Plymouth State University

<p style="text-align:center">FACULTY MEETING AGENDA
March 7, 2012
3:35 – 5:00 PM, Heritage Commons</p>

I.   **Acceptance the draft minutes** of the February 1, 2012 meeting. Minutes are available online on the Faculty Governance blog. You will be required to log in to myPlymouth to view the minutes. The Faculty Governance Blog may be found at http://www.plymouth.edu/committee/faculty/

II. Reports

   A. Sara Jayne Steen, President

   B. Julie Bernier, Provost and Vice President for Academic Affairs

III. New Business

   A. Resolutions of the Standing Committees - None

   B. **REPORT from the Athletic Council**

     Report is Attached at Appendix A

   C. **MOTION from the Nominating and Balloting Committee** (Christian Roberson): to amend Article III of the Faculty Bylaws as described below:

     <u>PROPOSED WORDING (changes in italics):</u>

     Membership in the faculty shall be restricted to those persons employed at Plymouth State University who have appointments in one of the following categories: Tenure-Track Faculty, *Clinical Faculty, full-time, benefitted Research Faculty*, *or* Contract Faculty. Only such members of the faculty may vote on issues at faculty meetings, vote in faculty elections, or be elected to faculty offices and committees. The one exception is that the adjunct faculty will each year elect an adjunct faculty member to serve as a voting participant of the Faculty Welfare Committee for a one-year term.

    See Appendix B for the current wording and a link to Faculty Handbook for updated information on faculty categories and descriptions.

   D. **MOTION from Academic Affairs** (Clarissa Uttley): To accept the change to the fair grading policy and to accept the addition of the new Faculty Grade Change Procedure.

    See Appendix C for the proposed changes.

   E. **MOTION from Promotion, Tenure & Evaluation Advisory Group** (Eric Hoffman): To accept revisions to the Promotion and Tenure policies and procedures - sections 2.7 and 2.8 of the Faculty Handbook.

    See Appendix D for a summary of the faculty actions and activities that have led to the revisions.

See Appendix E for a document titled "University Promotion and Tenure Guidelines" which contains the revised sections 2.7 and 2.8 of the Faculty Handbook.

See Appendix F for a document titled "Personnel Action Folder" which reflects changes to the Handbook.

IV. Announcements

V. Adjourn

Appendix A

REPORT TO FACULTY FROM THE ATHLETIC COUNCIL

As you know from the email you received last month from the Athletic Council, we have been hard at work addressing many of the issues you have brought to us about our student-athletes.. Here is a quick recap of those issues:

1) We are pleased with the revision of academic standards for student-athletes and are happy to report that last semester's performances were the first to be tested under the new standards. From over 200 student-athletes, only 5 were identified in academic difficulty and all of those took necessary steps (like taking winterim courses) to correct deficiencies.

2) The email faculty received last month addressed concerns some faculty had expressed about the "real" policy for advising and registering student-athletes for classes. It also addressed faculty concerns about what kind of notification should be expected when a student-athlete would be missing a class for a university-sponsored athletic contest. We hope the email helped clarify some of these issues and will result in a more efficient course selection process.

3) Another issue that has been brought to the Council repeatedly over the last 3 years is that of registering student-athletes in courses that would avoid as many of these time conflicts as possible. Some of those conflicts include:
   a. Student-athletes take classes that conflict with travel schedules.
   b. Student-athletes take classes that conflict with home games, and therefore pre-game warm-up schedules.
   c. Student-athletes miss classes due to game schedules.

   Potential solutions to each of these issues include:

   a. *Identifying to the Registrar those incoming first-year students planning to play a sport. These students, to the extent that the Registrar can, are hard scheduled into courses that meet earlier in the day.
   b. **Student-athletes will bring practice, game and travel schedules to registration advising meetings.
   c. Create a system that would register student-athletes earlier in the registration process in order to avoid being shut out of earlier section times during the semester of their sport's season.
   d. Other solutions?

   *already in place

   **planned for spring registration advising weeks

Appendix B

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Membership in the faculty shall be restricted to those persons employed at Plymouth State University who have appointments in one of the following categories: Tenure-Track Faculty, *Clinical Faculty, full-time, benefitted Research Faculty*, *or* Contract Faculty. Only such members of the faculty may vote on issues at faculty meetings, vote in faculty elections, or be elected to faculty offices and committees. The one exception is that the adjunct faculty will each year elect an adjunct faculty member to serve as a voting participant of the Faculty Welfare Committee for a one-year term.

CURRENT WORDING:

Membership in the faculty shall be restricted to those persons employed at Plymouth State University who have appointments in one of the following categories: Tenure-Track Faculty and Contract Faculty. Only such members of the faculty may vote on issues at faculty meetings, vote in faculty elections, or be elected to faculty offices and committees. The one exception is that the adjunct faculty will each year elect an adjunct faculty member to serve as a voting participant of the Faculty Welfare Committee for a one-year term.

NOTE:

Please see section 2.1 of the Faculty Handbook for updated information on faculty categories and descriptions.

https://www.plymouth.edu/office/vpaa/files/2012/02/Faculty-Handook-revised-2-29-2012.pdf

Appendix C

REVISED POLICY from Academic Affairs

Fair Grading
Fair and equitable grading reflects values to which all members of the Plymouth State University community commit themselves. Grades are used to assess the relative extent to which students achieve course objectives in all for-credit courses at PSU.

Academic freedom allows instructors (1) to determine course objectives, within the bounds of established curricula, and the means by which a student's mastery of those objectives will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments.

Students have the right to challenge evaluations of their work, and hence instructors are accountable with regard to providing and explaining all relevant grades and grading criteria.~~Such~~Grading challenges are of two kinds. Those that question the accuracy of grades are resolved by means described under Grade Appeals. Questions related to the policy or process of making assignments and determining the final grade are addressed by Standards for Fair Grading.

Standards for Fair Grading

To achieve fair and equitable grading, instructors shall inform students, in writing, e.g., via a syllabus, of the course objectives and the means by which student mastery of those objectives will be determined. Instructors are expected to share this information with students during the first class meeting and to provide this information, in writing, no later than the second class meeting. These arrangements cannot be altered after the class has met for one quarter of its scheduled class meeting time if the changes disadvantage a student. The grade of a student shall be based solely on the criteria known to all students in the class, and all such criteria shall apply to mastery of stated course objectives.

Examples of violations of the fair grading policy include, but are not limited to, the following:
1. Allowing alternate work to substitute for coursework assignments, for a particular student or group of students, when that option has not been stated in the syllabus as available to all students
2. Allowing a student to perform extra work, over and above that described in the syllabus, to influence her or his grade, when that same opportunity has not been made available to all students
3. Allowing any student to perform extra work after final grades have been submitted to improve their grade

Exceptions to the above example violations may be allowed in cases related to documented learning disabilities when alternative testing arrangements have been made through Plymouth Academic Support Services (PASS) and in cases where there are documented serious extenuating circumstances.

When a member of the Plymouth State University community believes that fair grading practices are not being followed in a particular course, they must raise the issue in the following way.

    I. Raise the issue with the instructor of the course to consider whether the suspected violation of the fair grading policy did occur. If the facts of the matter are disputed, without resolution, the chair of the instructor's department shall be consulted; if unresolved, the associate vice president for undergraduate studies shall be consulted; and if unresolved, the Faculty Academic Affairs Committee shall hear the facts and reach

findings. If it is determined that a violation of the fair grading policy did occur, either through the above process or through the instructor saying so at the outset, and the instructor can and does make suitable arrangements to come into compliance with the policy, the matter will be considered resolved.

