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**ELEMENTARY/SPECIAL EDUCATION DEPARTMENT
PROCEDURES FOR TENURE AND PROMOTION**

PROCEDURES FOR EVALUATION OF PROBATIONARY FACULTY

In accordance with the procedures defined in the relevant version of the **Faculty Handbook** (see § 3.4, 3.5 and Appendix E), faculty members who are eligible by virtue of having completed the number of years and have been so notified by the Provost may be considered for award of tenure.

During the probationary period the new faculty member will be supported and advised in the following ways:

Mentorship. All probationary faculty members shall have a tenured faculty mentor determined jointly by the chair and the probationary faculty member identified by February 1st in the faculty member's first year. During the probationary faculty member's first semester, the department chair or assistant chair (based on workload, courses taught, research interests) will serve as the faculty member's mentor. In addition, during the first term, new faculty should consult other tenured members (particularly those who teach similar courses) of the department about pedagogy, evaluation standards, department policies and advising responsibilities. The mentor's duties shall include, but not be limited to: providing support for the development of syllabi, assisting the probationary faculty member in accessing college resources, and providing support for teaching and the implementation of departmental responsibilities. Mentors will assist the probationary faculty member in meeting the departmental criteria for tenure and promotion as outlined in Appendix A. If a change of mentor is desired, the probationary faculty member shall request the change in writing to the chair and the probationary faculty member and chair will work together to identify another mentor that is agreeable to all involved.

Chair Support and Evaluation. The chair's role in the probationary process is twofold: supporting the faculty member in regard to his/her their responsibilities and evaluating the candidate in regards to teaching, scholarship and service. The chair, or designee, will meet with the new faculty member each month until a mentor is appointed to answer questions, provide support for teaching and help familiarize him or her with the department and the college. During subsequent semesters, these meetings will take place at least annually and will serve to assist the probationary faculty member with professional development. The mentors may be present at these meetings at the request of the probationary faculty member.

Teaching Observations. During the first semester of teaching in the department, no formal observations or evaluations of teaching shall be conducted. Thereafter observations occur throughout the probationary period to provide the faculty member feedback on his/her teaching. A schedule of these visits will be pre-arranged with the probationary faculty member by the mentor no less than one week in advance. Following the observation, the observer will prepare a summary

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of the class and written evaluation regarding content, organization of material, pedagogy and student engagement within one week. The probationary faculty member and observer will also meet to discuss the observation. The mentor may be present at the meeting at the request of the probationary faculty member. Following the meeting, a final draft of the written observation will be prepared and signed by the observer and the probationary faculty member. The observation will be given to the faculty member and filed in the new faculty member's credentials folder in the department. The probationary faculty member may write a rejoinder to the observation, which would be attached to the original observation and filed. These observation reports will be shared with other faculty during the department tenure meetings.

Beginning in the second semester of the first year of teaching there will be no fewer than one and no more than two observations per semester; the chair or assistant chair will observe every semester, and one other tenured faculty member may observe. The other tenured faculty member may be the mentor, or another tenured faculty member.

Student Course Ratings. Course ratings are mandated for all faculty members, for each course, each semester as part of our program approval process. The results of the ratings will be recorded and analyzed and data will be provided to both the faculty member and the chair each academic year and discussed at least annually between the chair and the faculty member. Copies of ratings will be placed in the faculty member's credential folder in department files.

3rd-Year Review. During the spring of the third year, a thorough review of the probationary faculty member's record of teaching, service, and scholarship will be conducted by the chair in consultation with the tenured members of the department. A current CV, a description of the faculty member's research agenda, copies of published work/presentations, and a self-assessment of the faculty member's teaching and service at Providence College should be prepared for this review and placed in the faculty member's credential folder. The probationary faculty member will give a presentation to the department addressing her/his on-going development in the areas of teaching, scholarship and service. At completion of the presentation, tenured faculty members from the Elementary/Special Education department will meet and review the faculty member's progress in meeting the criteria for tenure. The summary of this discussion will be orally shared with the probationary faculty member within a month of the meeting. The faculty member will receive a formal evaluation of his/her performance by the chair written in consultation with tenured members of the department.

