

**COUNSELOR EDUCATION AND SCHOOL PSYCHOLOGY DEPARTMENT
PROMOTION AND TENURE GUIDELINES**

6/19/2013

This document outlines the Counselor Education and School Psychology Department's policies and procedures for tenure and promotion. Faculty should also refer to the Faculty Handbook, Sections 2.7 and 2.8, for eligibility requirements, University-wide criteria and procedures, and more specificity. The Counselor Education and School Psychology Department guidelines shall be reviewed every five years by the department's Promotion and Tenure (P & T) Committee.

FOCUS AREAS FOR PROMOTION AND TENURE

The Department has identified a set of guidelines for prospective P & T candidates so that they are aware early on of what kinds of activities and behaviors will most likely result in a positive recommendation from their colleagues and the Department Chair. Successful candidates will involve themselves in all of the following three focus areas in ways that support the spirit of the department's mission statement.

Teaching

Effective teaching is certainly the most important aspect of faculty performance; without it, no P & T application is likely to be successful. A candidate demonstrates commitment to excellence in teaching by utilizing a variety of pedagogical approaches in the classroom, demonstrating professional classroom behavior and evidencing continued professional development.

Scholarship

As a graduate faculty member of a comprehensive regional university, every faculty member is expected to participate in scholarly activities and make original contributions to his or her field(s) of expertise. A candidate can demonstrate a commitment to scholarship in a number of ways.

Service

The department values faculty who provide service to the department, the university at large and to one's profession. Faculty also provide service to the broader community in areas related to their professional expertise.

*It is recommended that candidates provide as much documentation as possible in all three of the above focus areas. See Appendix I for examples.

PROMOTION

Assistant Professor to Associate Professor

The individual wishing to be promoted will have established him or herself as an engaged, reflective and effective teacher recognized as such by students and colleagues. Evidence of scholarly activity is necessary. A record of service to the Department and University is expected.

Associate Professor to Professor

To reach the Professor level, it is expected that the individual will have continued to aspire to excellence as a teacher and scholar while also having demonstrated leadership in service activities both inside and outside of the university. Promotion to Professor requires evidence of a national reputation in at least one of the focus areas.

TENURE

Tenure, for an Assistant Professor, is normally applied for at the same time as promotion to Associate Professor. Generally, this process begins in the fall of the sixth year of teaching experience. Persons hired as an Associate Professor should see the Faculty Handbook for eligibility rules.

MENTORING PROCESS

New faculty will be given the opportunity, in collaboration with the department chair, to identify a tenured faculty member to serve as a mentor. The mentor, who may or may not be a member of the department, will not have any voice in the evaluation of the faculty member and will not provide feedback to the department chair or P & T committee. This option is designed to help with the process of enculturation of the new faculty member to university expectations, and to provide encouragement and support as the new faculty member navigates the P & T process. This option is intended to be supportive, at the new faculty member's discretion, and distinct from the annual review or P & T formal processes. It is recommended that a new faculty member will meet with his or her mentor monthly during the new faculty member's first term of employment and at least once a year prior to applying for promotion and tenure.

PROMOTION AND TENURE PROCESS

Third Year Review for Pre-tenured Faculty

Toward the end of the third year the faculty member will meet with the P & T committee to review the faculty member's progress towards promotion and/or tenure and provide written feedback. The candidate will need updated vitae, and a cover letter summarizing his/her progress to date in the areas of teaching, scholarship and service.

Annual Review Process with the Chair

All pre-tenured faculty will meet with the department chair once a year to review progress towards Promotion and Tenure. This meeting will specifically review all focus areas discussed earlier in this document. The annual letter, as described in the faculty handbook, will be written subsequent to this meeting.

Post Tenure Review

At any point in the process of promotion from Associate Professor to Professor, the faculty member may request a meeting with the P & T committee. Any faculty member requesting a post tenure review must request such a meeting no later than October 1st of the academic year in which the review will take place.

Candidate Responsibilities in Initiation of P & T Process

- Indicate in writing to the Department Chair and the Provost/Vice President for Academic Affairs (VPAA) the 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.
- Obtain the proper filing forms from the Office of the Provost/VPAA.
- Sign a permission form to allow P & T Committee members to view appropriate Human Resources materials.
- Submit application materials to the P & T Committee during the next fall semester, no later than October 15.

PROMOTION AND TENURE COMMITTEE

The P & T Committee shall be committee composed of five tenured members from inside and outside the department and constituted when one or more faculty members 1) indicate their candidacy for promotion and tenure, 2) when an Associate Professor

requests a post tenure review, or 3) when a third year pre-tenure review is needed. All requests must be made by the candidate in writing to the Department Chair. The five members of the P & T Committee shall be selected by the Department in April preceding the P & T process.

The Committee will be led by a standing Chair who will call meetings and organize interviews with the candidate(s) and the remaining Department Faculty. In addition to the candidate's prepared materials, the Committee will examine all relevant materials as well as those in the Evaluation section of the candidate's file in the Human Resource Office.

