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Biology: Appointment, Promotion, and Tenure Documentation

The College at Brockport

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The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Biology

**Guidelines, Standards, and Procedures For
Appointment Renewal, Promotion, and Tenure (Continuing
Appointment)**

Spring 2013

Overview of Application and Review Process

The APT processes detailed in this document are informed by and in compliance with the College procedures as embodied in "Procedural Requirements for Academic Personnel Decisions" prepared by the Dean's Council (8-31-2000) and approved by the Faculty Senate (pending as of 11/6/00.)

1. Role of the APT Committee: The APT Committee is charged with the review of all applications for re-appointment, continuing appointment, and promotion within the Department. The review process will consider the performance of the Candidate with respect to teaching, scholarship, and service as specified in the sections below.

The outcome of the APT Committee review will be a written recommendation to the Department Chairperson highlighting the strengths and weakness of the application, and specifying whether the candidate is recommended or not recommended.

2. Role of the Candidate: Requests by full-time faculty to be considered for re-appointment, continuing appointment, and/or promotion are to be made in writing to the APT Committee in accordance with current administrative deadlines. It is the responsibility of each individual seeking re-appointment, continuing appointment, or promotion within the Department to prepare a complete and organized package of materials supporting his/her request. Further, it is the responsibility of each individual and Chairperson to know and understand 1) the terms of his/her current appointment and 2) application deadlines for contract renewal, continuing appointment, and promotion.

3. Application Contents: Materials supporting the Candidate's request for re-appointment, continuing appointment, or promotion, shall be organized and indexed in accord with any administrative guidelines in effect at the time of the application. The Candidate should strive to ease the burden of those reviewing the Candidate's request through the use of a clear, concise, and consistent labeling scheme for all supporting documents. Where guidelines do not exist, the following ordering of materials shall be used:

- A letter of no more than two pages summarizing the file, including criteria weights to be applied;
- Inventory of materials submitted;
- Annual reports for the period under review, including comment and signature pages;
- Teaching Portfolio;
- Supporting documents related primarily to scholarship;
- Supporting documents related primarily to service; and
- Other documents and appendices included by the Candidate.

Where possible, materials should be organized into three-ring or equivalent binders that are clearly labeled. A Candidate should not expect individuals reviewing his/her materials to sift through unorganized and loose materials contained in boxes.

4. Criteria to be considered: The report of the APT Committee will focus on the Candidate's record in the areas of teaching, scholarship, and service as it pertains to the personnel action under consideration. Any application for re-appointment, continuing appointment, or promotion, must include a statement by the Candidate regarding the relative to be applied to the criteria of teaching, scholarship, and service. Each Candidate will select a set of weights such that:

- The weight on teaching is at least 50%;
- The weight on scholarship is at least 30%;
- The weight on service is at least 10%;
- The remaining 10% may be applied at the discretion of the Candidate.

The Candidate should specify the weight distribution of the three areas in her/his letter of application, ***but teaching must be weighted at 50% or higher.*** The Candidate's right to specify weights in the review process does not remove the obligation of the Candidate to meet minimal performance standards in teaching, scholarship, and service as described later in this document.

5. Distribution of APT Committee Reports: The APT Committee members are responsible for conducting the review process and preparing the Committee report in conformance with published administrative deadlines.

The report will include a recommendation for reappointment, tenure or promotion. The written report of the Committee will be shared with Candidate prior to forwarding the report to the Department and Department Chairperson. The only purpose of sharing the report with the Candidate, prior to its being forwarded, is to allow clarification by the Candidate. It is understood that the Candidate has the option of withdrawing his/her request at any time prior to when the Committee presents the report to the Department and Department Chairperson. The name of the Candidate who chooses to withdraw his/her request will be kept confidential.

Except in cases where the Candidate chooses to withdraw his/her request for re-appointment, continuing appointment, or promotion, the Committee will submit its written report to the Department and Department Chairperson. All materials will be returned to the Candidate by the appropriate College official or will be retained in the Department office pending disposal.

The Committee's report, the Department vote and the Department Chairperson's written recommendation will be forwarded to the Dean

6. Voting process: After the Department has received the Committee's recommendation, a department meeting will be convened and vote on the question: "Do you accept or reject the recommendation of the APT Committee?"

Prior to the vote, the Candidate will have an opportunity to speak to the Department about the Committee's recommendation, and to address the Department as the Candidate sees fit. The Department will also have the opportunity to ask questions of the Candidate. The Candidate will then leave the meeting.