II. If a violation of the fair grading policy is shown to exist via step I, and the instructor cannot or will not take immediate remedial action, he or she shall be guided, by the Academic Affairs Committee, as to how to correct the problem and as to how to ensure that such a situation does not occur in the future. The most extreme case would result in the placing of a letter in the personnel file of the instructor involved, stating the nature of the matter and the conclusion reached by the Academic Affairs Committee. A copy of this letter would then be sent to the appropriate department chair and the vice president for academic affairs.

Barring matters related to the just administration of the fair grading policy above, final grades submitted to the registrar may only be changed due to an error in determining the grade or an error in recording the grade. Students may challenge the accuracy or completeness of their semester's academic record for a period of **one** year from the end of the semester in question. After this period the University shall have no obligation to alter a student's academic record except to correct an error in transferring grades from the official grade roster to the transcript.

CURRENT POLICY
Grade Appeals
Students who challenge a grade should begin by talking with the instructor of the course involved. If the situation cannot be resolved by that means, or if the nature of the problem precludes discussion with the instructor, students may bring the matter to the attention of the chair of the individual's department. The chair will attempt to resolve the matter either through discussion with the instructor alone or jointly with the student. If these meetings do not provide a solution satisfactory to all parties, the question may be taken to the associate vice president for undergraduate studies, where the matter will be reviewed. Regardless of the outcome of these discussions, only the instructor of a course, using her/his professional judgment, can change a student's grade. If the associate vice president is not satisfied with the proceedings, the associate vice president can ask the Academic Affairs Committee to hear the matter as described in I and II under Standards for Fair Grading.

NEW POLICY

Faculty Grade Change Procedure

All grades are considered final when grade rosters are turned off by the registrar. The circumstances and procedures outlined in the Fair Grading and the Grade Appeal policies described above represent the only means by which a final grade may be changed. When a final grade change is warranted an instructor requests a grade change by submitting a course grade change form to the associate vice president for undergraduate studies for approval. Grades of Incomplete (IC) are submitted to the registrar in accordance with the university's Incompletes policy. Changes of IC grades to letter grades are subsequently submitted through a course grade change form to the associate vice president for undergraduate studies.

Rationale for the changes:

1. Adding the language about faculty accountability—while the vast majority of faculty do provide information about grades when asked to, there have been a few times where this has not happened—making this explicit will better help students and the AVP address these cases.
2. Having two years to challenge a grade is excessive—students need to monitor their grades and address any grade issues within a reasonable time frame. After two years, memories fade, records may be unavailable. The one year time frame brings PSU in line with other institutions.
3. Grade change policy: currently change of grade forms are submitted directly to the registrar. Often times the registrar must consult with the AVP about the appropriateness of a change. This new policy directs grade changes to the AVP, who oversees academic policy. Again, this change brings PSU in line with other institutions.

Appendix D

Promotion, Tenure, and Evaluation (PT&E) Advisory Group

Summary of P&T Policy and Procedure Revision

February 2012

This document outlines the significant steps taken in this faculty driven process. The revisions made to P & T policies and procedures (Sections 2.7 and 2.8 in the Faculty Handbook) were informed and written by faculty members from across the university and in collaboration with the Provost.

Here are the significant steps in the process:

Timeline and events leading to the creation of the PT&E Advisory Group

May 2007 – Faculty Welfare Committee brought the motion to create the Promotion and Tenure Task Force.

Fall 2008 - Promotion and Tenure Task Force reported to faculty. Faculty strongly endorsed the recommendations of the Task Force. One of the recommendations was to revise P&T policies and guidelines.

2009: Faculty Welfare Committee asked the Provost to address the recommendations.

Feb. 2009: PT&E Advisory Group Formed

- Faculty members have made up the majority membership in the group since its inception.

Activities and Actions of the PT&E Advisory Group:

The group has undertaken the following activities to arrive at this revision of Promotion and Tenure policies (Section 2.7 of the Faculty Handbook):

Activities leading to an initial draft (2009-2010):

- Used Faculty Welfare Research on P&T Best Practices (Spring 2007) to begin draft.
- Incorporated recommendations from the report of the P&T Task Force (Fall 2008).
- Examined Departmental P&T Guidelines.
- Examined exemplary P&T policies recommended by ASCU.
- Department Chairs, P&T committee members, and recent candidates were surveyed.

Faculty Input and Feedback Opportunities: (2010-11):

- Initial draft was reviewed by
  - Faculty Welfare Committee
  - Research Advisory Council
- Together with the RAC, the PTE Advisory group facilitated discussions of Boyer Model of scholarship.
- Faculty members were invited to participate in numerous focus groups to comment on the strengths of the revision, ask questions, and give feedback.

- Faculty members were invited to comment via e-mail.
- One session during Faculty Week (2011) was devoted to obtaining significant input from faculty members.

Final Revisions (2011-12):

- Incorporated all the input and feedback from faculty members.
- Procedures in section 2.8 were revised to align with revisions in section 2.7.
- The Personnel Action Folder was revised to align with both sections.

PT&E Advisory Group Assessment of Revisions:

The PTE Advisory Group believes that this revision represents a positive change to the policies. The new policies are:

- Comprehensive
- Clear
- Fair and Equitable
- Transparent
- Flexible (allowing for disciplinary diversity)
- Consistent
- Designed for faculty development and success.

Appendix E

2.7 Promotion and Tenure

(section 2.7 updated February 2012)

Promotion and tenure are among the most important decisions a university makes and must be based on the expectation that the candidate is an engaged and effective teacher and mentor;is an active scholar,is contributing to his/her profession; is a valued contributor to the life of the university through service; and is participating in his/her community and profession by providing professional service. All faculty members are evaluated annually on teaching, scholarship and service; however, the weight given to each of these categories is negotiated annually and reflected in faculty members' work plans. Tenure decisions are based upon criteria set out in the remainder of this document.To earn tenure, candidates must demonstrate effective teaching, appropriate levels of scholarship, and contributions to the discipline, university, and community and show promise of future contributions in all areas.

This sectionis intended to be a guiding framework for the P & T process for candidates, departmental committees and University administrators. Departmental promotion and tenure guidelines will further clarify this section in the context of the specific disciplines (see 2.8.C.4.).

Success in achieving tenure and promotion requires that candidates present evidence making a strong case that they have achieved the criteria articulated below, relative to the academic rank sought, and in alignment with the appointment status and workload assignments as negotiated and reflected in annual work plans. While faculty work plans are evaluated on an annual basis, the promotion and tenure (hereafter P&T)portfolio provides a holistic view and demonstrates a body of work over a period of time.

A. Eligibility for promotion and tenure is based upon time in rank, eligibility in rank, and degree requirements.

1. Time in rank: Only full-time paid service counts toward time in rank. Sabbatical leave time also counts toward time in rank. Only full academic years of paid service (or on approved sabbatical or other paid leave) count toward time in rank. At the time of joining PSU faculty, the Vice President for Academic Affairs will provide faculty members with a written statement specifying the number of years of experience elsewhere with which they are being credited for promotion and tenure. A maximum of three years may be granted. Credit is based on prior teaching experience or other equivalent experience relevant to the individual's assignment. Credit for prior service may be reduced at the request of individual faculty members in order to extend the years available before P&T application is mandatory. This request can be made at any time before the 6th year of PSU employment.

