DEPARTMENT OF ATMOSPHERIC SCIENCE AND CHEMISTRY
Promotion and Tenure Guidelines

(Approved 2/7/2011)

This document contains guidelines and expectations for faculty members in the Department of Atmospheric Science and Chemistry (ASC Department) seeking promotion to Professor or Associate Professor and tenure. The information provided here is specific to this department and those undergoing the process should also refer to the Plymouth State University Faculty Handbook for university-wide information (specifically the following sections: 2.5.A for areas of evaluation, 2.7 for eligibility criteria and 2.8 for procedures). The handbook can currently be found online at
http://www.plymouth.edu/vpaa/faculty/docs/Facuty%20Bylaws%204-7-10.pdf

1. Areas of Evaluation

Expectations from ASC Department faculty members echo the three Plymouth State University (PSU) areas of evaluation (Teaching, Scholarship and Service). Acknowledging PSU's mission as a comprehensive regional university, activities directed toward issues of the New England region are particularly encouraged, but not necessary for promotion. The Department also recognizes the importance of engaged scholarship, with some activities being appropriate in more than one of the three evaluation areas. Given typical teaching loads and time commitments of our faculty members, we encourage and appreciate undertakings that overlap categories, such as teaching scholarship or service scholarship, with some examples being provided in the accompanying Appendix.

Teaching
There are numerous approaches to pedagogy, but excellent teaching is the most important aspect of faculty performance and no application is likely to be successful without it.

Scholarship
As members of both the University and the scientific community, all ASC faculty members are expected to participate in scholarly activities and make contributions to their fields of expertise. All appropriate types of scholarship are encouraged and valued by the Department. Teaching and service scholarship activities are also highly encouraged.

Service
ASC faculty members must understand that part of academic life includes active involvement in campus and community life outside the classroom. Service activities can vary immensely, but usually take the form of committee participation, community outreach and consulting services in matters related to the respective areas of expertise. Participation in Department and University governance is especially encouraged, but all types of service activities are important. Teaching and Scholarly service activities are highly encouraged.

A variety of activities in all three areas are likely to result in positive promotion and tenure (P&T) evaluation results and recommendations from colleagues and the Department Chair. Various examples of appropriate types of activities are included in the accompanying Appendix. It is important to note that the tables included for each category are meant as examples and are not meant to be a comprehensive list and in no way prescriptive or exclusive of other activities. Faculty members should discuss with the Department Chair regarding appropriate activities in which they have been or wish to be involved within each category. Yearly Faculty Work Plans

provide a perfect opportunity to plan and keep record of these activities and to discuss them with the Chair. The P&T application should include as much documentation as possible and the Appendix also includes various examples on how different types of activities can be documented.

2. Promotion and Tenure Procedures

a. Promotion

Besides eligibility requirements specified in the Plymouth State University Faculty Handbook, the following are the minimum expectations for promotion in the ASC Department:

> **Promotion from Assistant Professor to Associate Professor**
> Teaching excellence should be demonstrated and recognized by students and colleagues. Evidence of scholarly activity and record of department and university service are expected.

> **Promotion from Associate Professor to Professor**
> Teaching excellence, scholarly activity and record of service should continue, with higher responsibility roles in those categories expected. Some measure of national recognition for scholarly work and professional service (beyond local and regional boundaries) should have been achieved.

b. Tenure and Mentoring Process

Tenure is normally awarded at the same time as promotion to Associate Professor and the application process starts during the fall semester of the sixth year of teaching experience. However, the timing might be different, especially for those hired at the Associate Professor or Professor levels. In these cases, the faculty handbook should be consulted for specific eligibility criteria. P&T eligibility should also be verified with the Office of the Vice President for Academic Affairs (VPAA Office).

A faculty mentor will be assigned to all new tenure-track faculty members during their first semester to assist them in meeting the Department and University expectations. Ideally, the mentor will be a tenured ASC faculty member of the same area of expertise and chosen by mutual agreement and in consultation with the Department Chair. The mentor should help the new faculty member in understanding P&T expectations, developing their work plans and properly documenting all teaching, research and service activities. The mentor and faculty member should meet with the Department Chair at least once halfway through the pre-tenure years to discuss appropriate progress toward a successful P&T application.