Members of the Department will then have the opportunity (1) to ask questions of the APT Committee and (2) for general discussion. When the Candidate is applying for any personnel action, all tenured and tenure-track members of the Department will vote by secret ballot. The Department Chairperson makes a separate recommendation. The result of the vote will be announced to the Department at the meeting and recorded in the minutes of the meeting. The Department Chairperson's recommendation will be made known to the Department at this time. Following the meeting at which the vote is taken, the Department Chairperson will meet with the Candidate and inform her/him of the vote result and the Department Chairperson's recommendation. The Chairperson of the APT Committee will write a letter to the Department Chairperson, with a copy to the Candidate, stating the outcome of the vote. The Committee's recommendation, the Department vote, and the Department Chairperson's recommendation will be sent to the Dean, with a copy to the Candidate.

EVALUATION OF CRITERIA FOR TEACHING

A faculty member in the Department of Biology is expected to develop into an excellent teacher. Excellence is developed over time by exposing students to the best in one's field in intellectually stimulating and demanding, but fair, ways in the classroom, laboratory or field. Achievement of excellence in teaching will be evident in *student* and *peer evaluations* of formal teaching, by involving undergraduate and graduate students in research or scholarship, and in the materials and activities developed for teaching.

Teaching is the highest priority for faculty. The criteria and activities to be evaluated are based on classroom and laboratory instruction. Evidence of the following examples of teaching criteria and activities must be incorporated into the Contents of the Teaching Portfolio sections A-F (found below under First Reappointment) as well as through direct peer observation of lecture and lab.

Examples of Teaching Criteria and Activities to be Evaluated
Teaching philosophy is consistent with department goals
Instructor has sufficient expertise in subject matter
Instructor shows appropriate enthusiasm for teaching subject matter
Course/Student learning objectives are clearly presented to students
Course material is appropriate for course level
Course assignments/requirements/assessments methods are performed and clearly indicated
Course challenge and rigor is deemed appropriate by peers
Grading practices are consistent and fair
Grade distributions are consistent and within the norm
Instructor presents coherent, well-organized classroom lectures, labs and field work
Instructor is accessible to students
Instructor is aware of and concerned for individual student progress
Instructor employs a variety of teaching techniques
Instructor regularly updates courses
Instructor develops new courses
Papers presented by students at meetings, including Scholar's Day
Instructor develops new course material, e.g. lab manuals, software, etc.
Instructor provides high impact learning activities such as independent research opportunities and directed studies
Instructor utilizes instructional technology
Instructor serves on MS committees
Instructor acts as advisor for College/Departmental Honors and MS theses
Scores on standardized surveys (IAS)
Accomplishments of present and past students
Solicited letters
Unsolicited letters

Student interviews

Teaching Expectations: The expectations specified herein are the minimum required for a positive recommendation. However, achievement of the minimum may not be sufficient for a positive recommendation as other factors may be included in the total evaluation. Peer observation of lectures and labs and review of the candidate's portfolio will be conducted by the APT Committee and Chair to reach independent recommendations of the candidate's performance. The Faculty Guide for Personnel Actions (accessible at the following link <http://www.brockport.edu/acadaff/facguide/persaction/>) will be used as a guide by the APT Committee and Chair when reviewing the candidate's portfolio. The candidate will use the Faculty Guide for Personnel Actions as a reference regarding what to supply in the teaching portfolio.

First reappointment: *(recommendation is due during the second year after appointment according to the calendar of personnel actions distributed by the Provost's office)*. The candidate must demonstrate competence as a teacher and exhibit the potential to develop mastery of her/his role as a teacher. The Contents of the Teaching Portfolio of the candidate must contain:

- A. *Statement of Teaching Philosophy and Focus**** should begin the section on teaching. This statement should address the candidate's educational values, ideals, and goals. The statement should also include self-evaluation of successes in teaching, efforts to improve teaching generally or in a particular course, assessment and achievement of student learning outcomes, and general and specific course effectiveness. This section should also:
- List courses taught including contact hours and the number of students enrolled in each *
 - Include other pertinent information directly related to teaching and advisement.
- B. *Student Evaluation*** is one aspect of teaching evaluation. The portfolio should include:
- Summary of student ratings of instruction for all courses taught during the period under review
 - Written comments and/or personal assessment of ratings
 - Instructor-developed feedback
 - Department-solicited letters of support or comment about teaching.
- C. *Student Outcomes and Accomplishments*** are a reflection of one aspect of instructor effectiveness. The portfolio should include:
- Table of grade distributions for each course/section including personal interpretation of distributions in light of teaching philosophy
 - Student performance on standardized tests related to instructor's expertise
 - Student entrance into graduate school
 - Student employment rates in the field and success in the workplace
 - Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects.

