

Environmental Science and Policy Department

PROMOTION AND TENURE GUIDELINES

The purpose of this document is to make clear the expectations of the ES&P Department faculty for candidates throughout their tenure and/or promotion process. Candidates should also refer to the PSU Faculty Handbook, Sections 2.7 and 2.8, for eligibility requirements, University-wide criteria and procedures. These guidelines shall be reviewed every five years by an *ad hoc* Department P&T Committee.

PROMOTION

Assistant Professor to Associate Professor

The individual wishing to be promoted will have established him or herself as a teacher, outreach professional and researcher recognized by students and colleagues as devoted to making every effort to excel. Evidence of future success in scholarly activity and research is a requirement for tenure. There should be a record of service to the Department, University, local and state entities.

Associate Professor to Full Professor

To reach the Full Professor level, it is expected that the individual will have continued toward excellence as a teacher, outreach professional and researcher while also achieving recognition beyond the local and state boundaries for their scholarly work.

TENURE

Tenure for an Assistant Professor is normally applied for at the same time as for promotion to Associate Professor and generally the process begins in the fall of the sixth year of teaching experience. Persons hired as an Associate or Full Professor should see the Faculty Handbook for eligibility rules. In the first full semester of employment a mentor will be assigned to the new faculty member to assist him/her in meeting the expectations of the department and University leading to tenure. Said mentor will be selected from the ES&P Department by mutual agreement among the new faculty member, the mentor and the Department Chair.

ES&P VALUES

The Department has identified a set of values as guidelines for prospective P&T candidates based on a department job description (see Appendix I) so that they are aware early on about what kinds of activities and behaviors will most likely result in a positive recommendation from their colleagues and the Department Chair. The values are not exclusive and the candidate should feel free to discuss with the Department Chair regarding additional appropriate activities during the period leading up to candidacy.

The Department believes that the traditional values of Plymouth State University, Teaching, Scholarship and Service all express a different form of scholarship. These can best be defined as the following forms of scholarly activity: Teaching Scholarship, Research Scholarship and Service Scholarship and we have chosen to use this nomenclature for our promotion and tenure guidelines.

Teaching Scholarship

The ES&P Department recognizes that there are numerous approaches to pedagogy. But excellent teaching is certainly the most important aspect of faculty performance and without it no P&T application is likely to be successful. A candidate can demonstrate their commitment to excellence in teaching in a number of ways. (See Appendix I for examples.)

Research Scholarship

As a member of the University community and the scientific community, every faculty member is expected to participate in scholarly activities and make original contributions to his/her field or fields of expertise. Research Scholarship directed toward issues of the New England region is particularly encouraged but not to the exclusion of other scholarly activities. A candidate can demonstrate a commitment to scholarship in a number of ways. (See Appendix I for examples.)

Service Scholarship

ES&P values faculty who understand that part of the academic life is participating in activities such as department and campus governance and outreach, such as providing workshops for community teachers and the public or consulting with regional institutions in matters relating to science. A candidate can show their involvement in campus and community life outside the classroom in a number of ways. Participation at the statewide level with agencies or NGOs is expected of applicants applying for tenure, as a means of increasing the visibility of PSU and marketing our programs such that we are an institution of choice. (See Appendix I for examples.)

In all three focus areas above it is desirable to provide as much documentation as possible. Appendix I suggests various possible types of documentation.

MENTORING PROCESS

The mentor and faculty member shall meet at least once a month during the first academic semester. Each fall the mentor should help the new faculty member to create or modify his/her professional development plan (PDP) with goals for the coming academic year. The mentor will also advise the new faculty member on the development of a folder (portfolio) which will serve as a record of all teaching, research and service activities and contain all of the appropriate documentation. Toward the end of the third year the mentor and faculty member will meet with the Department Chair to review the faculty member's portfolio to make sure that he/she is making appropriate progress.

CANDIDATE RESPONSIBILITIES IN INITIATION OF P&T PROCESS

1. Indicate in writing to the Department Chair and the Vice President for Academic Affairs (VPAA) their desire to be considered for tenure and/or promotion. This should be done before the April Department meeting and after being notified by the VPAA's Office of their eligibility.
2. Obtain the proper filing forms from the Office of the VPAA.
3. Sign a permission form to allow P&T Committee members to view appropriate Human Resources materials.