Satisfactory progress will vary with faculty expertise and interests and available opportunities or department needs. Such progress should be well documented and clearly represented in yearly evaluations by the Chair and in the Faculty Work Plan prepared by non-tenured ASC faculty members every year in consultation with their mentor and discussed with the Department Chair and submitted to the VPAA Office.

c. Candidate Responsibilities

- Indicate to the Department Chair and the VPAA Office of their intention to apply for P&T. This should be done before the April Department meeting preceding the evaluation of materials and after being notified by or verifying with the VPAA Office regarding their eligibility.

- Obtain and complete the proper forms from the VPAA Office, including the release form to allow committee members to view appropriate Human Resources materials.

- Prepare <u>high quality application materials</u> following the guidelines specified in the PSU Faculty Handbook and clearly showing accomplishments in the three evaluation areas. (Refer to the Appendix for examples of appropriate types of activities and documentation.) Expected materials are listed in the Faculty Handbook, Section 2.8.H. The ASC Department does not specify the format of the submitted materials, but the candidate might want to become familiar with the format of previous successful applications within his or her discipline. Electronic submission in the form of an online portfolio is acceptable and even encouraged, as long as it includes all of the expected materials.

- Submit the completed application materials to the P&T Committee Chair on or before the established deadline, normally October 15.

c. Promotion and Tenure Committee

A P&T Committee consisting of five tenured members of the ASC Department will be formed when a faculty member indicates their intention to apply. If more than one person is seeking P&T, the same committee can evaluate all candidates, if appropriate. Alternatively, a different committee can be selected for each candidate. Committee members should represent as many disciplines as possible within the Department. One additional non-tenured faculty member can join the committee and participate in discussions as a non-voting member. If there are not five ASC tenured faculty members available to serve in a P&T Committee, tenured faculty members from related departments or familiar with the candidate's work will be selected and asked to join in the evaluation as full voting members. The selection of the outside committee members should be done in consultation with the Department Chair, the P&T Committee Chair, the Candidate and the VPAA. The ASC P&T committee members should be selected during the May Department meeting of the preceding spring semester and the outside committee members should be selected and informed by the beginning of the fall semester.

The P&T Committee Chair should ideally be of the same discipline as the candidate and chosen no later than the May Department meeting. The P&T Chair will organize the reviewing of application materials, call meetings, arrange interviews with the candidate and provide opportunities for feedback from the remaining Department faculty members and staff. The Committee must also review relevant materials in the candidate's files in the Human Resources and VPAA Offices.

3. Review of Procedures and Guidelines

The departmental P&T guidelines described here should be reviewed and approved by the ASC Department at least every five years.

APPENDIX

EXAMPLES OF APPROPRIATE ACTIVITIES AND
DOCUMENTATION FOR EACH AREA OF EVALUATION

The following tables contain broad category activities, examples of each and suggested documentation for inclusion in the promotion and tenure application materials. Please also see the lists in Section 2.7.D of the PSU Faculty Handbook, currently located at
http://www.plymouth.edu/vpaa/faculty/docs/Facuty%20Bylaws%204-7-10.pdf
Please note that some activities can be appropriate in more than one category. All activities are appropriate for promotion to both Associate and full Professor, but those that represent higher levels of responsibility or recognition and are not necessarily expected from assistant professors seeking promotion to associate professor are marked with a "P".

TEACHING

Candidates can demonstrate their commitment to excellence in teaching in a number of ways, including (but not limited to) gaining and consistently improving expertise in their subject areas, applying the best teaching practices of their discipline, and providing students of all ability levels with help – both in class and during office hours. Classroom materials should be well organized, ensuring that course goals and assignments are clearly stated. Candidates should also be engaged in advising and mentoring majors and graduate students and overseeing internships, as appropriate. The table below outlines several avenues for excellence in teaching. The items are meant as examples and not as an exclusive, comprehensive or prescriptive list. Some of the items might also be appropriate within the categories below as Teaching Scholarship or Teaching Service activities.