2. Eligibility in rank:

1) Instructors are not eligible for tenure at the rank of Instructor. A decision to promote to Assistant Professor and grant tenure, or give a terminal appointment, must be made no later than during the sixth year. Instructors will not normally be promoted to Assistant Professor without the terminal degree in their fields.

2) Assistant Professors are eligible to apply for tenure and promotion to Associate Professor in the sixth year of appropriate teaching experience in higher education, three of which must be at PSU. Decisions to grant tenure or give a terminal appointment must be made no later than during the sixth year of full-time creditable service at the rank of Instructor or above.

3) Associate Professors are eligible to apply for promotion to Professor in their sixth year or beyond at that rank. Candidates should apply at the point when they are able to demonstrate they have met the criteria outlined later beginning in section 2.7.B.

   (1) Associate Professors, if newly appointed to PSU at this rank, are eligible for tenure consideration during their

second year and no later than the fourth year of service at PSU. Candidates should apply at the point when they can demonstrate they have met the criteria outlined beginning in section 2.7.B.

    (2) Untenured candidates promoted to Associate Professor from Assistant Professor while employed at PSU will also be granted tenure if they have served at least three years at PSU at the time the promotion takes effect.

  d. Professors, if newly appointed to PSU at this rank, are eligible for tenure consideration during their second year at PSU. Tenure or terminal appointment for all Professors must be decided upon no later than during their fourth year at PSU.

    If candidates are promoted to Professor from Associate Professor at PSU, and if they have served at least three years at PSU at the time the promotion takes effect, candidates are also granted tenure.

3. Degree Requirements:In addition to the length of service requirements, candidates must meet the following degree requirements:

    Instructor: Substantial progress toward appropriate terminal degree
    Tenure: Doctorate or other terminal degree
    Assistant Professor: Doctorate or other terminal degree
    Associate Professor: Doctorate or other terminal degree
    Professor: Doctorate or other terminal degree

In extremely rare circumstances the time in rank or degree requirements may be waived for promotion. If it is determined, at all evaluation levels, that a candidate has a demonstrated record of excellence in all three of the following areas: teaching/librarianship, scholarship, service ANDa national reputation in their field of expertise, time in rank or degree requirements may be waived. Candidatesconsidering early application shall consult Department Chair and Dean prior to applying.

B. Change of Eligibility Requirements

New faculty who are hired under promotion and/or tenure criteria that undergo change or modification subsequent to their employment shall have up to three academic years of eligibility under the original standards for their initial promotion/tenure process. This shall be noted in the letter of appointment. Faculty who have already been promoted and/or granted tenure at PSU and who have met all existing criteria for the next faculty rank shall be eligible to apply under those criteria for three academic years after any changes or modifications of them occur. Applications within those three years shall be considered under the previous standards unless the candidate elects to use updated standards.

C. Teaching/Librarianship

As directed by PSU's Strategic Plan, a primary focus of the University is on providing quality academic experiences in order to enhance students' intellectual, ethical, and civic development, and on preparing students for active and effective engagement in their professions and society. Therefore, effective teaching/librarianship is paramount in any P&T decision.

Effective teaching/librarianship involves the creation and implementation of learning activities that enable students to develop skills and knowledge that ultimately enhance their understanding of themselves and the world.Effective teaching results from faculty members being intellectually engaged in their discipline(s) and integrating students into that engagement. Effectiveteaching employs various approaches and numerous experiences to facilitate learning.Effective teaching includesmeaningful assessment of student learning, participation of students in scholarly activities, and purposeful academic mentoring. 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.

1. Criteria

Learning involves active participation and commitment from both faculty and students. Therefore, the evaluation of teaching captures a comprehensive picture of teaching and learning outcomes from various experiences.

Effective Teaching/Librarianship includes all of the following and will be evaluated by the extent to which these criteria are met (see Appendix A for further definition)*

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

* The above indicators are further defined in the Appendix A at the end of this section.Candidates should also refer to Section 2.8.H.8 of the Faculty Handbook and theirdepartmental P&T guidelines forexamples of evidence that may be used to meet these criteria.

2. Evaluation of Teaching/Librarianship

Candidates will be evaluated annually and at all levels of the P & T process based on the criteria outlined above. Evaluations will take a developmental perspective appropriate to the rank for which individual candidatesare applying and will consider the weight that teaching holds relative to teaching, scholarship and service in candidates'work plans.All candidates are required to demonstrate effective teaching in the courses that they teach regardless of the number of teaching credits negotiated and reflected in annual work plans.

In order to earn promotion and/or tenure, candidates at all ranksare required to provide evidence in their portfolio of effective teaching that will include their Statement on Teaching, analysis and self-reflection of student course evaluations, and all reports of teaching observations/evaluations. Candidates' should also consider including evidence of content expertise, course syllabi, learning/assessment/teaching activities, assignments, student work, along with evidence of fair assessment, availability to students, effective course and classroom management, self-reflection and evaluation of one's own teaching, and descriptions of pedagogical experimentation.

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 in section C1 above.

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

D. Scholarship

Active engagement in scholarship is an important aspect of faculty members' academic lives.It fosters the intellect of faculty members by enablingthem to remain intellectually engagedand current in their respective fields; it contributes to the intellectual and aesthetic climate of the department and of the University; it provides opportunities for collaboration among faculty and students; and it reflects positively on the University. 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 candidatesinvolve 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.

1. Criteria: 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.

Quality Scholarship willbe evaluated by the extent to which these criteria are met (see Section 2.8.G for further definition)*

- 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
- Disseminatesto 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

*Candidates should refer to Section 2.8.G.1-8 of the Faculty Handbook and theirdepartmental P&T guidelines forexamples of evidence that may be used to meet these criteria.

2. Evaluation of Scholarship

Candidates will be evaluated annually and at all levels of the P & T process based on the criteria outlined above. Evaluations will take a developmental perspective appropriate to the rank for which the candidate is applying and will consider the weight that scholarship holds relative to teaching, scholarship and service in the candidate's work plan.All candidates are required to demonstrate that they are engaged in scholarship regardless of weight given to scholarship that is negotiated and reflected in annual work plans.

Candidates' individual bodies of scholarship will be evaluated at all levels of the promotion and tenure process for the quality, scope, and level of potential influence in the field. In order to earn promotion and/or tenure candidates are required to provide evidence in their portfolio of scholarship that will include their Statement on Scholarship and supporting documents such as copies of publications. Objective outside evaluation of scholarship is required when applying to the ranks of Associate Professor or Professor. Candidates will work with the chair of their departmental P& Tenure committee to arrange for external reviews of their scholarship to be added to their P & T portfolio (see section 2.8.C.6 for procedures).

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.

E. Service:

Service is a core value of Plymouth State University as evidenced in the University motto "utprosim." Our mission of student success and outreach to New Hampshire also implies the special importance of service. 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 areespecially important for promotion to Professor.

Plymouth State University depends on the commitment and talents of faculty to serve in varied capacities. 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/orUniversity; 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.

1. Criteria: 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.

MeaningfulService willbe evaluated by the extent to which these criteria are met(see Section 2.8.G for further definition)*

- 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

*Candidates should refer to Section 2.8.G.1-8 of the Faculty Handbook and theirdepartmental P&T guidelines forexamples of evidence that may be used to meet these criteria.