External Letters of Support. In the semester before applying for tenure, the probationary faculty member will submit a list of five names of individuals recognized in the probationary faculty member's field who can attest to the faculty member's performance in one or more of the areas required for tenure. Tenured members of the department may also add names to this list. The chair

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will solicit letters of support from the final list. Any letters received shall be submitted to the chair, and added to the faculty member's dossier.

Tenure Decision Process.

Once the Office of Academic Affairs notifies the probationary faculty member that he/she will be considered for tenure, the candidate shall submit to the chair and the Provost and Senior Vice President for Academic Affairs, a dossier documenting achievement in the areas of teaching, scholarship and service, as well as a statement specifying how the criteria for tenure have been met. Deadlines for submission of the dossier are available in the relevant **Faculty Handbook**. The materials shall be formatted as recommended by the Committee on Academic Rank and Tenure (<http://providence.edu/academic-affairs/promotion-tenure/Documents/guidelines-tenure-candidates.pdf>).

The chair will then notify tenured department members and schedule a meeting to review materials and consider the request for tenure consideration. Following discussion of the candidate's dossier, each tenured faculty member will cast his/her vote as defined in the **Faculty Handbook**. This vote shall be conducted by secret ballot on a standard form provided by the Office of Academic Affairs. Absentee ballots are prohibited. After the vote has been shared, the tenured faculty members will contribute to the department's deliberation report as outlined in Appendix E. As part of the consideration meeting, all faculty members will contribute to the report. A faculty member who is not chair will be assigned to draft the deliberation report, which will then be reviewed and approved by all tenured members of the department prior to submission. The department chair will inform the candidate as to whether the departmental recommendation was favorable or unfavorable in each area. The exact vote tabulation shall not be revealed to the candidate except as provided in Appendix E.2.e of the **Faculty Handbook**.

The chair will submit all the required materials to the Provost and CART in accordance with the **Faculty Handbook**.

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Elementary/Special Education Department
**PROCEDURES FOR EVALUATION IN CONSIDERATION OF PROMOTION IN RANK WITHOUT
TENURE**

Faculty members eligible for promotion will be notified by the Provost.

1. A faculty request for promotion and all relevant materials supporting that request must be submitted to the department chair in accordance with the deadlines established in the relevant version of the **Faculty Handbook**. Applicants will submit a list of five names of individuals recognized in the applicant's field, who can provide testimony on the faculty member's achievement in the area of scholarship from which the chair will solicit letters of support. Tenured members of the department of equal or higher rank may also add names to this list. Letters shall be requested by and submitted to the chair, and added to the faculty member's dossier.
2. When an application for promotion is made, the chair will inform all members of the department of equal or higher rank than that of the applicant of the request and will set a date for a promotion meeting to discuss the applicant's credentials and to conduct a vote by secret ballot. (This group will thereafter be referred to as the Promotion Committee.)
3. Following a discussion of the candidate's dossier, each member of the Promotion Committee will cast his/her vote as defined in the **Faculty Handbook**. This vote shall be conducted by secret ballot on a standard form provided by the Office of Academic Affairs. Absentee ballots are prohibited. After the vote has been shared, the Promotion Committee will contribute to the department's deliberation report as outlined in Appendix E. A faculty member who is not chair will be assigned to draft the deliberation report, which will then be reviewed and approved by all eligible members of the Promotion Committee prior to submission. The committee chair will inform the candidate as to whether the departmental recommendation was favorable or unfavorable in each area. The exact vote tabulation shall not be revealed to the candidate except as provided in Appendix E.2.e of the **Faculty Handbook**. The chair will submit all required materials.