Type of Activity	Examples	Possible Documentation
Teaching excellence	• Develop and deliver excellent course content and activities	• Course syllabi • Sample of course activities • Sample of student work • Student evaluations • Classroom observations by peers, chair and administration
	• Guide students through performing research/data analysis/scientific method activities in general	
	• Facilitation of student discussion and critical thinking	
New course development	• Develop new upper level elective course in the area of expertise	• Course syllabi • Sample of developed course activities
	• Teach core course in the program for the first time	
	• Develop new general education course	

Course improvement or re-design	• Revise course for improved pedagogy or to keep up with the latest methods and knowledge in the field	• Sample of revised materials
	• Revise course materials for updated content and methods (laboratory activities, coordinated courses, etc.)	
Academic advising	• Engage in advising activities beyond course scheduling	• Emails to students • Developed materials • Thank you notes or emails from advisees
	• Develop and implement strategies for high quality advising	
Teaching service activities	• Guest lecture in area of expertise within the institution or externally	• Emails asking for guest lecturing or for sharing of course materials • Sample of lecture materials or shared materials • Documents or reports produced as part of teaching activity • Planning emails • Thank you letters or emails
	• Review course materials	
	• Provide course materials to faculty colleagues teaching same or similar courses	
	• P - Develop or review national curricular guidelines in the field	
	• P - Take on leadership role in planning or running regional or national science teachers conference	
Teaching scholarship activities	• Increase knowledge on area of expertise in preparation for teaching a new course or revising current course	• Sample of developed materials
	• Develop new course materials for new upper level course in area of expertise	
Professional development activities in teaching	• Attend talks and workshops on pedagogy and general teaching related topics	• Acknowledgement or signup or registration communications • Other email communications
	• Attend regional or national conferences for science teachers	
	• Participate in reflective practice group	

SCHOLARSHIP

Candidates can demonstrate commitment to scholarship in many ways, such as engaging in research in their scientific discipline (either individually or as part of a larger research project), publishing in peer-reviewed journals, presenting at local, national or international conferences and being active (especially in leadership roles) in professional organizations. The table below outlines several avenues for excellence in scholarship. The items are meant as examples and not as an exclusive, comprehensive or prescriptive list. Some of the items represent Teaching Scholarship or Scholarly Service activities and might also be appropriate within the other two categories.

Type of Activity	Examples	Possible Documentation
Scientific Research	• Conduct individual scientific research (continuation of PhD dissertation, new area of interest, research of local or regional relevance, etc.) • Collaborate with other faculty in research activities internally or externally • Participate in research collaboration as part of a group	• Sample of work • Reports or articles • Communications with other members of research group • Reports or articles with acknowledgement of collaboration
Student research advising	• Advise undergraduate student in formal or informal research • Advise senior research project • Direct graduate student research/thesis advising • Review graduate student thesis as part of MS committee • Advise graduate student in non-thesis research project	• Email communications • Research papers • Theses abstracts
Scientific conference presentation	• Present scholarly work at conference or symposium • P - Present at conference or symposium as invited speaker	• Acceptance emails • Presentation abstracts or extended abstracts • Conference programs

Research grant seeking	• Submit grant proposal to internal, local or regional sources to support scholarly activities	• Grant documents or project summaries • Reviewer comments • Award notifications • Project reports
	• P - Submit grant proposal to national granting organizations (NSF, NOAA, NASA, etc.)	
	• Earn grant award from internal, local or regional sources	
	• P - Earn grant award from national organization (NSF, NOAA, NASA, etc.)	
Publications	• Extended abstract for conference or symposium proceedings	• Full publications or abstracts or samples • Acceptance communications • Communications with publishers
	• Magazine article	
	• P - Article in peer reviewed publication	
	• P - Invited book chapter on area of expertise	
	• P - Book or monograph on subject related to areas of expertise	
Review of peer materials in the field	• P - Review journal article as anonymous peer reviewer	• Email communications requesting reviews • Completed reviews • Thank you letters or emails from editors or program managers • Thank you letters or emails from publishers
	• P - Review grant proposal as anonymous peer reviewer	
	• P - Review submissions and select talks as session chair or organizer of national conference or symposium	
	• Review textbook or other books on subject area of expertise	
	• Review instruction materials on subject area of expertise (software, curricular, classroom materials, etc.)	

