Promotion and Tenure File

Candidates are responsible for the preparation of promotion and tenure files. Evaluation will be based on the contents of the file. Care should be exercised to ensure the file's accurate representation of the candidate's professional activities and achievements. All materials and documentation will be in one three-ring notebook (no larger than 4" in size), and all student course evaluations would be in a second notebook. Supporting evidence for tenure shall cover the entire period since the candidate's appointment to a tenure-track position. Supporting evidence for promotion shall cover the entire period since the previous promotion. In the case of a candidate who wishes to cite performance at previous institution(s), the candidate should provide documentation of performance in all three categories for the period of service at those institutions. Those documents should be included in the file. **Supporting documentation should be submitted for all work.** Those who read a file may not be familiar with terminology, professional associations, journals, acronyms, certifications, and other language of your field. The candidate should help these readers understand the professional competences and achievements of the candidate's field.

The following is a list of items that MUST be included in a promotion and tenure file.

- Personnel File Release and Faculty Evaluation Advisory Committee (FEAC) Selection Form
- Personnel Data Summary
- Professional identity statement (typically no longer than two pages). This is where a faculty member defines his or her perception of a professional role and identity. Within the limits of contractual job requirements, this statement permits the definition of professional role (who you are and what you do) and can help in framing the basis for evaluation.
- Two copies of the candidate's current DPEC letter (one left unpunched and placed inside the notebook as the first document); **all** DPEC letters since the last personnel action.
- **All** dean's letters of evaluation since the last personnel action. If a candidate has previously applied for the same personnel action and been denied, inclusion of the prior FEAC letter is at the discretion of the candidate. Candidates are encouraged to include such an FEAC letter with their written response. In cases where an individual elects to omit such an FEAC letter from the file, some members of the FEAC reviewing the current file are likely to be aware that the candidate has previously applied and been turned down. It is wise to address that issue even if the FEAC letter is not included. Absence of the prior FEAC letter and failure to address the previous rejected application often raise questions in the minds of the FEAC members.
- Two copies of the candidate's curriculum vitae (one left unpunched and placed inside the notebook as the second document).
- One copy of each of the candidate's Faculty Workload Report (received each semester from your Administrative Assistant) and Self-Evaluation Reports since the last promotion or, if applying for tenure, since hiring.
- Narratives for each of the three evaluation areas (each typically no longer than two pages each).
    Teaching Effectiveness *(including academic advising)*
    - The faculty member's main fields of teaching interest and competence.
    - The faculty member's description of his or her philosophy of teaching, teaching methods used, and effectiveness (including strengths and weaknesses) of his or her teaching.
    - The faculty member's efforts and plans for maintaining and/or improving the quality of teaching effectiveness.
    - The faculty member's description of the methods and effectiveness of his or her academic advising.
    - Syllabi of all courses taught since the last personnel action.
    Scholarship and Related Professional Activity
    - The faculty member's main fields of scholarly expertise, interest and activity.
    - The faculty member's strategy for keeping current in his or her field(s), and plans for continuing scholarly activity.
    - The significance and success(es) of his or her scholarly activity.
    Service to the College (including service to the community in a professional capacity)
    - The faculty member's main areas of service interest and activity.
    - A description of the significance and success of his or her service activities.
- *Student Course Evaluations:* Include ALL student evaluations for all courses (including team-taught courses) and corresponding statistical summaries since the previous personnel action. In the case of a faculty member who has been in

rank for more than five years before applying for consideration for promotion, only the immediate previous five years of student course evaluation need to be included. The faculty member should read the evaluations and provide a narrative summary of student responses to his or her classes. This summary should address the general pattern of student responses, describe how the faculty member has used that information, and address any distinctive patterns of positive or negative response.

Items that may be worthy of inclusion as documentation in the first notebook of the file:
- *Teaching Effectiveness* (including academic advising)
    - Descriptions of innovations or special methods used by the faculty member in his or her teaching.
    - Evidence of careful selection and preparation of class materials. This could include sample exams, handouts, assignments, and other materials.
    - Evidence of student learning. This could include samples of student work, standardized test scores, awards that student course work has received, and other evidence.
    - Evidence of effective advising. This could include letters of appreciation, evidence of student retention and/or timely completion of degree program, and other examples.
- *Scholarship and Related Professional Activity*
    - Lists of scholarly activity should be in Annual Faculty Information and Self-Evaluation Reports. Scholarly activity since the last form should be mentioned. The promotion and tenure file is not a place to re-list, but to include documentation and explanation.
    - Helpful documentation of scholarship and related professional activity might include:
        - copies of publications
        - copies of programs documenting presentations
        - certificates and letters documenting professional contributions
- *Service to the College* (including service to the community in a professional capacity)
    - Lists of service activities should be in Annual Faculty Information and Self-Evaluation Reports. Service activity since the last form should be mentioned. The promotion and tenure file is not a place to re-list, but to provide documentation and explanation.
    - Helpful documentation of service activities might include:
        - documentation of participation in service capacities
        - explanations of one's contribution
        - certificates or letters of appreciation/commendation for one's contributions
        - letters of support from colleagues, students, or professionals familiar with one's competence and contributions

A candidate may include additional materials at his or her discretion. All materials should be germane, contribute something to the folder that is not otherwise available, be well organized and provide substantial contribution to the ability of the FEAC to fully and fairly evaluate the candidate.

