplishments are valued in research, teaching, and service.</li> </ul>		<p><b>Tab 7: Top Achievements</b></p>	<p>Insert a statement (<b>1000 words maximum</b>) that highlights your top achievements in teaching, research, and service and that makes a convincing case for the action you are requesting. Your statement should be in accordance with the Teacher Education Guidelines for Tenure, promotion, and reappointment. <b>For reappointment</b>, you should highlight your achievements since your previous appointment. <b>For promotion and tenure</b>, you should highlight your cumulative accomplishments since you became a tenure-track faculty member. <b>For promotion to full professor</b>, you should emphasize your achievements since your promotion to Associate Professor.</p>
<ul style="list-style-type: none"> <li>Remove any statements from previous years.</li> <li>Read the section on <i>Teaching</i> in the Teacher Education Guidelines for Promotion and Tenure (2008) to determine how teaching is defined, how it can be documented, and what is valued.</li> </ul>		<p><b>Tab 8: Candidate's Teaching &amp; Advising Statement (3 pgs max)</b></p>	<p>Insert a statement (<b>1000 words maximum</b>) that highlights and contextualizes your accomplishments in the area of teaching and advising. Remove any previously written statements that are not current. 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/advising, perhaps indicating how you have responded to evaluative input. You may also insert a statement of your teaching and/or advising philosophy. If you do, it should be grounded in the relevant literature (i.e., it should be scholarly in tone and content).</p>
		<p><b>Tab 9: Student Feedback Forms –</b></p>	<p>Appendix C should be completed and inserted as the first page in this section. Then, insert full official summaries of evaluations for at least the two previous academic years, unless you have taught at Clemson for less than 2 years. Typically, it is not necessary to insert full summaries for courses taught more than 2 years ago. However, in some instances it may be useful to do so (e.g., your teaching loads have been light during that period or you wish to document more fully an improving trend).</p>
<ul style="list-style-type: none"> <li>Read the section on <i>Teaching</i> in the Teacher Education Guidelines for Promotion and Tenure (2008) to determine how teaching is defined, how it can be documented, and what is valued.</li> </ul>		<p><b>Tab 10: Other Evidence of Teaching Effectiveness</b></p>	<p>Insert any other notable evidence that may be available in support of your teaching. The first page of this tab should briefly summarize and contextualize any evidence that follows (<b>maximum of 500 words</b>). 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 coursework but directly related to your teaching, peer-evaluations, unsolicited feedback about your teaching, peer evaluations, and so forth.</p>

<ul style="list-style-type: none"> <li>• Read the section on <i>Research and Scholarship</i> in the Teacher Education Guidelines for Promotion and Tenure (2008) to determine how research and scholarship is defined, how it can be documented, and what is valued.</li> </ul>		<p><b>Tab 11:</b> Research/Scholarship Activities not addressed in the standard college resume</p>	<p>Insert a statement (<b>1000 words maximum</b>) summarizing your current and anticipated activities in the area of research and scholarship. Further, you should comment explicitly on the rigor and quality of the outlets for your work. For example, to what extent is your work published in rigorously peer-reviewed outlets. For publications that you wish to argue have been published in high quality and rigorous outlets, you must provide appropriate documentation (members of the TPR Committee may not be familiar with journals in your field). For example, for journals you could indicate a journal's readership and circulation; its sponsoring organization, if appropriate; and its rate of acceptance. You might also include a copy of the editorial review board and board members' affiliations. Invited publications, such as chapters, may be argued to be of high quality and impact, for example, based on the status of the editors and other contributors, published reviews of the book in highly regarded outlets, and so forth. It is also recommended that you provide data from the Social Citation Index or a comparable source to document the impact of your work. An absence of such information and data will suggest that a publication is of lesser importance in terms of quality, rigor, and impact. For any work referenced in this or any other section of the notebook as "in press," you must include in this section a copy of an official acceptance from the editor or publisher. <b>For promotion and tenure, do not include copies of publications in this section. For Reappointment you must include the following artifacts from the preceding academic year (remove any artifacts from previous notebooks):</b> copies of (a) all publications; (b) manuscripts accepted for publication; (c) manuscripts submitted for publication with information about where they have been submitted; (c) conference papers presented or proposals accepted, or submitted; and (d) a summary of proposals for funded projects that have been funded or submitted. The FAS summary in this area, or a project abstract will suffice; do not submit the full text of lengthy proposals.</p>
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<ul style="list-style-type: none"> <li>Read the section on <i>Service</i> in the Teacher Education Guidelines for Promotion and Tenure (2008) to determine how service is defined, how it can be documented, and what is valued.</li> </ul>		<p>Tab 12: Service Activity not addressed in the standard college resume</p>	<p>Insert a statement (1000 words maximum) summarizing your current and anticipated activities in the area of service. Use the following headings: <b>Service to Clemson Colleagues</b> (e.g., departmental, college, university committees), <b>Service to the Field</b> (e.g., officer of professional organization, member of editorial review board), and <b>Service to Practitioners and to the Public</b> (e.g., workshops for teachers, parents, students; consulting; serving as an expert for media outlets). <b>Note. Service not related to a candidate's professional expertise should <u>not</u> be included</b> (e.g., organizing a fund raiser for a charity unrelated to one's professional expertise). For activities listed in each area, address the amount of time and effort required, the level of prestige and opportunity for leadership, the scope and potential impact of an activity, and the degree to which the service activity is innovative in its conception and implementation. In this section you may include documentation or artifacts in support of your case for amount of time and effort (e.g., meeting schedules or minutes or letter from an editor), prestige and potential impact (e.g., official descriptions of a panel's scope and potential impact), and innovation (e.g., comments from outside reviewers, members of the news media, or workshop evaluations).</p>
		<p>Tab 13: Form 3s</p>	<p><b>Do not remove anything in this tab.</b> Add the Form 3 from the previous year. All Form 3s from prior years should be inserted in reverse chronological order.</p>
<ul style="list-style-type: none"> <li>Remove any statements from previous years.</li> </ul>		<p>Tab 14: Goals Statement</p>	<p>Insert a print out of your most recent FAS goals (one and five year versions), approved by your chair.</p>
<ul style="list-style-type: none"> <li>If you have not had administrative duties, insert nothing</li> </ul>		<p>Tab 15: Administrative Duties</p>	<p>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. You may insert supporting documentation (e.g., data supporting scope of your duties, evaluation of your work or effectiveness), but it typically is not necessary. If you have not been involved in any administrative duties, insert nothing.</p>