2. Evaluation of Service:

Candidates' activities and accomplishments in related service will be evaluated at all levels of the P & T process for quality and impact. While service will be evaluated annually at all levels, it is understood that service will follow a developmental trajectory and will be considered asa body of work.Candidates' service will vary according to rank and as negotiated and reflected in the annual work plan.

In order to earn promotion and/or tenure candidates are required to provide evidence in their portfolio of service that will include their Statement on Service and might include supporting documents such as copies of committee documents, evidence of outcomes, and/or letters of support.

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 communityand/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.

In order to be considered for promotion and/or tenure, candidates will submit an application consisting of thePersonnel Action Folder (available on the Provost's website) and P & T portfolio that demonstrates they have met the criteria for P & T outlined in section 2.7. This section outlines the procedures that the University, departments, and candidates will follow during the P&T process.Section 2.8.Gidentifies the contents required for the portfolio and includes examples of evidence for meeting the criteria. Candidates should also refer to their departmental P&T guidelines for discipline specific examples.

The Appendix at the end of this section provides checklists to assist candidates, P&T committees, and department chairs through the process.

A. Evaluation Overview

1. Evaluation Levels

Candidates to be evaluated for promotion and/or tenure are to be evaluated at five levels at PSU prior to submission of their applicationsto the USNH Board of Trustees in June. The levels are:

Department Promotion and Tenure Committee
Department Chair
Dean of the College
Provost and Vice President for Academic Affairs
President

2. Evaluation Process
Candidates will be evaluated by each of these levels, in the order listed above. Each evaluation level is to review candidates'personnel files, Personnel Action Folders and P&T portfolios along with recommendationsmade at previous levels. Each level of evaluation will alsoadd any pertinent data not previously considered, and make recommendations based on the whole. Reasons for recommendations must be provided. Written results of each level's evaluation will be given to the succeeding levels and to the candidates.

a. If a Department Chair is being considered for promotion and/or tenure, the Department Chair recommendation is omitted.

b. At any time prior to the President's final recommendation to the Board of Trustees, candidates may withdraw from further consideration. Withdrawal shall be made in writing and shall be submitted to all levels that have reviewed the application.

3. Evaluation Timeline
The timetable for each level to complete its review is as follows:

October 15, Candidates submit portfolio to department P&T committees
November 15, Department P&T committees recommendations due
December 15, Department Chairs' recommendations due
January 31, Deans' recommendations due
March 30, Provost and Vice President for Academic Affairs recommendations due
April 30, President's recommendations due

Each level will, on or before the above dates, communicate its recommendation in writing to the candidate and

deliver the file with its recommendation to the next level.

B. Responsibilities of Candidates

  1.Intent to Apply
  Faculty members who will apply for promotion and/or tenure must inform the Provost's Office and the Department
  Chair no later than April 15 of the academic year prior to the year of application. Faculty members should declare
  their intent to apply and indicate the (applicable) University and departmental P&T guidelines to be followed (see
  section 2.7B).

  2. Permission to Review Application Materials and Personnel File

  Candidates who are to be evaluated for promotion and/or tenure must give written permission for their official file in
  Human Resources to be made available for consultation by evaluators at all levels (P & T Committee, et al).
  Candidates should submit the permission form in the personnel action folder by October 15 of the year of application

C.   Responsibilities of the Department

1.   Because the University's P & T procedures and criteria apply across a wide variety of scholarly disciplines, each
    academic department will develop guidelines for promotion and tenure. In order to ensure that the University
    P&T procedures and criteria are applied in a fair and consistent manner, departmental P&T guidelines are
    expected to align with and will not supersede these procedures. Departmental P&T guidelines assist candidates in
    the development of their P&T materials by: identifying specific P&T processes that occur within the department
    prior to their submission of a P&T application; and providing them with additional information regarding
    evaluation criteria for teaching, scholarship, and service that may be specific to the department and/or discipline.

    The department shall be responsible for review of the department P&T guidelines. Any changes shall be
    approved by the department, submitted to and reviewed by the Promotion, Tenure and Evaluation Advisory
    Group and ultimately need to be approved by the Provost (See section 2.9).

2.   Each department shall have a standing P&T Committee Chair regardless of whether there will be candidates
    applying.

3.   Academic departments shall forward the name of the P&T Committee Chair to the Provost's office no later than
    April 1st of each year.

4.   When candidates apply for promotion and/or tenure, acommittee with a minimum of five   tenured
facultymembers is required and must be in place no later than the end of the Spring   semester. If a
department does not have five tenured faculty members available to serve on a   department P &
Tcommittee, the Department Chair will consult with the   Dean to draw up a list of
possible committee members from other departments. From that list   the departmentfaculty will vote
on the remaining committee members.

5.   The Department Chair and the P&T Committee Chair (or committee designee) shall attend annual P&T training
    sessions.

6.   The P&T Committee Chair shall be responsible for seeking external review letters in accordance with the
    guidelines outlined in this document.

      a.   TheP&T Committee Chair, Department Chair, and the candidate shall agree on a list of qualified potential
         reviewers that will yield a minimum of three external reviews (Seethe worksheet in AppendixB to

develop a list of potential external evaluators). The P & T Committee Chair shall solicit reviews from all reviewers on the list.

b. External reviewers of candidates' scholarship shall be contacted and solicited by the P&T Committee Chairin the Spring prior to the candidate's application. This will ensure external reviewers have adequate time for review of materials and to comply with the deadline. The P&T Committee Chair shall request that letters be addressed to her/him and be submitted no later than September 15th (see sample letter to external evaluatorsin Appendix C).

c. External reviewers will be asked to provide a review of a representative sample of the candidate's body of scholarship. Candidates are responsible for providing the following to the P&T Committee Chair which he/she will provide to the external reviewers: a copy of the University P&T guidelines, a description of the candidates teaching load, a Curriculum Vitae, and copies of or access to scholarly work.

d. Reviewers shall provide an objective assessment of the candidate's scholarly work, impact, and reputation. Potential Reviews with close personal relationships to candidates should be avoided (e.g. relatives, close personal friends, former doctoral dissertation chairs). It is acceptable to ask colleagues with whom candidates have collaborated, written, published, or presented works provided reviewersfeel theycan provideobjective evaluation.

e. The letters will become a permanent part of the candidate's portfolio so confidentiality cannot be guaranteed. The Chair will add these letters to the portfolio.

7. The P&T committee will use the applicable P&T guidelines to conduct fair, impartial and thorough review of any candidate's application (Personnel File, Personnel Action Folder and P & T portfolio) (see section 2.7B).

8. At the beginning of the evaluation process, the department P&T committee will (with the release provided by the candidate) examine the relevant material in the Evaluation Section of the candidate's official personnel folder maintained bythe Human Resources Office.

9. The Committee will complete its recommendation and provide a copy to the candidate and to the Chair of the Department no later than the date indicated above.

D. Responsibilities of University Administrators:Teaching Observations/Evaluations

Once candidateshave submitted their application for P&T, the Department Chair shall observe/evaluatethe teaching of each candidate; the Dean shall observe Department Chairs who are candidates for promotion or tenure. Such visits shall be arranged in advance. These teaching observations/evaluations are in addition to those conducted prior to application for P & T and should be added to the candidate's portfolio.

1. The Dean, Provost, or President may make a classroom visit to any candidate for P&T.Results of such evaluations are to be used only at theobserver's respective level and above. They shall not be made available to prior evaluation levels (e.g. a Provost's evaluation will be made available only to the candidate and the President).

