

**Elementary Education and Childhood Studies Promotion and Tenure Committee
Practices and Policies**

Approved by the Elementary Education and Childhood Studies Department 4/16/14

Fall:

Promotion and Tenure Chair, or a designee provides new tenure track faculty members with copies of all pertinent P&T materials.

Year prior to promotion and tenure application (*prior to meeting candidate submits CV in approved format to the committee and chair*):

Candidate meets with P&T committee members and chair.

- Committee reviews the application process with the candidate.
- Candidate asked to describe the evidence s/he is using to support the application.
- Committee may offer guidance/suggestions as to what kinds of evidence would be appropriate for the application.
- Committee provides candidate with written copy of notes.

Year of application for promotion and tenure (or promotion only):

- Candidate's materials are due to P&T committee by October 15.
- Committee reviews materials individually and meets to discuss application materials as a group.
- Candidate may be asked by the Committee Chair to provide clarification in writing or additional documentation.
- Committee evaluates and votes on application and prepares recommendation.
- Committee's recommendation is submitted in writing to the candidate one week before it is due to the Department Chair (November 8).
- Committee's recommendation is submitted in writing to the Department Chair on November 15.

Spring:

In each previous year, candidate meets with P&T committee members to:

- discuss promotion and tenure guidelines and expectations and review Provost's website;
- explain the application process;
- review updated CV;
- check on candidate's progress and discuss candidate's P&T timeline; and
- answer questions and address any other concerns regarding P&T process.

The goals of the spring meeting are to:

- inform candidates of P&T guidelines and expectations;
 - offer guidance to candidates regarding kinds of evidence that would be appropriate for the P&T application;
 - discuss evidence candidate is using, or plans to use, to show s/he is meeting expectations;
- and

- support candidates in formulating their annual work plan and develop a timeline to accomplish it.

Spring meetings with candidates are not evaluative. The P&T Chair will provide candidates and committee members with a written copy of notes from the spring meeting. These notes are intended as a record and reminder of what was discussed and not as a progress report or evaluation.

All candidates will meet with the Department Chair to discuss their annual work plan in the spring of each year.

Application Format and Guidelines

In addition to the application procedure that is described in the Faculty Handbook, the Elementary Education and Childhood Studies (EECS) Department has set the following guidelines for the format of the P&T application.

Because the Personnel Action Folder is reviewed not only by the P&T Committee, but also by individuals who may not be personally familiar with the candidate's background and qualifications, we recommend that you clearly indicate how you have met the guidelines for promotion or tenure as stated in the Faculty Handbook. To that end, clearly describe how each activity and/or piece of evidence relates to specific promotion and tenure guidelines.

The candidate should submit to the Chair of the P&T Committee by October 15th the following materials in electronic format or:

- One (1) complete, original copy of the Personnel Action Folder (set of application materials)
- Five (5) copies of the Personnel Action Folder
- One (1) set of supporting documentation

The Personnel Action Folder should be in electronic format, and should include the following:

- Initial Request
- Candidate's Employment and Education Summary
- Statement on Teaching
- Statement on Scholarly/Professional Activity
- Statement on Service
- Copies of letters of support (indexed):
 1. Addressed to the chair of the P&T Committee,
 2. From individuals qualified to speak to promotion and tenure,
 3. Typically not from subordinates or current students
- Copies of evaluation and reappointment letters from the Department Chair and Vice President
- Curriculum Vitae in approved PSU format

Supporting documentation is presented in electronic format, and organized by teaching, scholarship, and service. These materials typically include:

- Student course evaluations
- Illustrative course syllabi, assignments, etc.
- Documentation of scholarly presentations/publications
- Documentation of service activities
- Letters written about the candidate's contributions, thank you letters, etc.

EECS Department Criteria for Teaching, Scholarship, and Service

Candidates for Promotion and Tenure in the EECS department are adaptable and reflective practitioners who readily generate and actualize innovative ideas and actively promote the participation of others in a way that will lead toward task accomplishment and add mindfully to the intellectual, social and emotional strength of human beings.