4. Submit application materials to the ES&P P&T Committee during the next fall semester, no later than October 15.

PROMOTION AND TENURE COMMITTEE

The P&T Committee shall be an *ad hoc* committee composed of five tenured Department members and constituted when one or more faculty members indicate their candidacy for promotion and tenure in writing to the Department Chair. The five members of the P&T Committee shall be elected by the Department in April preceding the P&T process. Committee members should represent as many disciplines as possible appropriate to the candidate's appointment. One additional non-tenured faculty may sit on the committee and participate in discussions without a vote.

The P&T Committee should be informed by the Department Chair in September when one or more candidates are to be considered in that fall term. The Committee will elect its own Chair who will call meetings and organize interviews with the candidate(s) and the remaining Department Faculty. The Committee will examine relevant material in the Evaluation Section of the candidate's file in the Human Resource Office.

APPENDIX I

EXAMPLES OF ACTIVITIES AND APPROPRIATE DOCUMENTATION FOR TEACHING, RESEARCH, AND SERVICE SCHOLARSHIP

The following are broad categories of service, examples of each, and suggested documentation for inclusion in the candidate's promotion and tenure folder. Please also see the list in the PSU Faculty Handbook, Sect. 2.7.D.

A = Examples pertaining to an applicant for tenure and promotion to associate professor.

P = Examples pertaining to an applicant for promotion to full professor. (These are also appropriate but not expected for promotion to Associate Professor.)

TEACHING SCHOLARSHIP

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. This table outlines several avenues for excellence in teaching scholarship, but is not intended to be either exhaustive or prescriptive.

Type of Activities	Audience	Example(s)	Suggested Documentation
Participation in a National Science Education Program	National/Graduate	P: ESSEA Earth Systems Science online courses for K-12 teachers	<ul style="list-style-type: none"> • Grant documentation • Course syllabi • Student evaluations
Development of new course, or redesign/improvement of an existing course.	Undergraduate/departmental	A: Redesign soils labs.	<ul style="list-style-type: none"> • Course syllabi • Course notes • Lab manuals • Samples of assignments • Student evaluations • Peer/Chair evaluations • PSU forms
	Undergraduate/departmental	A: Develop a new course for non-majors.	
	Undergraduate University wide	P: Develop interdepartmental course in "Art and Geosciences."	
Attendance and participation in teaching workshops, conferences, etc.	Professionals in K-16 education	A: Participate in reflective practice workshops. Attend state, regional, or national conferences for science teachers.	<ul style="list-style-type: none"> • Documentation of participation from sponsor of the workshop or conference

	Professionals in K-16 education	P: Lead state, and/or regional conferences for science teachers. Present at national conferences.	
Guest lecturer within PSU community or at an external institution.	Local officials and town residents	A: Provide technical input for a local community development effort.	<ul style="list-style-type: none"> • Letter of thanks or recognition from the hosting organization • Letter of invitation or thanks from the hosting professor • Participant or sponsor evaluations
	Undergraduate / graduate	A: Provide services as guest lecturer in a PSU course.	
	Industry professionals, local officials, and academia	P: Present groundwater short courses or workshops.	

RESEARCH SCHOLARSHIP

Candidates can demonstrate commitment to research in many ways, such as engaging in research in their scientific discipline (both individually or as part of a larger research project), publishing in peer-reviewed journals, presenting at local, national, or international conferences, and being active – perhaps as a leader – in professional organizations (not just paying dues). This table outlines several avenues for excellence in research scholarship, but is not intended to be either exhaustive or prescriptive.

Type of Activities	Audience	Example(s)	Suggested Documentation
Reviews of books, software, curricular and classroom materials	Education professional organizations, education divisions of professional organizations	A: Review of <i>Red Shift</i> planetarium software	<ul style="list-style-type: none"> • Copies of Publication
Evaluation and assessment of curriculum or educational programs	ES&P, PSU, NCATE, NHDOE, education divisions of professional organizations	<p>A/P: attend reflective practice group and use in revising course materials</p> <p>P: Course analysis of NCATE program review to determine teaching proficiencies</p>	<ul style="list-style-type: none"> • Presentation at department, university level • Poster at regional or national conference • General session at national conference • Peer reviewed publication
Performance of individual research or participation in/support of multi-member research project.	Education professional organizations, education divisions of professional organizations	A/P: Use of new CUAHSI education and outreach materials in hydrology courses	<ul style="list-style-type: none"> • Abstracts of research results • Reports to sponsors