2. These observations/evaluations are different from those completed prior to submission of an application of promotion and/or tenure.Candidates will have included reports of all prior teaching observations/evaluations since appointment (for tenure) or since last promotion (for promotion)in the P&T portfolio.

E. Responsibilities of All Evaluators: Recommendations

At each evaluation level an independent recommendation will be made for each candidate for promotion and/or tenure based upon all P&T materials and with consideration of the reports from all previous evaluation levels. Recommendations may take three forms:

1. Recommendation for promotion and/or tenure.
2. Recommendation for no change in status.
3. Recommendation (in the case of non-tenured faculty) for a terminal appointment.

The President of the University shall make final recommendation to the Board of Trustees. At this time, the President will also report the final recommendation to each evaluation level and to the candidate. The President's final recommendation to the Board of Trustees and all recommendations from each level of the P & T process shall be filed in the Evaluation Section of the candidate's Personnel File in the Human Resources Office, unless a candidate withdraws from consideration.

F. Candidate's Right to Withdraw Application and/or Appeal for Procedural Error

1. At any time prior to the President's final recommendation to the Board of Trustees, candidates may withdraw from further consideration. In this case, the promotion/tenure recommendation folder and all materials generated by it shall be returned to the candidate or to the level originating the materials.

2. If candidates believe that the policies and procedures for promotion and/or tenure were applied inequitably to their individual case, they may file a grievance using the grievance procedures outlined in Section 2.18 of this handbook.

G. Contents of the P&T application

The candidate's application for promotion and/or tenure is reviewed and evaluated by several levels at PSU. As evaluators become more removed from the candidate's professional field of specialization, they need more complete, varied, and detailed information in order to be able to form a sound judgment. The documentation listed below is required to help candidates present a full case to reviewers at all levels, so that candidates may receive every consideration in the promotion and/or tenure process. Candidates will add most materials to the portfolio. Additional relevant materials such as external reviewer letters, any additional teaching observations/evaluations, and recommendations can/will be added to the portfolio by the committee or involved administrative evaluators.

Portfolio Contents added by candidates:

1. Completed forms from Personnel Action Folder
   a. Copy of file release (original sent to the Human Resources Office by Oct 15th)
   b. Application Form
   c. Employment and Education Summary

2. Updated Curriculum Vitae in approved format (available on Provost/VPAA's Web site)

3. Copies of the following documents since appointment (for promotion to Associate Professor and tenure) or since last promotion (for promotion to Professor):
   a. All work plans with Department Chair annual evaluations
   b. All re-appointment letters.
   c. All reports of teaching observations/evaluations

4. Results of student evaluations (raw data) and a summary of the evaluations and self-reflection

5. Candidate's Statements on Teaching, including advising if assigned since appointment (for tenure) or since last promotion (for promotion) that supports the criteria outlined in section 2.7.C

6. Candidate's Statement on Scholarship since appointment (for tenure) or since last promotion (for promotion) that supports the criteria outlined in section 2.7.D

7. Candidate's Statement of Service since appointment (for tenure) or since last promotion (for promotion) that supports the criteria outlined in section 2.7.E

8.   Examples of evidence selected by the candidate that support statements on teaching, scholarship, and service and make a compelling case that the candidate meets the criteria in section 2.7 C-Efor promotion and/or tenure.

a. Materials that may be included as evidence of effective teaching or librarianship:
   i. Examples of teaching materials such as syllabi, exams projects, and assignments, etc., or other appropriate materials in the case of librarians
   ii. Examples of student work
   iii. Awards, commendations, nominations for successful teaching
   iv. Examples of student success, e.g., presentation/publication of student work, participation in contests, or artistic exhibitions, etc.
   v. Examples of success in mentoring and supporting students
   vi. Examples of continuing education activities **thatdevelop new areas of expertiserequired** of the discipline/department or that promote a **new scholarly/creative direction for the candidate's professional growth** (e.g. developing expertise in a new area that is required to be taught in the discipline or learning a new data collection technique that will lead to future research)
   vii. Other evidence deemed relevant by the candidate.

b.Materials that may be included as evidence of scholarship:
   i.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)
   ii. 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
   iii. Copy of grant proposal or patents submitted
   iv.Sample of development of new professional tools for use with clients/professionals outside the University
   v.Digital media or reviews of commissioned art or musical composition.
   vi. Other evidence deemed relevant by the candidate.

c. Materials that may be included as evidence of service:
   i.Copies of reports, proposals, letters of support or other documents demonstrating meaningful contributions to department and University.
   ii.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).
   iii. Other evidence deemed relevant by the candidate.

Portfolio Contents to be added by Evaluators after submission of application.

1. External reviews of scholarship added by the P&T Committee Chair.
2. Statement and recommendation of each evaluation level.
3. Additional teaching observations/evaluations or relevant materials as described at the start of this section (2.8.G.4)

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CANDIDATE's P&T CHECKLIST

The following checklist is provided to assist **P&T candidates in preparing for the P&T process**:

_____1.Review appointment letter and verify that information (including rank and years of   experience credited toward tenure) is accurate.

_____2.Schedule a meeting with the Department Chair,during the first year of appointment, to   discuss University and departmental promotion and tenure guidelines.

_____3.Read and fully understand Section 2.7 and 2.8 of the Faculty Handbook for guidelines   regarding the University promotion and tenure eligibility and process.

_____4.Read and fully understand the departmental promotion and tenure guidelines.

_____5.Understand the differentiated criteria for promotion at the Assistant, Associate and Full   Professor levels.

    Determine which University and department P&T guidelines apply to you. If campus or   departmental guidelines have been updated or revised, talk with your department P&T committee to ensure that you are clear about which departmental and University P&T processes and guidelines will be used to evaluate your application. Revisions to guidelines become effective three years after they are passed. You may choose to use updated or revised guidelines prior to three years if you wish.

_____6.   Respond to requests for teaching observations/evaluations.

_____7.   Discuss progress toward tenure and/or promotion with Department Chair during annual work plan review.

_____8.   Collectand organize materials for your promotion and tenure Personnel Action Folder and portfolio.

_____9.   Attend the Provost's sessions on preparing for promotion and tenure.

_____10.   Review successful promotion and tenure applications from the department.

_____11.   Meet with the Dean and the Department Chair (in a joint meeting) three and two years   prior to your promotion or tenure application.

_____12.   Inform the Provost's Office and the Department Chair no later than April 15 of the   academic year prior to the year of application for promotion and/or tenure to declare your   intent to apply

_____13.   Work with Department Chair and P&T Committee Chair by the end of the semester (April   or May) of the academic year prior to your application for promotion and/or tenure to   agree upon a list of qualified external reviewers that will yield a minimum of 3 reviews of   your scholarship (See section 2.7.D.2 & 2.8.C.6& Appendix Faculty Handbook).

_____14.   Be aware of all relevant material in the evaluation section of your official personnel file maintained by Human Resources.

_____15. Prepare your promotion and tenure application and portfolio and submit to the   departmental promotion and tenure committee by October 15th of the year of application.

_____16. Ensure that promotion and tenure application contains all required items from Section 2.8.G of the Faculty Handbook.

P&T COMMITTEE'S CHECKLIST
Revised February 2012

The following checklist is provided to assist **P&T committees with the P&T process**:

P&T Committee Chair

_____1. Work with Department Chair and Candidate by the end of the semester (April or May) of the academic year prior to candidate's application for promotion and/or tenure to agree upon a   list of qualified external reviewers that will yield a minimum of 3 reviews of the   candidate's scholarship (See section 2.7.D.2 & 2.8.C.6& Appendix Faculty Handbook).