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Appendix A

ELEMENTARY/SPECIAL EDUCATION DEPARTMENT INDICATORS OF EXCELLENCE IN TEACHING, SCHOLARSHIP AND SERVICE FOR CANDIDATES APPLYING FOR TENURE AND/OR PROMOTION

The Elementary/Special Education Department's discipline is the art and science of teaching. Evidence in the candidate's file must focus on his/her continuing and increasing development in teaching, effective advising and mentoring, scholarly endeavors in this discipline, and service to the department. In addition, service in one or more of the following: to the College, academic discipline, community. Examples of such endeavors relative to our discipline are specified below.

Indicators of Excellence in Teaching

It is the responsibility of the candidate to present documentation of excellence in teaching. Listed below are examples of materials that pertain to teaching and ways in which excellence may be demonstrated. The faculty member is encouraged to include evidence of any other activities which might indicate excellence in this category. In his/her overview of teaching, the candidate should include a rationale indicating how all materials relate to and demonstrate excellence in teaching.

At a minimum, the teaching evidence should include the following:

- Department member teaching observations;
- Statistical summary of student course evaluations (SIR II is the form approved by the ESE department) from at least one section of each course each semester for the two years previous to application for tenure/promotion;
- Examples of course syllabi from courses taught in last three years (no more than five); and
- A self-evaluation of college teaching during the time period under consideration (note: this is separate from the introductory teaching statement).

Other optional materials:

- Teaching awards, honors and distinctions
- Samples and/or descriptions of unique instructional activities
- Material related to development of new courses or major revisions of existing courses
- Materials related to changes in instruction based on attendance at workshops/seminars/conferences
- Evaluations from cooperating teachers and/or others in the field
- Evidence of successful team teaching and/or co-planning of courses and course work
- Student comments from other course evaluations (e.g. MAPs, instructor-created assessments)

Faculty members will review the teaching evidence presented by the candidate and will discuss their evaluation of this work. Excellence in teaching may be demonstrated by:

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- relevancy and currency of course materials
- regular and timely student interaction and feedback
- engaged and effective pedagogy
- enthusiasm for subject matter
- curriculum and assignments which are aligned with Elementary Special Education program approval requirements
- on-going self-reflection
- the ability to respond to peer feedback and modify teaching accordingly

Indicators of Excellence in Scholarship

In the ESE department, scholarly endeavors take many forms. Listed below are areas that pertain to scholarship and ways excellence may be demonstrated. The candidate is encouraged to include evidence of any other scholarly activities that indicate excellence in this category. It is the candidate's responsibility to include objective information about acceptance rates or impact factors for each scholarly item described. In general, the greatest weight will be given to materials published (or accepted for publication) in blind peer-reviewed outlets. The primary focus of the review will be to determine the quality, recognition, and impact of the work submitted in the dossier. Candidates seeking promotion to Professor must provide evidence of a distinguished body of work that makes a significant contribution to the discipline.

At a minimum the scholarship dossier should include the following elements:

- A short description of the candidate's research agenda during the period under consideration (separate from the introduction on scholarship and creative activity);
- Scholarly blind peer-reviewed journal articles or their equivalent; and
- A brief description of peer-reviewed presentations from professional conferences.

Other optional materials (intended to be illustrative, but not inclusive):

- Article(s) in published conference proceedings
- Books (authored, co-authored, edited, co-edited)
- Chapters in books
- Monographs/White Papers
- Invited state and/or national professional development manuals
- Book reviews
- Textbooks
- Curriculum Materials
- Award of competitive grants and/or contracts to finance development of research or innovative programs
- Invitations to present at professional conferences, write for scholarly journals or contribute chapters to discipline-related books
- Co-presentations with students at professional meetings

Indicators of Excellence in Service

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The following areas are included as examples of service contributions. The candidate is encouraged to include evidence of any other activities that might indicate excellence in this category. Additionally, the candidate should document active participation whenever possible.

Service to the College:

At a minimum the service dossier should including the following elements:

- Participation and/or leadership in department committees;
- Attendance at department meetings;
- Preparation for accreditation; and
- Participation in the departmental assessment process.