Candidates for Associate Professor in the EECS department will provide evidence that they are initiating their journey toward becoming an educator/scholar who provides significant service to others locally and regionally.

Candidates for Professor in the EECS department will provide evidence that they have actualized their journey toward becoming an educator/scholar who provides significant service to others within and beyond the region.

Criteria for Teaching, Scholarship, and Service

(Elaborated from Faculty Handbook, sections 2.7 and 2.8, endorsed by faculty March 2012)

Teaching

For tenure and/or the rank of *Associate Professor*, candidates are required to demonstrate that they have met the criteria for effective teaching in the areas listed below.

For the rank of *Professor*, candidates must demonstrate evolution and growth in their teaching while continuing to meet the criteria for effective teaching.

Faculty members are responsible for the design and delivery of courses, and for the creation and evaluation of curricula, which direct and shape both general and specific student learning.

- Engages in scholarly teaching
- Uses effective instructional design
- Utilizes appropriate instructional delivery
- Employs instructional assessment
- Mentors and supports students

Materials that may be included as evidence of *effective teaching*:

- Examples of teaching materials such as syllabi, exams, projects, and assignments, etc., or other appropriate materials
- Examples of student work

- Awards, commendations, nominations for successful teaching
- Examples of student success, e.g., presentation/publication of student work, participation in contests, or artistic exhibitions, etc.
- Examples of success in advising, mentoring and supporting students
- Examples of continuing education activities that develop new areas of expertise required of the discipline/department or that promote a new scholarly/creative direction for the candidate's professional growth
- Other evidence deemed relevant by the candidate

CANDIDATE'S STATEMENT ON TEACHING

Focus on presenting and discussing evidence that shows the extent to which you meet the criteria for effective teaching:

- Engages in scholarly teaching
- Uses effective instructional design
- Utilizes appropriate instructional delivery
- Employs instructional assessment
- Mentors and supports students

Scholarship

In the EECS department, scholarship includes presenting workshops, providing professional development (PD) activities, consulting, developing new programs through planning, learning, and immersion in their profession. Example: Associate Prof may mean creating new courses; Professor may mean developing new programs.

For tenure and/or the rank of *Associate Professor*, candidates are required to possess an emerging body of scholarship and demonstrate scholarship that meets the criteria outlined above.

For the rank of *Professor*, candidates are required to demonstrate a well-developed and sustained body of scholarship that demonstrates maturity in one's field and meets the criteria outlined above. Candidates must demonstrate and provide evidence of growth as a scholar since their last promotion.

Faculty members are expected to be involved in scholarship in their disciplines including active and effective participation through presentations, publications, exhibitions, and/or performances.

Plymouth State University values diversity in scholarship that is informed by the *Boyer Model of Scholarship*. This framework considers the multiple forms that scholarship may take; there is no requirement that candidates involve themselves in all of these types of scholarship.

Types of Scholarship

Scholarship of Discovery

Building new knowledge through research or creating new works.

Scholarship of Teaching and Learning

Investigating teaching theory and/or processes for the purpose of optimizing learning.

Scholarship of Integration

Making connections across disciplines and advancing knowledge through synthesis.

Scholarship of Engagement

Utilizing relevant research by linking theory and practice in collaboration with community stakeholders to solve pressing social, civic, or ethical problems.

Scholarship involves systematic action that results in contributions to the body of knowledge as set out by one's discipline. The evaluation of scholarship, regardless of the type as defined above, will be based upon quality and impact to show a comprehensive picture of outcomes from various endeavors.