D. *Improvement of Teaching* is an ongoing and individualized process for every teacher. Documentation should include:

- Professional development as a teacher (e.g. workshops, conferences) *
- Efforts to remain current in the field
- New applications of technology to teaching
- Revision of course instructional approach.

E. *Teaching-Related Activity Beyond the Classroom* varies by discipline and individual faculty load. Documentation presented should include:

- Independent study and/or thesis supervision
- Mentoring of students
- Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
- Service on student organization and/or advisory committees.

F. *Peer Evaluation* takes many forms but should include review of a representative sample of instructional materials. The process may include one or more of the following:

- Review of course syllabi, assignments, and examinations *
- Observation or videotape review
- Appropriate integration of technology
- Contributions to curriculum and course development or revision
- Interviews of current students and/or alumni
- Awards or recognition related to teaching

Second reappointment: (recommendation is due during the fifth year after appointment according to the calendar of personnel actions distributed by the Provost's office) The candidate must demonstrate competence as a teacher and display increasing mastery of her/his role as a teacher. The candidate must demonstrate an increase in performance and competency in areas A-F above beyond that demonstrated in the first reappointment.

Tenure/promotion to Associate Professor: (recommendation is due during the sixth year after appointment according to the calendar of personnel actions distributed by the Provost's office). For promotion to the rank of Associate Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor. *The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence. The candidate's teaching portfolio must include the items marked with asterisks (*) in sections A-F.* The candidate's teaching portfolio must include evidence of achievement in *two or more* of the following areas:

- providing active mentoring of a new faculty member through a delineated program of activities
- revising courses to assure a continuous state of development and use of extensive and current resources
- undertaking new course assignments successfully. (e.g., providing team or course leadership, by designing, developing and successfully teaching new courses not

- previously part of a department's offerings and/or by participating successfully in college-wide instructional programs
- providing whole-class student evaluations of teaching effectiveness in a variety of courses over a reasonable period of time since appointment or promotion to the rank of Assistant Professor
- confirming teaching excellence by departmental colleagues, e.g., peer review of class or videotape
- demonstrating consistent, successful involvement with independent studies, research projects, final major student works, and/or theses.

Promotion to Professor: The candidate must demonstrate excellence as a teacher and leadership in course development or curriculum design. For promotion to the rank of Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Associate Professor. *The candidate's teaching portfolio must include the items marked with asterisks (*) in sections A-F.* The teaching portfolio must include *two or more* additional items from the following:

- demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources;
- undertaking successfully new course assignments and by designing, developing, and successfully teaching new courses not previously part of curricular offerings;
- providing whole class evaluations in a variety of courses since promotion to the rank of Associate Professor;
- confirming teaching excellence by departmental colleagues who are directly familiar with the person's work;
- evidence of a major contribution to the department or college-wide instructional program; and
- external assessment or reviews of student and graduate accomplishments or creative works that have a direct link to the faculty member.

Being at Rank for Teaching: Yearly Expectations

Assistant Professor Teaching Expectations:

- Demonstrates the ability to develop instructional materials, present lectures, prepare examinations, and evaluate student performance in a manner appropriate to the level of the courses to which he/she was assigned.
- Demonstrates the willingness and ability to revise and/or modernize course content in response to real intellectual or curricular needs.
- Demonstrates effectiveness as a teacher, as indicated by grade distributions and the results of surveys of student opinion of teaching performance such as the IAS.

- Demonstrates the ability to respond in a positive, constructive fashion to differences in students' learning styles, to relate well to individual student concerns, and to deal effectively with individual student needs.
- Demonstrates a real concern for the long-range educational needs of the student.
- Demonstrates the skill to formally and informally advise and mentor undergraduate and graduate students. Advisement load is typically kept at a lower advisee number during the first 2 years upon joining the department.
- Teaching duties per semester usually include i) instruction of at least 1 large lecture course and 1-2 sections of its associated lab each semester or ii) 1-2 upper level lower enrollment courses as well as serving as a lab or seminar instructor as designated by the Chair.
- An Assistant Professor is expected to mentor a minimum of 1-2 undergraduate or graduate students a semester in a research experience in their lab after the first year of joining the department with the number increasing as he/she nears the application for Tenure. Student presentations at local, regional, or national meetings are evident.