Other optional materials (intended to be illustrative, but not inclusive):

- Service as a department committee chair
- Advisor of student organizations
- Presentations at student teaching professional development days
- Preparation and submission of departmental grant proposals
- Participation in faculty and/or staff searches
- Service as department chair
- Development, distribution, collation and interpretation of departmental surveys
- Attendance at college- sponsored academic events
- Participation and/or leadership in college committees
- Participation and/or leadership in faculty committees
- Participation in activities sponsored by college
- Faculty Senate membership
- Participate at state/national level activities as representative of the college

Service to the Academic Discipline: (intended to be illustrative, but not inclusive)

- Membership/leadership in professional organizations
- Participation on professional evaluation and advisory boards/committees
- Review of presentation proposals for regional/national conferences
- Support of regional resource center activities
- Discussant or chair at professional meetings
- Reviewer for professional journal
- Editor of professional journal
- Provider of technical assistance on state and/or national level
- Invited lecturer at local/state/national IHE
- Testimony at state and/or national hearings
- Participation in the ongoing professional development of teachers in the local/state educational community

Service to the Community: (intended to be illustrative, but not inclusive)

- Service to religious organizations

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- Service to community organizations
- Service to political organizations or groups
- Service to health-related organizations
- Service to educational organizations

Effective Advising and Mentoring:

- Advising/availability to students
- Undeclared advising
- Participation in on-going professional development regarding advising

The tenured faculty members or Promotion Committee will review the service evidence presented by the candidate and will discuss their evaluation of this work. Excellence in service is demonstrated by active participation, collaboration, leadership, and on-going performance for the department. In addition service to the college, discipline or community.

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Appendix B
 Highlighting of Major Changes to Procedures from the 10th Edition of the Faculty Handbook to the 11th Edition

	10 th Edition (tenure)	11 th Edition (tenure)
Mentor	All ESE faculty members shall have a tenured faculty mentor.	Same, with process for changing the mentor.
Chair support and evaluation	Annual	Annual
Teaching observations	Observation by the mentor and the chair shall take place during the second semester of the first year of teaching. Each year a chair and another tenured faculty member will observe.	Each semester, the chair or asst chair and another tenured faculty member will observe. A schedule of these visits will be pre-arranged with the probationary faculty member by the mentor no less than one week in advance.
Student Course Ratings	Course ratings are mandated for all faculty members, for each course, each semester as part of our program approval process.	Course ratings are mandated for all faculty members, for each course, each semester as part of our program approval process.
Departmental review	2 nd , 3 rd , 5 th year review	3 rd year review only. Only tenured ESE faculty members for tenure and promotion committee for promotion invited to review.
External Letters of Support.	No mention	Candidate supplies a list of 5 names for chair to request letters.
Decision Process	A faculty member who is not chair is assigned to draft the deliberation report, which will then be reviewed and approved by all tenured members of the department prior to submission. The	A faculty member who is not chair is assigned to draft the deliberation report, which will then be reviewed and approved by all tenured members of the department prior to submission. The department chair will inform the candidate

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	<p>department chair will inform the candidate as to whether the departmental recommendation was favorable or unfavorable in each area. The exact vote tabulation shall not be revealed to the candidate</p>	<p>as to whether the departmental recommendation was favorable or unfavorable in each area. The exact vote tabulation shall not be revealed to the candidate</p>
Promotion	<p>Applicants for the rank of Associate or Full Professor will submit a list of five names of individuals nationally recognized in the applicant's field, who can provide testimony on the faculty member's distinguished achievement in the area of scholarship from whom the chair will solicit letters of support. Enfranchised faculty may add names to the list. Letters should be requested by and submitted to the chair, and added to the faculty member's dossier.</p>	<p>Applicants for the rank of Associate or Full Professor will submit a list of five names of individuals nationally recognized in the applicant's field, who can provide testimony on the faculty member's distinguished achievement in the area of scholarship from whom the chair will solicit letters of support. Enfranchised faculty may add names to the list. Letters should be requested by and submitted to the chair, and added to the faculty member's dossier.</p>