- Conducts scholarship in a manner with clear goals and appropriate methods
- Demonstrates discipline-related or interdisciplinary expertise
- Meets the standards of discipline-related or interdisciplinary scholarship
- Contributes to a body of knowledge through new, original and/or innovative works
- Disseminates to a wider audience in an appropriate forum (presentations and/or publications to scholarly peers, exhibitions, performances, etc.)
- Makes an impact or contribution to the discipline or some community of people

Materials that may be included as evidence of scholarship:

- Copies of works disseminated to a wider audience (e.g. public presentation, publication, workshop, performance, exhibition)
- Publications (e.g. book, chapter in book, peer reviewed article, grant proposal, critical review or editorial in refereed journal, creative work, musical composition, editing music, research report, publication in trade or popular journal, chapter in book)
- Presentation or performance at regional or national meeting (refereed or invited)
- Copy of preliminary work that will lead to dissemination to a wider audience including: Research and experimentation for course development or improved pedagogy that will later be presented; Research, data collection, project preparation, research/creative/artistic works in progress; and Copy of grant proposal or patents submitted
- Sample of development of new professional tools for use with clients/professionals outside the University
- Digital media or reviews of commissioned art or musical composition.
- Other evidence deemed relevant by the candidate.

CANDIDATE'S STATEMENT ON SCHOLARSHIP

Focus on presenting and discussing evidence that shows the extent to which you meet the criteria for quality scholarship:

- Conducts scholarship in a manner with clear goals and appropriate methods
- Demonstrates discipline-related or interdisciplinary expertise
- Meets the standards of discipline-related or interdisciplinary scholarship
- Contributes to a body of knowledge through new, original and/or innovative works
- Disseminates to a wider audience in an appropriate forum (presentations and/or publications to scholarly peers, exhibitions, performances, etc.)
- Makes an impact or contribution to the discipline or some community of people

Service

In the EECS department, service includes working with others in your profession, and collaboration with colleagues - you are part of a bigger picture and will remain active in your profession.

For tenure and/or the rank of Associate Professor, candidates are required to demonstrate meaningful contributions to the program, department, and University and have provided expertise to serve the community and/or their profession that meets the criteria outlined above.

For the rank of Professor, candidates are required to continue to meet the same expectations as for Associate Professor and are required to demonstrate leadership in their service activities within and beyond the University.

Service is expected of all faculty members and must include service to the department and the University, as well as to the community and/or profession. Contributions to all of these constituents are especially important for promotion to *Professor*.

Service to the University and the department involves participation in governance and is an application of stewardship. It might involve serving on departmental and University committees; playing leadership roles within the program, department and/or University; supporting and contributing to efforts and activities that promote student success; and contributing to the overall functioning of the PSU community.

Service to the profession and/or the community involves the application of professional expertise that is closely related to candidates' assigned roles, enhances the reputation of the university, and provides benefits to Plymouth State University.

Service involves active participation and demonstrable outcomes that enhance circumstances in the department, University, community, and discipline and involves application of one's professional expertise to bring about positive outcomes.

The evaluation of service captures a comprehensive picture of contributions across multiple contexts.

Materials that may be included as evidence of service:

- Copies of reports, proposals, letters of support or other documents demonstrating meaningful contributions to department and University.
- Copies of reports, proposals, letters of support or other documents demonstrating meaningful contributions to community and/or profession through the application of professional expertise (e.g. officer, board of director, program coordinator, editorial board member, journal reviewer, artistic adjudicator, consultant, etc., at national, state, regional, or local level).
- Other evidence deemed relevant by the candidate.

Meaningful Service will be evaluated by the extent to which these criteria are met

- Demonstrates contributions to the department, the college, and the University
- Conducts activities with integrity and professionalism
- Accepts responsibilities and follows through on commitments
- Demonstrates ability to work collaboratively
- Makes contributions to the community and/or the profession through the application of professional expertise

CANDIDATE'S STATEMENT ON SERVICE

Focus on presenting and discussing evidence that shows the extent to which you meet the criteria for meaningful service:

- Demonstrates contributions to the department, the college, and the University
- Conducts activities with integrity and professionalism
- Accepts responsibilities and follows through on commitments
- Demonstrates ability to work collaboratively
- Makes contributions to the community and/or the profession through the application of professional expertise

Approved April 16, 2014

Elementary Education and Childhood Studies Department