Associate Professor Teaching Expectations:

- Demonstrates proficiency in the ability to develop instructional materials, present lectures, prepare examinations, and evaluate student performance in a manner appropriate to the level of the courses to which he/she was assigned.
- Demonstrates a clear grasp of the content knowledge in the courses he/she is instructing and proficiency in the dissemination of that content.
- Demonstrates the willingness and proficiency to revise and/or modernize course content in response to real intellectual or curricular needs.
- Demonstrates clear effectiveness as a teacher, as indicated by grade distributions and the results of surveys of student opinion of teaching performance such as the IAS.
- Demonstrates proficiency to respond in a positive, constructive fashion to differences in students' learning styles, to relate well to individual student concerns, and to deal effectively with individual student needs.
- Demonstrates a real concern for the long-range educational needs of the student.
- Demonstrates effective formal and informal advising and mentoring of undergraduate and graduate students. Advisement load is typically heavier with a higher number of advisees.

- Teaching duties per semester usually include i) instruction of at least 1 large lecture course and 2 sections of its associated lab each semester or ii) 1-2 upper level lower enrollment courses as well as serving as a lab or seminar instructor as designated by the Chair. An Associate Professor usually carries a more demanding 9 contact hour load than an Assistant Professor. He/she may carry more than a 9 contact hour teaching load depending on Scholarship duties.
- An Associate Professor is expected to mentor a minimum of 2-3 undergraduate or graduate students a semester in a research experience in their lab. Student presentations at local, regional, or national meetings are evident. A faculty member solely involved in the scholarship of teaching may or may not include student mentoring with expectations defined in consultation with the Chair and the Dean.

Full Professor Teaching Expectations:

- Demonstrates a leadership role in revising and/or modernizing course content in response to real intellectual or curricular needs.
- Demonstrates distinction in the ability to develop instructional materials, present lectures, prepare examinations, and evaluate student performance in a manner appropriate to the level of the courses to which he/she was assigned.
- Demonstrates a clear grasp of the content knowledge in the courses he/she is instructing and proficiency in the dissemination of that content.
- Demonstrates the willingness and proficiency to revise and/or modernize course content in response to real intellectual or curricular needs.
- Demonstrates distinction in effectiveness as a teacher, as indicated by grade distributions and the results of surveys of student opinion of teaching performance such as the IAS.
- Demonstrates the skill to respond in a positive, constructive fashion to differences in students' learning styles, to relate well to individual student concerns, and to deal effectively with individual student needs.
- Demonstrates a real concern for the long-range educational needs of the student.
- Demonstrates effective formal and informal advising and mentoring of undergraduate and graduate students. Advisement load is typically heavier with a higher number of advisees.
- Teaching duties per semester usually include i) instruction of at least 1 large lecture course and 2 sections of its associated lab each semester or ii) 1-2 upper

level lower enrollment courses as well as serving as a lab or seminar instructor as designated by the Chair. A Full Professor usually carries a more demanding 9 contact hour load than an Assistant Professor. A Full Professor may carry more than a 9 contact hour load depending on Scholarship duties.

- A Full Professor is expected to mentor a minimum of 2-3 undergraduate or graduate students a semester in a research experience in their lab. Student presentations at local, regional, or national meetings are evident. A faculty member solely involved in the scholarship of teaching may or may not include student mentoring with expectations defined in consultation with the Chair and the Dean.

EVALUATION OF CRITERIA FOR SCHOLARSHIP

The Department expects that scholarship is intended to contribute to the body of knowledge in the biological sciences, keep faculty abreast of recent developments in their field which contributes to their teaching expertise, and educates students in biological research. Therefore, it is expected that faculty will involve students in their scholarly activities and products.

1. Peer-reviewed publications

Publication of research results in peer-reviewed international/national journals is the standard for scholarship in the biological sciences. The nature and length of publications may vary and that variation must be taken into account in evaluating the articles. Some journals such as Science and Nature do not publish articles much beyond 2-3 pages, yet they are among the most prestigious of journals. Other journals, of a more narrow disciplinary focus, will publish longer articles, e.g. 10-15 pages. At times, a piece of scholarship is too lengthy to be published as a single paper in an appropriate journal and authors may be required to split the scholarship into 2 or more papers. Chapters in scholarly books are considered equivalent to papers. The criteria distinguish between "biology papers done at Brockport," and "biology papers done at other institutions." In the first case, the scholarship has been initiated and completed while the Candidate is a Brockport faculty member; it does not mean that the faculty member does not collaborate with colleagues at other institutions. In the second case, the work was initiated at an institution other than Brockport, usually the doctoral or postdoctoral institution. Papers that are "in press" and for which the Candidate has a letter from the journal editor stating such are considered published. "Manuscripts in preparation" or "manuscripts submitted" do not meet minimal criteria for scholarship.