Other scholarly service activities	• Conduct scientific research as part of consulting services • P - Evaluate curriculum in areas of expertise for national programs • Give presentations on areas of expertise	• Research or evaluation reports • Sample work • Presentation abstracts • Fliers for presentations • Thank you letters or emails
Teaching scholarship activities	• Expand area of expertise in preparation for new course development • Develop high quality materials in areas of expertise to be used in upper level courses • Lead students in original research as part of a course activities • Attend presentations in areas of expertise in order to enhance upper level courses taught or in preparation to teach new upper level courses • Conduct pedagogical research on methods and materials used to teach in the discipline	• Research reports • Sample materials developed • Sample student work • Registration acknowledgements
Professional development activities related to scholarship	• Attend scholarship development workshops and presentations • Attend grant writing workshops and presentations • Participate in faculty discussions regarding research in a teaching institution • Attend conference or symposium talks in area of expertise • Maintain professional organization memberships • P - Take on leadership role in national professional organization	• Acknowledgements of registration or signup for presentations, conferences, etc. • Appointment letters or emails for leadership role

SERVICE

Candidates can demonstrate their commitment to service in several ways. Common service activities are committee work at the Department, University or national levels, outreach activities with the local community and local schools and providing expertise to local, regional or national organizations. The table below lists various such activities. The items are meant as examples and not as an exclusive, comprehensive or prescriptive list. Some of the items might also appropriate in the categories above as Teaching Service or Scholarly Service activities.

Type of Activity	Examples	Possible Documentation
Department/program service	• Participate in program curriculum revision activities • P - Lead program curriculum revision • Prepare curriculum and general education proposals • Serve on P&T Committees • P - Chair P&T Committees • P - Mentor new faculty • Serve on department committees: equipment, curriculum, strategic planning, any kind of drafting committee, etc. • P - Lead any kind of department or program effort • P - Serve as Department Chair • Serve as part of graduate student committee	• CV listing of committee work • Planning emails or documents • Documents produced as part of service activity • Thank you letters or emails
University committee/governance participation	• Serve on university policy making committee: curriculum, general education, academic affairs, faculty welfare, Frost School • Serve on other university committees or commissions: Bookstore, Athletic Council, Diversity, Honors Council, Women Studies, etc.	• CV listing of committee work • Appointment letters or emails • Planning emails • Documents produced as part of committee work • Thank you letters or emails

	(continued)	
	• P - Serve as Faculty Speaker	
	• P - Chair university committee, especially policy-making committee	
	• Serve in NEASC accreditation activities	
	• Participate in university ad hoc task force	
	• P - Lead any kind of university effort	
Other University service	• Participate in new student orientation activities • Lead "First Class" for new student orientation • Participate in accepted student calling program • Meet with prospective students • Participate in recruiting activities • Guest lecture in other faculty member's course • Present Faculty Week talk or workshop	• Letters or emails requesting help with activities • Planning document or emails • Documents or presentations prepared as part of activity • Thank you letters or emails
National organization service	• P - Serve on national boards or committees • P - Plan national conference or symposium • P - Chair session in national conference or symposium	• Appointment letters or emails • Documents produced as part of committee work • Conference program listings • Thank you letters or emails
Service in the field of expertise	• Provide local, regional or (P) national consulting services in the field of expertise • Review of professional materials such as teaching materials, articles, books, etc. • P - Anonymous review of journal article, grant proposal or other peer reviewed materials	• Letters or emails requesting services • Reports or documents produced as part of service activities • Thank you letters or emails

Consulting services	• Provide consulting for a private company in matters related to field of expertise	• Letters or emails requesting services
	• Provide consulting services for state or other government agencies or programs in matters related to field of expertise	• Sample of work done • Reports or documents produced as part of consulting activities • Thank you letters or emails
	• P - Provide consulting services for national government agencies or programs in matters related to field of expertise	
	• Provide consulting services for legal cases in matters related to field of expertise	
	• Serve as expert witness in matters related to field of expertise	
Outreach activities	• Give presentations for the public at the university (planetarium shows, scientific talks, etc.)	• Fliers announcing presentations
	• Give presentations and tours of facilities and programs to local school students and teachers	• Letters or emails requesting services or planning activities • Presentation or activity outlines
	• Assist local teachers in development of materials, demonstrations, etc.	• Documents produced as part of activities • Thank you letters or emails
	• Local or regional presentations in areas of expertise of interest to the community	• Newspaper clippings documenting activities
	• Presentations and demonstrations at local schools and other community groups	
	• Advise student science fair project	

Other professional services	• Give presentations and demonstrations at local and regional science festivals, museums, etc.	• Letters or emails requesting services or planning activities
	• Serve as a judge on science fairs or other competitions	• Presentation or activity outlines
	• P - Coordinate local/regional conference	• Thank you letters or emails
	• Give interviews to local/regional newspapers and TV stations on matters related to area of expertise	• Newspaper clippings of articles resulting from interviews
	• Provide data or other services to the community	