APPLICATION REVIEW PROCEDURE

It is the practice of the P&T Committee to read the application within two weeks of the October 15 deadline, and then meet with the candidate. This meeting is an opportunity for the Committee to seek clarification of details. The Committee may invite or recommend minor revisions of the application at this meeting. Requested revisions need to be made before the Committee makes its final decision and passes the application to the Department Chair.

APPENDIX I

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

The information below provides more specific guidance to candidates regarding activities leading to promotion and tenure in the areas of teaching, scholarship and service. Please also see the list in the PSU Faculty Handbook, Sect. 2.7.D.

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 assistance to students of all ability levels both in class and during office hours.

Classroom materials should be well organized, ensuring that course goals and assignments are clearly stated. The faculty member should be available to students, respond to their correspondence in a timely fashion and revise/improve courses based on student and department chair feedback. Candidates should also be engaged in advising of graduate students, and overseeing practica and internships if they are part of the teaching load. The department recognizes that there are numerous approaches to pedagogy. A candidate's commitment to excellence in teaching utilizes a variety of learner-centered pedagogical approaches. Critical to teaching excellence is adhering to policies around teaching as in meeting with classes for full class periods, arriving on time to class, being clear on expectations, treating students with respect and courtesy, returning papers and exams in a timely fashion, and displaying a passion for teaching.

Teaching will be evaluated through supervisory and student evaluations. The candidate is encouraged to participate in reflective practice sessions and to solicit peer feedback on his or her teaching.

SCHOLARSHIP

Every department member is expected to participate in scholarly activities and make original contributions to his/her field(s) of expertise. A candidate can demonstrate a commitment to scholarship in a number of ways such as presenting at conferences, writing chapters in books, reviewing books and articles, directing student research, grant writing, publishing books and journal articles, and engaging in qualitative or quantitative research studies.

SERVICE

Every faculty member is expected to provide service to the department, the University and the profession. Examples of service to the department include maintaining a consistent and visible presence in the department, actively engaging in department committees and meetings, curriculum development and assessment and ongoing involvement in accreditation activities. Examples of service to the University include maintaining visibility at University functions and activities such as graduate and general faculty meetings, commencements, forums, convocations, participation in University-wide committees and task forces, mentoring student organizations, consulting with regional institutions in matters relating to the department or University or serving on boards of community groups on behalf of PSU. Examples of service to the profession include active involvement and participation in relevant professional organizations at the local, state, national and/or international level such as committee or task force involvement and editorial board membership, informing the public about issues and concerns related to the profession, and advocacy work on behalf of the profession and those whom the profession serves.

The department also values faculty members who engage in outreach, service and non-remunerative forms of consultation to the broader community. While paid professional activity can be important in enriching faculty performance, care should be taken that such activities do not impinge on faculty responsibilities. Examples of external service

include providing professional workshops, consultation to school districts and mental health clinics, and volunteering professional expertise to individuals and institutions.

APPENDIX II

APPLICATION FORMAT AND GUIDELINES

APPLICATION MATERIALS

In addition to the application procedure that is described in the Faculty Handbook, the Department has set guidelines for the format of the application.

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

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

The Personnel Action Folder and its copies should be in 3-ring binders and should include the following:

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

Supporting Documentation is presented preferably in boxed, hanging folders, and not in binders or plastic envelopes. It should be organized by teaching, scholarship, and service. Materials typically include:

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

Because the Personnel Action Folder is reviewed not only by the P&T Committee, but also by individuals who may not be personally familiar with the candidate's background and qualifications, the Committee recommends the following:

- It is the responsibility of the candidate to clearly indicate how he/she has met the guidelines for promotion or tenure as stated in the Faculty Handbook. To that end, the candidate must indicate how each piece of evidence relates to specific promotion and tenure guidelines.
- The candidate must understand that no documentation presented to the committee is considered "self evident." The degree and nature of involvement in any activity presented must be clearly expressed.

EXTERNAL REVIEW

In response to the charge that each department make clear what it regards as objective outside evaluation of scholarly/professional activity, the Committee states such evaluation may focus upon the candidate's scholarship, service and teaching activity. Further:

- Objective outside evaluation is defined as evaluation from individuals external to Plymouth State University who have been direct observers or consumers of scholarly/professional activities conducted by the candidate.
- For promotion to Associate Professor, value shall be given to outside evaluators without regard to geographic perspective (local, state, regional, national, etc.).
- For promotion from Associate Professor to Professor, external evaluation shall demonstrate national reputation.

The following shall be considered in determining the value of outside evaluation:

- The individual's opportunity to observe the scholarly/professional activity in a direct, personal, and in depth fashion. The evaluation must be one which specifically addresses the work of the individual faculty member and is not merely "standardized" feedback given to members of a given group (for example a letter sent by the President of an Association to all individuals who presented papers at a conference).
- The individual's qualifications to evaluate scholarly/professional activities. Qualifications are not limited to academic degrees. However, it is the responsibility of the candidate to establish the qualifications of an individual who is not certified or otherwise academically qualified in the area of expertise.

*Acknowledgment is given to the CEAPS and Education Departments for providing their P & T Guidelines as a basis for the development of the current document.