_____2. Add all external reviews to candidate's Portfolio. Provide candidate with copies.

_____3. Attend annual P&T training session(s).

Full Committee

_____4. Ensure that the candidate knows where to access departmental guidelines and materials   (including sample applications from previous years).

_____5. Understand and adhere to sections 2.7 and 2.8 of the Faculty Handbook regarding the P&T process.

_____6. Review and adhere to the departmental P&T guidelines.

_____7. Understand the differentiated criteria for promotion at the Assistant, Associate and Full   professor levels.

_____8. Clarify with the candidate which University and department P&T guidelines apply. If   campus or departmental guidelines have been updated or revised, ensure that the candidate   and the committee are both clear about which departmental and University P&T processes   and guidelines will be used to evaluate the application. Revisions to guidelines become   effective three years after they are passed. The candidate may choose to use updated or   revised guidelines prior to three years if he/she wishes.

_____9. Read the candidate's application carefully.

_____10.   Examine all relevant material in the evaluation section of the candidate's official personnel file maintained by Human Resources.

_____11. Provide a copy of the committee's recommendations to the candidate in adherence with the stated deadline on or before the due date of November 15th.

_____12. Give the materials including a copy of the committee's recommendation to the Department Chair on or before the due date of November 15th.

*1. **Department CHAIR'S P&T CHECKLIST***

Revised February 2012

The following checklist is provided to assist Department Chairs in meeting their responsibilities regarding evaluation, and promotion and tenure processes.

Chairs role in pre-tenure process

_____1.　　Carefully review the University's P&T policies (Sections 2.7-2.8 Faculty Handbook) and University Evaluation Procedures (Section 2.8.C Faculty Handbook)

_____2.　　Ensure that your department has promotion and tenure policies that are in writing, have been voted on by the department and are accessible to all department members (Section 2.8.C Faculty Handbook)

_____3.　　Ensure departmental guidelines are reviewed every 5 years and revised as needed by the department (Section 2.8.C.1 Faculty Handbook)

_____4.　　If campus or departmental guidelines have been updated or revised, talk with your department P & T committee and each of the candidates to ensure that everyone is clear about which departmental and University P&T processes and guidelines will be used to evaluate candidates' application. Revisions to guidelines become effective three years after they are passed. The candidate may choose to use updated or revised guidelines prior to three years if he/she wishes.

_____5.　　During the first year of any new faculty members' appointment, schedule a meeting to discuss University and departmental promotion and tenure guidelines.

_____6.　　Ensure that work plan review and evaluation occurs annually for all faculty members and provide feedback regarding teaching or librarianship, scholarship and service.　Identify strengths, areas in need of improvement and resources needed to help faculty achieve professional goals. Indicate progress toward tenure and/or promotion. This evaluation is submitted in writing to faculty members and the Provost (Section 2.7 Faculty Handbook).

_____7.　　Attend annual P&T training sessions.

_____8.　　Meet with the faculty member and Dean (in a joint meeting) three and two years prior to   promotion or tenure application.

Chairs role in P&T Process

_____9.　　Meet with P&T candidates, once their candidacy status has been determined, to review the   P&T process and to review what documentation and evidence should be included as part   of the candidates' application materials.

_____10.　Work with P&T Committee Chair and Candidate by the end of the semester (April or   May) of the academic year prior to candidate's application for promotion and/or tenure to   agree upon a list of qualified external reviewers that will yield a minimum of 3 reviews of   the candidate's scholarship (See section 2.7.D.2 & 2.8 C.6 & Appendix B Faculty   Handbook).

_____11.　If your department has less than 5 tenured faculty members, consult with the Provost to   develop a list of potential P&T committee members to be brought to the department for   vote (Section 2.8.C.4 Faculty Handbook).

_____12.	Review all materials submitted by P&T candidates including recommendations of the	P&T committee.

_____13.	Submit your recommendations for each candidate to the Dean and provide a copy to the	candidate and all previous levels on or before the due date of December 15th.

APPENDIX A
CRITERIA AND INDICATORS OF EFFECTIVE TEACHING

Engages in Scholarly Teaching
- Reflects on, experiments with, and evaluates pedagogy to develop one's teaching and to enhance learning for both students and faculty.
- Collaborates with other faculty members for mutual development of teaching/learning
- Participates in and/or leads professional development activities in teaching (workshops/conferences, etc.)
- Demonstrates disciplinary knowledge and skills
- Integrates relevant and current research, including one's own, into course material
- Investigates new domains of knowledge for teaching or curricular development

Uses Effective Instructional Design
- Constructs a syllabus that includes required University elements and clearly communicates expectations and learning outcomes
- Develops learning outcomes that are consistent with program learning outcomes
- Designs well-paced, well-presented, and appropriately sequenced instruction
- Plans a variety of learning, assessment and teaching activities designed to achieve learning outcomes
- Creates effective learning activities/assignments
- Helps students learn how to learn
- Represents student-centeredness in the approach to courses
- Creates opportunities for students to be active and effective participants in their learning communities

Utilizes Appropriate Instructional Delivery
- Presents well organized and well prepared lessons
- Communicates effectively with students and demonstrates enthusiasm for subject
- Respects students and cares about their learning
- Responds to students' questions in a timely manner
- Provides effective feedback on student work
- Employs active and cooperative learning
- Uses technologies to enhance student learning outcomes
- Makes him/herself available to students outside of class (office hours and appointments)
- Leads by example (provides an effective clinical/professional role model)
- Provides sufficient information about course management and logistics
- Manages class materials effectively (e.g. efficient student access to class materials such as notes, readings, assignments, quizzes, etc.)
- Facilitates student learning through effective use of online course management systems and communication tools
- Creates learning environments that welcome, challenge and support all students
- Recognizes and manages in-class civility

Employs Instructional Assessment
- Articulates a philosophy of assessment that provides a rationale for, and links assessment to, learning outcomes
- Implements assessments that correspond to learning outcomes
- Sets and provides clear expectations/criteria for assessing student work
- Implements grading schemes that are fair and comprehensive
- Gathers formative feedback on teaching
- Gathers formative feedback on learning and give feedback to students
- Assists students in developing ability to self-regulate and self-assess their own behavior and learning
- Results in students demonstrating successful achievement of goals/objectives/outcomes from courses

Mentors and Supports Students
- Understands curriculum and provides effective and accurate curriculum advising
- Assists students with academic progress and time to degree
- Provides mentoring that assists students in meeting career aspirations and/or graduate education
- Makes him/herself accessible to students (advisees and students in courses)
- Promotes students for awards and scholarships
- Promotesstudent orientation and involvement in profession or discipline
- Engages students in scholarly and professional activities
- Monitors and supports advisees academic progress
- Participates in and supports student activities (orientation, convocation, commencement, award ceremonies, honorary societies, etc.)

