

Department of Educational Leadership and School Counseling

Production Guidelines

August 26, 2011

Tenure and Promotion  
Effective

The following document describes and recommends standards related to Teaching, Service, Research and Scholarly Activity, and Collegiality for promotion and tenure in the Department of Educational Leadership and School Counseling (ELSC), The University and College guidelines are listed below. The results of the vote are listed below.

Department Chair

Thomas P. ...

*Thomas P. ...*

David ...

Ross McNeese

Ronald ...

*Ronald ...*

The following document describes and recommends standards related to Teaching, Service, Research and Scholarly Activity, and Collegiality for promotion and tenure in the Department of Educational Leadership and School Counseling (ELSC), The University and College guidelines are listed below.

tenure (Third Year Review), promotion and Department of Educational Leadership and on calendar published annually by the AC after the published date for tenure

The candidate should submit all documents for promotion as stated in The Faculty Handbook. The Department of School Counseling abides by the tenure and promotion provisions of the Provost's Office. Therefore, dossiers submitted to the

tenures described herein are not applicable to individuals who are hired from outside of USM directly into administrative positions at the level of chair or

Faculty members in the probationary period are strongly encouraged to find a career balance

As a rule of thumb, it is the responsibility of senior members of the unit to assume such service as Chairs, Directors

and Senior Counseling advisors. In departments such as the Leadership Center, Leadership, Leadership

where there are limited numbers of faculty, there are no restrictions on the number of service assignments. In other instances, reviewing

consideration will be given for service that is not be desired. In some instances, a faculty member may be

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### Teaching

Teaching and student learning are central to the mission of the Department of Educational Leadership and School Counseling. The typical teaching load for a tenure-track faculty member

in the Department of ELSC is four courses each semester, with a course release granted each semester for research or scholarly activity. All faculty members are encouraged to take on a leadership role in the

department, such as serving on committees, advising students, and participating in professional development activities. Faculty members are also encouraged to engage in research and scholarly activities that advance the field of educational leadership and school counseling.

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... faculty members may have students  
... alternative evaluation  
... the same evaluation items as the  
... at persons of the same evaluation  
... levels of review  
... state workshops, state accreditation agencies,

... faculty members may have students assess teaching and  
... evaluation methods to be included in their submitted material  
... methods that may be included should address  
... University's standard course evaluation),  
... annual department chair reports  
... third-year review letters from all  
... External evaluations of teaching (

Further evidence may include, but is not limited to, any combination of the sources listed below:

- Nature of courses typically taught
- Number of different course and new course preparations
- Contribution to develop and/or update syllabi, lecture notes, and updated reading materials. Considerations would include
  - Vehicle of delivery, face to face, online
  - Undergraduate or graduate
  - Significant revision of programs and courses
  - Innovative new uses of materials, instructional techniques
  - Courses developed, including service-learning
  - Where research and new knowledge are integrated
- Number of courses chaired, indicating number completed
- Number of courses as member, indicating number completed
- Number of thesis or dissertation committees supervised and/or independent studies directed
- Number of examinations or standardized courses presented and former students, including information on discipline and
- Number of peer evaluations received, including those who are in the same discipline as the teacher, to have learned and/or to use instructional materials designed
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- Number of grants or awards received, including those for teaching activities
- Number of panels to judge proposals for teaching grants/contracts

- Honors or special recognitions for teaching accomplishments
- Coordination with schools/districts for course assignments
- Development of course content for workshops
- Partnering with other agencies to develop teacher/leadership training materials

Other evidence of teaching effectiveness as appropriate

Evidence of teaching effectiveness is necessary for tenure and promotion in-rank to Associate Professor.

Service

Service to society, the

The Department of Educational Leadership and School Counseling values

university, the college, and by professional organizations. It also

recognizes

Recognize

Faculty members for their teaching and research contributions

Quality and

categories established and documented by the department. Determinations

Department work on

Department work on

promotions and tenure in the following categories:

Professional

Service to society and a substantial body of work

a concern

Faculty

mission.