<ul style="list-style-type: none"> <li>• Candidates for tenure and/or promotion <u>only</u>. Reappointment candidates <u>do not</u> complete this tab.</li> <li>• Use Appendix D</li> </ul>		Tab 16: External Evaluator Listing	<p>Candidates for promotion or tenure must complete and insert Appendix D, which the TPR committee will use to select at least 3 of the 6 external evaluators. In addition, you must prepare and insert here one copy of a packet (additional copies will be made by office staff) for the external evaluators that includes the following:</p> <ul style="list-style-type: none"> <li>• Current Vita</li> <li>• Statement of Top Achievements (your statement from Tab 7 can be used for this purpose)</li> <li>• Three to five publications that best support your case for tenure and/or promotion (published or in press). All publications should be in 8.5" x 11" format for copying purposes.</li> </ul>
Candidate <u>does not</u> complete this tab.	√	Tab 17: External Evaluator Letters of Reference	<b>Do not insert anything in this tab. TPR Chair solicits and inserts.</b>
		Tab 18: Supplementary Information - (supplementary to the standard college resume)	Certificates and similar evidence of on-going professional development may be included here. If such evidence is included, then a brief summary statement (maximum 500 words) should precede documentation in this section.
<ul style="list-style-type: none"> <li>• Complete only if you have a joint appointment</li> </ul>		Tab 19: Joint Appointment Agreements	<b>If you have a joint appointment</b> , insert the official communication indicating the conditions of your joint appointment. <b>If you do not have a joint appointment</b> , insert nothing in this section.
Candidate <u>does not</u> complete this tab.	√	Tab 20: Employment Offer Letter	<b>Do not remove anything in this tab.</b> (Copy of original offer letter goes here.)
Candidate <u>does not</u> complete this tab.	√	Tab 21: Tenure Agreement Form	<b>Do not remove anything in this tab.</b> (Copy of original tenure agreement goes here.)
Candidate <u>does not</u> complete this tab.	√	Tab 22: Promotion Letters	<b>Do not insert anything in this tab.</b> <u>Dean's Office prepares.</u>
Candidate <u>does not</u> complete this tab.	√	Tab 23: Department TPR Guidelines	<b>Do not remove anything in this tab.</b> <u>Dept. Chair/School Director prepares.</u>
Candidate <u>does not</u> complete this tab.	√	Tab 24: College TPR Guidelines	<b>Leave this section empty. HEHD has no College Guidelines.</b>

**APPENDIX A**

**BOILERPLATE REQUEST LETTER**

**[Insert Date; use Clemson letterhead]**

Dr. Linda Gambrell  
Chair, Tenure, Promotion, and Reappointment Committee  
Faculty of Teacher Education  
Clemson University

Dear Dr. Gambrell:

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

### EUGENE T. MOORE SCHOOL 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

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#### 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] <sup>1</sup>			Means on item [G13] <sup>1</sup>		
					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.]										

<sup>1</sup>The 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.]			

**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

CANDIDATE’S NAME: \_\_\_\_\_

CANDIDATE FOR (CHECK ONE): \_\_\_\_\_ ASSOCIATE PROFESSOR WITH TENURE; \_\_\_\_\_ FULL PROFESSOR; \_\_\_\_\_ TENURE ONLY

**Provide the names of 8-10 qualified external reviewers** (*Qualifications listed on following page*)

Name Rank Position at University	Institution Physical Address Mailing Address	Current Contact Information		1. Relationship to Candidate (See Appendix D, following page) 2. Summary of Reviewer Qualifications (Attach as separate file)
		Email	Phone / Fax	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

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: \_\_\_\_\_