APPENDIX B
EXTERNAL REVIEWER WORKSHEET:
LIST OF POTENTIAL EXTERNAL EVALUATORS (use additional sheets if necessary)

Name/Credentials:
Title:
Employer:
Email address:
Mailing address:
Phone:
Relationship to candidate if any: (e.g. former colleague, co-author)

Short biographical information indicating why this individual is an appropriate external reviewer:

Name/Credentials:
Title:
Employer:
Email address:
Mailing address:
Phone:
Relationship to candidate if any: (e.g. former colleague, co-author)

Short biographical information indicating why this individual is an appropriate external reviewer:

Name/Credentials:
Title:
Employer:
Email address:
Mailing address:
Phone:
Relationship to candidate if any: (e.g. former colleague, co-author)

Short biographical information indicating why this individual is an appropriate external reviewer:

Name/Credentials:
Title:
Employer:
Email address:
Mailing address:
Phone:
Relationship to candidate if any: (e.g. former colleague, co-author)

Short biographical information indicating why this individual is an appropriate external reviewer:

APPENDIX C
SAMPLE LETTER TO EXTERNAL EVALUATORS

The following is suggested text that may be modified to reflect your own style, but shouldmaintain the basic elements below.

External evaluators shall be chosen by the committeein consultation with the candidate and contacted by the Department P & T Committee Chair.

Date
Header

Dear _____:

_____ is being considered for [tenure and] promotion to _____ in the Department of _____ at Plymouth State University. As part of the Promotion and Tenureprocess, we solicit letters of evaluation from external evaluators. As I shared with you on the phone, you were suggested as a potential evaluator, and I very much appreciate your willingness to review _____'s accomplishments.

Enclosed is a copy of PSU's Promotion and Tenure guidelines. Please note that Plymouth State University scholarship criteria are informed by the Boyer Model (see p. X in the guidlelines). For your information Dr. _____typically teaches a X-credit load each semester. Also enclosed, please find a copy of _____ _____'s curriculum vitae and sample scholarly works.Please review the materials in the context of PSU's Promotion and Tenure guidelines and criteria and comment on the quality and impactof (his/her) scholarship. If you know _____, please tell us in what context.

It would assist our process greatly if I could receive your comments no later than September 15th. An electronic submission is acceptable. Your reply will become a permanent part of _____'s file and application for P&T. Your review will not remain confidential.

I appreciate the time and effort that goes into completing this process. Your contribution is an important one.

Sincerely,

(Departmental P&T Committee Chair)

Enclosures

Appendix F

Promotion and/or Tenure

Personnel Action Folder

Table of Contents

Section I: Candidate Forms

Section II: P&T Committee and Administrator Recommendation Forms

Section III: Contents of Folder

PLYMOUTH STATE UNIVERSITY

PERSONNEL ACTION FOLDER

APPLICATION FORM

I, _____

        (first)   (middle)   (last)

_____in the department of _____

        (rank)   (department)

request a review for

( ) tenure and promotion to the rank of :

( ) promotion to the rank of :

during the __/__ academic year.

_____   _____

(Candidate's Signature)   Date of application

INSTRUCTIONS:

This form should be completed no later than April 15 of the year prior to application. Copies of this form shall be submitted on April 15th to the Provost's office and to the Department Chair.

Keep the original and place it in the application portfolio due on October 15th

LIST OF POTENTIAL EXTERNAL EVALUATORS (use additional sheets if necessary)

The Candidate, the P&T Committee Chair, and Department Chair shall agree on a list of qualified potential reviewers that will yield a minimum of three external reviews. Use the form below to generate the list. The Chair of the P&T Committee shall solicit reviews from all reviewers on the list. This list should be developed and agreed upon in the Spring prior to application for P&T.

Name/Credentials:

Title:

Employer:

Email address:

Mailing address:

Phone:

Relationship to candidate if any: (e.g. former colleague, co-author)

Short biographical information indicating why this individual is an appropriate external reviewer:

Name/Credentials:

Title:

Employer:

Email address:

Mailing address:

Phone:

Relationship to candidate if any: (e.g. former colleague, co-author)

Short biographical information indicating why this individual is an appropriate external reviewer:

Name/Credentials:

Title:

Employer:

Email address:

Mailing address:

Phone:

Relationship to candidate if any: (e.g. former colleague, co-author)

Short biographical information indicating why this individual is an appropriate external reviewer:

Name/Credentials:

Title:

Employer:

Email address:

Mailing address:

Phone:

Relationship to candidate if any: (e.g. former colleague, co-author)

Plymouth State UNIVERSITY

~ <u>File Release for Promotion and Tenure Evaluation</u> ~

First Name (printed)	Middle Initial	Last Name (printed)

_____   _____

Signature   Date

By my signature above, I hereby give permission to all levels of evaluation at Plymouth State University related to my application for promotion and/or tenure, including, but not limited to, my department Promotion and Tenure Committee, to review materials contained in

     1) my paper and/or electronic Evaluation File in Human Resources, AND

     2) my Personnel File in the Provost's Office.

I understand that I have the right to respond to or comment on any item contained therein. I may do this in writing and my response will be appended to those items.

I have listed the members of my Promotion and Tenure Committee below in the "Printed Name" column.

A copy of this release will be filed in both the Office of Human Resources and the Provost's Office.

Record of Access

Review Date   **Printed Name of Accessor**   **Signature of Accessor (signed when reviewed)**

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

CANDIDATE'S EMPLOYMENT AND EDUCATION SUMMARY

Full Name:_____

       (first)   (middle)   (last)

Has tenure been awarded? YES_____ NO_____   If yes, effective September, _____(yr)

1. For service at Plymouth State University<u>ONLY</u> give<u>:</u>

                                    Years in this rank
Present rank:_____ Since:_____(including this academic yr)_____

                                    (mo/year)
                                    Years in this rank
Previous rank:_____ Since:_____(including this academic yr)_____

                                    (mo/year)
                                    Years in this rank
Previous rank:_____ Since:_____(including this academic yr)_____

                                    (mo/year)

     a. Prior to service at Plymouth State University, give:

Last previous title

and institution:_____ From:_____ To:_____

                                      (mo/yr)   (mo/yr)

Last previous title

and institution:_____ From:_____ To:_____

                                        (mo/yr)   (mo/yr)

Last previous title

and institution:_____ From:_____ To:_____

                                        (mo/yr)   (mo/yr)

     b. Summarize other pertinent experience if it seems desirable:

c. Did you receive any "credit toward tenure" from the Provostat the time of your appointment?

   If yes, explain _____

d. Indicate educational background by giving earned degrees:

Degree:_____ Field:_____ Institution:_____ Date:_____
Degree:_____ Field:_____ Institution:_____ Date:_____
Degree:_____ Field:_____ Institution:_____ Date:_____

Attach Curriculum Vitae in Approved Format

SECTION IIA: STATEMENT AND RECOMMENDATION OF THE DEPARTMENTAL

PROMOTION & TENURE COMMITTEE

A.   COMMITTEE'S EVALUATION:

Summarize the committee's evaluation of the extent to which the candidate meets the criteria in each area. Describe the basis by which the determination has been made.

     1.   Teaching or Librarianship:

     2.   Scholarship:

3.　　Service:

Place original signed copy in candidate's application portfolio, provide candidate with a copy of this form and deliver candidate's application portfolio to the next review level.

IIA: STATEMENT AND RECOMMENDATION OF THE DEPARTMENTAL

PROMOTION AND TENURE COMMITTEE

(continued)

B.   ADDITIONAL COMMITTEE COMMENTS:

What additional information would the committee like to provide to the reviewers at the next levels?

C.   COMMITTEE'S RECOMMENDATION:

     1.   Please record the vote: _____ in favor _____ opposed

     2.   If the recommendation is not unanimous, indicate the reasons.

2. It is recommended that _____

                      (first)   (middle)   (last)

(not be) (be)promoted to the rank of _____

(granted tenure) (given a terminal appointment).   (Cross out statement that does not apply)

List the voting members of the Promotion and

Tenure Committee:

  1. Chair:

  2.