	NSF, NOAA, NHDOT, DOD, EPA, etc.	A/P: Study road salt effects on streams in White Mtns.	
Publication of research papers, abstracts, monographs, or books.	professional organizations	A/P: Publication in peer-reviewed literature.	<ul style="list-style-type: none"> • Copies of publications • Editor's/publisher's letter of acceptance
Participation in research-related conference.	professional organizations	A/P: Presentation at annual AGU, ESA, GSA conference or regional conference.	<ul style="list-style-type: none"> • Letters of acceptance from conference organizers • Conference programs, abstracts, or publications, demonstrating participation
Application for grants to support research, from either internal or external sources.	PSU, NSF, DOD, EPA, NOAA, NASA, or other external agencies	A: Revising Student Teaching at PSU P: Research on aluminum concentrations in New England watersheds.	<ul style="list-style-type: none"> • Grant proposals (funded or not)
Direction of undergraduate or graduate student research.	Undergraduate	A: Mentor an undergraduate completing his/her senior research project.	<ul style="list-style-type: none"> • Copies of directed student research projects
	Graduate	P: Serve as research advisor or committee member for a graduate student completing M.S. in Environmental Science and Policy.	
Review of another researcher's work for a professional journal or funding agency.	Professional organizations, publishing editors, NSF, USGS, EPA	A/P: Provide anonymous peer review for a paper submitted to Environmental Science and Technology; review proposals for an NSF program	<ul style="list-style-type: none"> • Letter from the journal editor, requesting the review • Completed reviews

SERVICE SCHOLARSHIP

A candidate can show their involvement in the life of the campus and the community outside the classroom in several ways, such as participating in departmental, PSU, and USNH committees, and task forces, attending and participating in departmental meetings, mentoring student organizations, or serving on boards of community groups on behalf of PSU. The following list includes several suggestions, but is not meant to be either exhaustive or prescriptive.

Type of Activities	Audience	Example(s)	Suggested Documentation
Participation in PSU committee.	Department and University Faculty	A: Serve as member of ES&P P&T committee. A: Society for Scholarly Dialogue P: Mentoring new faculty	<ul style="list-style-type: none"> • CV listing committees you have served on • Chair review of your performance while serving on the committee
	University Faculty	P: Serve as chair of a university policy making committee, such as University Planning Committee or University Environmental Committee	
Consultation.	Government: State, local or national	A/P: Technical consultation for a dam project insuring adequate river monitoring for EPA and FERC standards.	<ul style="list-style-type: none"> • Letters from groups for whom you have consulted • Publications containing results of group's work, and/or including acknowledgement of applicant's contribution • Samples of work provided
Service as a representative of a group or organization.	University Faculty	A: Representative of individual program within ES&P department to a higher-level committee.	<ul style="list-style-type: none"> • Letters from groups for whom you serve/have served as a representative
	Regional professionals	P: Coordinator for the Symposia: Water Quality in New England	
	State government	P: NH Professional Standards Board	
	National organization	P: Member of the Consortium of Universities for the Advancement of Hydrologic Science, Inc. instrumentation committee	
	international	P: Member of a scientific steering committee of the International Association of Hydrological Sciences	
Other professional service	Local Schools	A: Plymouth Elementary School – “Preparing for geological hazards in your home town”	<ul style="list-style-type: none"> • Letters, newspaper/newsletter clippings, etc., documenting professional service, thank you letters
	State, regional and national students	A: Advisor to student science fair project	

	Local and regional community	A: Judge – Envirothon P: Coordinator of Envirothon A: Talks at US Forest Service campgrounds or Squam Lakes Science Center	
	University community	A/P: Coordination of weather/meteorological services to the PSU community.	

APPENDIX II

SAMPLE PROFESSIONAL DEVELOPMENT PLAN (PDP)

The following sample PDP is not intended as either an exhaustive or prescriptive checklist. The items listed are intended as examples. Each candidate, with the assistance of his or her mentor, should develop, periodically revise, and implement their own PDP, based on the candidate's interests and opportunities. Ideally, the mentor should be from within the candidate's discipline, and will assist the candidate in setting, assessing progress towards, and achieving the goals set forth in the PDP.