- **Evaluation Criteria, Evidence and Documentation:** Teaching effectiveness is a necessary condition for continuing contracts, tenure, and promotion to any level. All faculty members are expected to be professionally current, engaged in scholarly activity, and active citizens of the Keene State community. There is no one model of a quality faculty member – no ideal résumé. The specific amount and type of scholarship, professional activity, and service appropriate for continuing contracts, tenure, or promotion will vary considerably with the faculty member's field, skills, and interests. For any given faculty member, the understanding of what constitutes effective teaching, active scholarship, and good citizenship at Keene State necessarily emerges from good communication with colleagues and deans. Opinions of colleagues and deans are advisory. All personnel actions are management rights (Article III A) and result from the evaluation process described in Article VIII of the Collective Bargaining Agreement and the DPEC and FEAC Guidelines.
    - *Teaching Effectiveness (including academic advising*) The primary responsibility of a faculty member at Keene State is effective teaching, both in and out of the classroom. Effectiveness is ultimately measured by student

learning, not faculty knowledge or actions. Evidence of teaching effectiveness should address student learning. It may be helpful to think of teaching effectiveness in terms of four sub-categories:

- ➢ content knowledge
- ➢ pedagogy
- ➢ instructional design
- ➢ reflective practice

Academic advising is an important faculty role. For purposes of evaluation, it is considered under the teaching effectiveness area. Evidence of teaching effectiveness may include, but is not limited to:

- ➢ teaching or student documents that demonstrate preparation for classes such as: effective communication with students; effective use of class time; encouragement of responsible, independent, analytic, or creative thought by students; academic demands appropriate for the level of the course; fair, careful, and prompt evaluation of student work; organization of materials; efforts to improve teaching skills and manifesting creativity and imagination in teaching performance; response to differences in student goals, strengths and weaknesses, and learning styles
- ➢ classroom observations by peers
- ➢ evidence of availability to students for out-of-class help
- ➢ demonstration(s) of comprehensive, extensive, and current knowledge of subject areas
- ➢ thoughtful reflection on teaching effectiveness
- ➢ thoughtful consideration of student course evaluations and the use of that information in adaptation or improvement of teaching methods and materials
- ➢ evidence of student learning
- ➢ willing, conscientious, and effective academic advisement
- ➢ developing and teaching new classes
- ➢ effective use of technology to achieve learning objectives

- o ***Scholarship and Related Professional Activities*** Faculty at all ranks at Keene State College are expected to be current in their academic field(s) and have a program of continuing intellectual growth and contribution. Scholarship can be usefully considered to have four subtypes:

- ➢ scholarship of discovery – seeking and gaining new knowledge
- ➢ scholarship of integration – seeking and gaining new understanding of existing information
- ➢ scholarship of application – seeking and gaining success in the application and implementation of knowledge
- ➢ scholarship of teaching – seeking, gaining, and applying knowledge about teaching and learning – including in one's own teaching.

Expected characteristics of any form of scholarship are:

- ➢ clear goals
- ➢ adequate preparation
- ➢ appropriate methods
- ➢ significant results
- ➢ appropriate and effective presentation
- ➢ reflective critique

Professional activities within scholarly organizations will be considered within this area, but do not substitute for a program of continuing intellectual growth and contribution. Evidence of scholarship and related professional activities may include, but is not limited to:

- ➢ publications – scholarly books and professional journal articles
- ➢ research projects in progress with documentation
- ➢ awards for scholarship
- ➢ creative productions and performances or other uses of professional skills
- ➢ designing and developing curricula requiring mastery of new subject matter
- ➢ organization and/or participation in faculty study groups
- ➢ fellowships, post-doctoral work
- ➢ presentations at professional meetings: state, regional, national
- ➢ scholarly presentations as professional enrichment programs (may be service to the College depending on content)

- ➢ office in professional organization(s)
- ➢ other participation in affairs of professional organizations
- ➢ service as editor or editorial committee member of a professional journal or for book(s), or as a reviewer
- ➢ service on accreditation teams at other institutions
- ➢ scholarly consulting or grant writing
- ➢ adapting or advancing the use of technology in one's discipline
- o ***Service to the College (including service to the community in a professional capacity)*** All faculty members are expected to be participants in the intellectual and organizational life of Keene State College. Some of that participation will be as a general citizen of the Keene State community, while some may be grounded in the individual's professional expertise. Many faculty members provide service to the community beyond the College in a capacity that directly utilizes their professional expertise. Such service, while not a replacement for service to the College, will be considered in this area. New faculty must simultaneously attend to demands of new teaching responsibilities and sustain scholarly interests at the same time that they are gaining familiarity with the people, systems, and culture of Keene State. Given the priority of teaching effectiveness, evaluation of faculty in their first two years will focus only on the quality of contribution to the work of one non-disciplinary committee. Interested faculty members are encouraged to participate in service activities to the extent of their interest; but, evaluation will be based solely on their contribution in the one committee they identify. Evidence of service to the College should include not only note of membership or participation, but also evidence of the faculty member's role and contribution. Quantity is less important than quality of service. Service to the College may include, but is not limited to:
    - ➢ aid to colleagues as guest lecturer or resource person
    - ➢ college committee service
    - ➢ designing and developing new curricula
    - ➢ school or department committee service
    - ➢ other contributions to the College – special projects or roles, including reassignments
    - ➢ other service to the school or discipline – special projects or roles
    - ➢ system or consortium committees
    - ➢ pursuit of, acquisition of, and/or administration of grants
    - ➢ service on accreditation teams for College programs
    - ➢ leadership roles within the College (e.g., KSCEA, department chair, leadership roles on major committees, or other positions)
    - ➢ contributions of professional expertise to the community (paid or unpaid)
    - ➢ technology support in the College or the department beyond requirements of courses taught (e.g., computer laboratory support)