  3.

  4.

  5.   Signed:_____

                                 Chair, Promotion/Tenure Committee

                               Date:_____

Place original signed copy in candidate's application portfolio, provide candidate with a copy of this form and deliver candidate's application portfolio to the next review level.

IIB: STATEMENT AND RECOMMENDATION OF THE DEPARTMENT CHAIR

A. DEPARTMENT CHAIR'S EVALUATION:

Evaluate the extent to which the candidate meets the criteria in each area.

    1.   <u>Teaching or Librarianship:</u>

    2.   <u>Scholarly/Professional Activity:</u>

3.   <u>Service:</u>

Place original signed copy in candidate's application portfolio, provide candidate with a copy of this form and deliver candidate's application portfolio to the next review level.

IIB: STATEMENT AND RECOMMENDATION OF THE DEPARTMENT CHAIR

(continued)

B.   DEPARTMENT CHAIR'S COMMENTS:

    1. How do you rate this faculty member in comparison with the other members of your department in the same rank, and in the same rank to which the individual is recommended?

2. Comment on the candidate's contributions to the department and university.

3. Assess the potential for the growth of this candidate in the areas of Teaching, Scholarly/Professional Activity, and Service.

C. DEPARTMENT CHAIR'S RECOMMENDATION:

   This recommendation is based upon, and (is) (is not) consistent with, the action of the Departmental Promotion and Tenure Committee. It states my own opinion. It is recommended that

_____ (be) (not be) (promoted to the rank of

   (first)   (middle)   (last)

_____) (granted permanent tenure) (given a

terminal appointment). *(Cross out phrases which do not apply.)*

                              Signed:_____

                                       Department Chair

                              Date:_____

   Place original signed copy in candidate's application portfolio, provide candidate with a copy of this form and
                 deliver candidate's application portfolio to the next review level.

IIC. STATEMENT AND RECOMMENDATION OF THE DEAN OF THE COLLEGE

IID. STATEMENT AND RECOMMENDATION OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

IIE. ENDORSEMENT BY THE PRESIDENT

DESCRIPTION OF CONTENTS OF FOLDERS

Folders of candidates for promotion and/or tenure are reviewed and evaluated by several levels at PSU. As evaluators become more removed from the candidate's professional field of specialization, they need more complete, varied and detailed information in order to be able to form a sound judgment. The documentation listed below is needed to help faculty members present a full case to reviewers at all levels, so that candidates may receive every consideration in the promotion and/or tenure process.

1. Completed forms in Section Iand updated Curriculum Vitae in approved format (available on VPAA's Web site).

2. Blank copies of forms in Section II

2. Candidate's Statement on teaching (including advising if assigned), Scholarship, and Service since appointment (for tenure) or since last promotion (for promotion). See below for description.

3. All annual evaluations, work plans, reappointment letters since appointment (for tenure) or since last promotion (for promotion)

4. Selected evidence for evaluation of effective **teaching or librarianship**
   a. Statement on Teaching/Librarianship
   b. Reports of classroom visits (or evaluation of librarianship) by the Department Chair, Dean Provost or other Academic Affairs administrator
   c. Results of student evaluations (raw data) and summary of evaluations and self-reflection
   d. Examples of teaching materials such as syllabi, exams projects, and assignments, etc., or other appropriate materials in the case of librarians
   e. Evidence of special innovation in teaching, or analogous material for librarians
   f. Evidence of success in mentoring and supporting students
   g. Evidence of student success, e.g., presentation/publication of student work, participation in contests, or artistic exhibitions, etc.

5. *Selected evidence for evaluation of scholarship*
   a. Statement on scholarship
   b. Copies of works disseminated to a wider audience (e.g. public presentation, publication, workshop, performance, exhibition)
      i. 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,
      ii. Presentation or performance at regional or national meeting (refereed or invited)
   c. Copy of preliminary work that will lead to dissemination to a wider audience including:

  i. Research and experimentation for course development or improved pedagogy that will later be presented

  ii. Research, data collection, project preparation, research/creative/artistic works in progress

 d. Copy of grant proposal or patents submitted

 f. Sample of development of new professional tools for use with clients/professionals outside the University
 g. Digital media or reviews of commissioned art or musical composition.

6. *Selected evidence for evaluation of service*
  a. Statement on scholarship
  b. Evidence demonstrating meaningful contributions to department and university.
  c. Evidence demonstrating meaningful contributions to community and/or profession through the application of professional expertise.
  d. Copy of membership/leadership directory, minutes of meeting or other evidence indicating role as officer, board of director, program coordinator, consultant, etc., at national, state, regional, or local level.
  e. Evidence of having served on Editorial Board of scholarly journal, as a reviewer for major publisher or national granting agency.
  f. Evidence of having served as judge at artistic (musical, performance, art) competitions.

7. Letters from external reviewers shall be solicited by Chair of Committee and added to the folder at the Committee level.
  f. External reviewers will be asked to provide a review of the candidate's scholarship. They will be provided with a copy of the PSU P&T guidelines, the Curriculum Vitae of the candidate and copies of publications, presentations, works of art, or other examples of scholarship.
  g. Reviewers shall provide an objective assessment of the candidate's scholarly work, impact, and reputation. Individuals with close personal relationships should be avoided (e.g. relatives, close personal friends, former doctoral dissertation chair). It is acceptable to ask colleagues with whom the candidate has collaborated, written, published, or presented works.
  h. External reviewers shall be contacted by Committee Chairs and solicited for the review in the Spring prior to the candidate's application. This will ensure the external reviewer has adequate time for review of materials and to comply with the deadline. Committee Chairs shall request letters be addressed to the Chair and be submitted no later than September 15th.
  i. The Letter will become a permanent part of the candidate's file and confidentiality cannot thereby be guaranteed.
8. Other material added at the discretion of the candidate

CANDIDATE'S STATEMENTS

In this section, provide information, evidence and discussion that will build a convincing case for your tenure and/or promotion. Include information on your assigned work load and provide the reader with a clear picture of how your teaching, scholarship and service are integrated, relate to your area(s) of expertise, and apply to the missions of your department, college and the University. This section needs to fully inform all levels of review. *Use as many pages as you need to complete your statements.*

CANDIDATE'S STATEMENT ON TEACHING/LIBRARIANSHIP

The **Statement on Teaching/Librarianship** is an opportunity to reflect upon and discuss your teaching/librarianship. Describe and discuss your teaching/librarianship core beliefs, approaches and activities and present evidence of work and accomplishments that meet the criteria outlined in the PSU Promotion and Tenure Guidelines (found in the Faculty Handbook, Section 2.7 c-e). Provide examples and evidence for your effectiveness in teaching, academic advising and any activities in supervising research and/or thesis or special projects. Focus on presenting and discussing evidence that shows the extent to which you meet the criteria for effective teaching/librarianship:

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

CANDIDATE'S STATEMENT ON SCHOLARLY/PROFESSIONAL ACTIVITY

The **Statement on Scholarship** is an opportunity to provide information and discussion of scholarly activities which meet the criteria outlined in the PSU Promotion and Tenure Guidelines. 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

CANDIDATE'S STATEMENT ON SERVICE

The **Statement on Service** is an opportunity to describe your service activities at multiple levels and across varied sectors of the department, college, University, community and profession. Describe and discuss service activities with regard to the criteria of meaningful service as outlined in the PSU Promotion and Tenure Guidelines. 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