Service to the University includes, but is not limited to, participating in Department College or

university-wide level programs serving or enhancing academic programs

Faculty members who are expected to participate in departmental projects

Faculty members are expected to participate in departmental projects

Faculty members are expected to participate in departmental projects

Service to the profession includes activities volunteered for offices held and committee assignments performed for national or regional professional associations and learned societies; development



C. Appropriate efforts to secure external funding.

letters evaluating the

E. External Reviewer's Letters

A minimum of three external reviewer's

in rank to Associate Professor are:

Research expectations for tenure and promotion

Associate Professor and/or tenure who have an established

in rank to Associate Professor and/or tenure who have an established

publishing, presenting and/or obtaining external funding

and documented record of success in publishing, presenting and/or obtaining external funding

expectations for receiving promotion in rank to Associate Professor

The following are the minimum research and/or creative contributions

following:

and/or creative contributions

candidate has documented seven (7) significant contributions

Of the seven (7) significant contributions, four (4) must be publications in

refereed journals related to the candidate's discipline for three (3) of the four (4)

of the four (4) refereed journals must be in the candidate's field of expertise

students as primary author or co-author

contributions may also include presentations at national or international

conferences or other professional organizations

Candidates for promotion to Associate Professor are also expected to

successfully provide refereed presentations to professional organizations

and/or audiences appropriate to their discipline

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the research expectations for promotion in rank to Full Professor are:

documented record of success in publishing, presenting and/or obtaining external funding

Department of Educational Leadership

Small department that can provide

and/or audiences appropriate to their discipline

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- Twelve (12) significant contributions of which at least eight (8) must include publications in refereed journals related to the candidate's discipline. Six (6) of the publications must be in refereed journals.
- Significant contributions may also include national or international invited publications and/or funded external proposals.
- Faculty collaboration with graduate students in publications is encouraged and considered a plus for these publications. Faculty members do not collaborate with colleagues.

Letters of support from three external reviewers should provide evidence that the applicant is engaged in meaningful research. The external reviewers need to indicate that they are willing and able to take a professional judgment about the quality of the scholarly selection applicant's packets and they have no conflict of interest. The external referees can be a personal or mentor-mentee relationship with applicant. Reviewers cannot be employed at USM and the external reviewers must have tenure and the minimum Associate Professor at their respective institutions. They should have significant experience in a department that is comparable to the Department of Educational Leadership and School Counseling.

Evidence of significant research contributions for any rank may include, but is not limited to, the sources listed below:

- Research and/or scholarly publications. Faculty should publish their research in nationally recognized competitive, refereed journals as determined by the department. Publications include books, parts of books, reviews, book reviews, monographs, bulletins, articles, and other scholarly works published in refereed journals and refereed proceedings and symposia.
- Applied projects, grants, contracts, and reports.
- Professional presentations at national, regional, or international conferences, workshops, and seminars.
- List of honors or awards for scholarship.
- Application of research, scholarship in the field, including new applications developed and tested, new or enhanced systems and procedures of instruction or evaluation given to state agencies, professional associations or educational grants.
- Other evidence of research or creative accomplishments.

### Collegiality

It is difficult to assess collegiality, those reviewing the application sometimes find it difficult to assess collegiality, those reviewing the application

and being respectful of students and the unit's common purpose. Collegiality implies active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. Collegiality does not mandate

unity, but does serve to foster a civil treatment of colleagues. The expectation for collegiality applies equally to all members of an academic unit,

and is not intended to be disciplinary, as a way of ensuring individuals

do not avoid certain issues at discussions, but instead is intended to ensure

effective communication, does a simple imply positive relationships with

senior faculty

Candidates are expected to demonstrate a continuing pattern of respectful

peers, students, staff, and the unit's common purpose. Collegiality will be

presence of a variety of positive indicators and the absence of negative indicators

intended to address the issue of collegiality in the current environment

are not exhaustive, may include such positive indicators

program, Department, College, and University

Attendance at student presentations (particularly as a committee member)

Attendance at department meetings

Respect for department

Academic excellence

of faculty contribute to departmental workload

to take leadership roles

Appropriate interpersonal interactions and awareness of professional boundaries

Attendance at student presentations (particularly as a committee member)

Attendance at department meetings

Attendance at college/university meetings

Attendance at student committee meetings



Willingness to serve on or chair program, Department, College, and University committees



A pattern of unwillingness to serve on or chair program, Department, College, and University committees

Inadequate performance as a scholar/teacher/researcher/committee member

Uncooperativeness, including an unwillingness to agree to teaching assignments (to teach

inappropriate to the faculty member's experience/expertise

Failure to adhere to best academic practice

Violation of academic

- Violations of academic integrity (e.g., plagiarism)
- Academic dishonesty
- Academic mobbing
- Repeated incivility