YEAR ONE

Goal – Teaching and planning for future advancement should be the first priorities. The candidate should:

- Develop a PDP
- Make progress toward terminal degree (if appropriate)

Teaching Scholarship

- Organize and teach assigned courses
- Revise current courses based on student and faculty feedback for year two
- Plan for year two

Service Scholarship

- Participate in Departmental committees,
- Become available for campus committees
- Seek election for campus committees
- Get involved with local schools or organizations

Research Scholarship

- Join a PSU “Reflective Practice” group
- Attend PSU T&LC activities
- Develop research plan if appropriate
- Participate in professional organizations
- Attend conferences
 - Local, regional or national

YEAR TWO

Goal – Stabilize teaching for Year Three and initiate PDP

Teaching Scholarship

- Improve courses - Gen Ed or majors – this might include:
 - Reorganization of a course for new general ed standards,
 - Adding “real time” data collection to a lab vs. “canned” lab manual data.
 - Adding new “best practice” pedagogies or assessment techniques as defined by the professional organization of the discipline
- Develop courses - General Education or majors (within department)

Service Scholarship

- Participate in Departmental committees
- Become Available for campus committees
- Seek election for campus committees
- Participate in PSU campus initiatives
- Participate in PSU clubs or chapters
- Get involved with local schools or organizations

Research Scholarship

- Get involved in grant proposals (departmental, campus, local)
- Participate in professional organizations
- Attend conferences (local, regional and national)
- Assist in undergraduate and/or graduate research
- Begin Implementation of research plan

YEAR THREE

At this point the teaching aspect of the faculty member should be stabilized. ES&P encourages and expects its faculty members to continually evaluate and improve their teaching.

Goal – Improve involvement in service and research scholarship

Teaching Scholarship

- Improve Courses
 - General Education or majors
- Develop Courses
 - General Education or majors (within department)

Service Scholarship

- Participate in Departmental committees,
- Participate in Campus committees
- Participate in PSU campus initiatives
- Participate in PSU club or chapter participation
- Become involved with local and regional schools or organizations

Research Scholarship

- Be successfully involved with grant proposals (departmental, campus, local)
- Be active and have a leadership role in professional organizations
 - Committee work
- Present talks (campus, local, regional)
- Publish (campus, local)
- Attend and/or present workshops (campus, local, regional)
- Attend conferences
- Participate in conferences (local or regional)
 - Presentations
 - Poster sessions
 - Planning and implementation
- Assist in undergraduate and/or graduate research
- Document research progress

YEAR FOUR

Goals – Assume leadership roles in service scholarship and increase level of research scholarship

Teaching Scholarship

- Improve courses.
 - General Education or majors
- Develop courses
 - General Education or majors (within department)

Service Scholarship

- Assume a leadership role on
 - Departmental committees
 - Campus committees
 - Election for campus committees
 - PSU campus initiatives

- PSU club or chapter participation
- Local and regional schools or organizations

Research Scholarship

- Be successfully involved with grant proposals
 - Departmental, campus, Local, regional
- Be active and have a leadership role in professional organizations
 - Committee work
- Present talks (campus, local, regional, national)
- Publish (campus, local, regional)
- Attend and/or present workshops (campus, local, regional)
- Attend conferences
- Participate in conferences (local or regional)
 - Presentations
 - Poster sessions
 - Planning and implementation
- Assist in undergraduate and/or graduate research
- Document research progress

YEAR FIVE

Goals – Increase sphere of research exposure and leadership roles in research; prepare P&T materials

Teaching Scholarship

- Improve courses
 - General Education or majors
- Develop courses
 - General Education or majors (within department)

Service Scholarship

- Assume a leadership role on
 - Departmental committees
 - Campus committees
 - Election for campus committees
 - PSU campus initiatives
 - PSU club or chapter participation
 - Local and regional schools or organizations

Research Scholarship

- Be Involved with grant proposals as PI or Co-PI
 - Departmental, campus, Local, regional
- Participate and assume leadership role in professional organizations
 - Committee work
 - Leadership position (regional, national)

- Present talks (campus, local, regional, national)
- Publish (campus, local, regional, national)
- Attend and present workshops (campus, local, regional, national)
- Attend conferences
- Participate in conferences (local, regional, national)
 - Presentations
 - Poster sessions
 - Planning and implementation
- Assist in undergraduate and/or graduate research
- Document research progress

Associate to Full Professor – In addition to continuing to meet the criteria for promotion to Associate Professor, the candidate should also demonstrate growth and accomplishment in all areas at the regional and national levels.