2. Published textbooks/lab manuals

SUNY Brockport, being an institution that considers student success its highest priority, recognizes the valid role of textbooks/lab manuals as scholarly products if a reputable publisher publishes them. Publication of textbooks/lab manuals by vanity press is not regarded as scholarship, but may be considered appropriate to the category of teaching.

3. External Funding

According to the college "GUIDELINES FOR FACULTY APPOINTMENT RENEWAL, TENURE (CONTINUING APPOINTMENT), PROMOTION, AND PERFORMANCE AT RANK," external funding is considered scholarship if it relates directly to research activity and/or result in a product. Availability of funding varies considerably in different disciplines in the biological sciences. In some disciplines local/regional funding sources are readily available, but in others only federal sources such as NIH, NSF, EPA, etc. are available. Faculty at four-year colleges, like Brockport, are at a disadvantage to faculty from Ph.D.-granting institutions when competing for federal research grants. Therefore, Brockport faculty are encouraged to

continue/establish collaborative arrangements with colleagues from Ph.D.-granting institutions to increase the likelihood of external funding. While a minimum amount of funding is not stipulated here, it is expected that the faculty member will secure sufficient funding to support her/his research program.

Securing funding to support one's scholarship, for example from a national agency such as NSF, NIH, UADS, CDC, but not limited to these agencies, is considered a significant scholarly achievement, and will be recognized as equivalent to a peer-reviewed publication. Four peer-reviewed products are required for tenure; two of these products must emanate from scholarly activities while at Brockport. A faculty member may meet the minimum publication requirement for two Brockport-derived products by securing one national grant and publishing one peer-reviewed paper.

4. Scholarship/Creative activity

Encompasses producing an identifiable product subject to systematic internal and external evaluation by professional peers and resulting from:

1. The creation of new knowledge or artistic expression within the discipline (Discovery). Examples of identifiable products include but are not limited to: original research as reported in articles, books, and presentation of papers; performances; grant proposals; inventions and patents; software development.
2. The synthesizing of existing knowledge or creative work within one or more disciplines into new patterns and/or for new audiences (Integration). Examples of identifiable products include but are not limited to: publication of interpretive studies or criticism; critical reviews or editing of scholarly work; development of public policies or of interdisciplinary programs.
3. The utilization of discipline-based knowledge to solve problems (Application). Examples of identifiable products include but are not limited to: development and implementation of innovative clinical practice or public school programs; environmental impact analyses; consultant work in the public or private sector based on the faculty member's discipline-based knowledge and expertise.
4. The Scholarship of Teaching is the scholarly inquiry into the teaching and learning process. By engaging in the Scholarship of Teaching, faculty merge their knowledge of teaching and pedagogy with their skills as researchers and their knowledge of research design. Teacher-scholars look critically at their own teaching, often conducting research in their own classrooms, share their findings with others, and engage in scholarly conversations to promote the advancement of teaching. The products accepted in the category of scholarship must be peer-reviewed hypothesis and data-driven publications.

Taking factors such as the above into account, the following activities will be considered during the APT evaluation.

Examples of Accepted Scholarship Activities
Peer-reviewed biology <i>research</i> papers from Brockport in national/international journals -Candidate is primary author
Peer-reviewed biology <i>research</i> papers from Brockport in national/international journals -Candidate is secondary author
Peer-reviewed biology <i>research</i> papers from other institutions in national/international journals – Candidate is primary author
Peer-reviewed biology <i>research</i> papers from other institutions in national/international journals – Candidate is secondary author
Peer-reviewed <i>scholarship of teaching</i> papers from Brockport in national/international journals -Candidate is primary author
Peer-reviewed <i>scholarship of teaching</i> papers from Brockport in national/international journals -Candidate is secondary author
Student(s) as co-authors on papers
External funding from national agencies
External funding from regional/state/local agencies
Scholarly Books
Chapters in scholarly reviewed books
Published textbooks/lab manuals
Presented papers – international/national conferences
Presented papers – regional/state/local conferences

Scholarship Expectations: The expectations specified herein are the minimum required for a positive recommendation. However, achievement of the minimum may not be sufficient for a positive recommendation as other factors may be included in the total evaluation.

* First reappointment: It is expected that the candidate will have a functioning research laboratory.

* Second reappointment: By this time it is expected that the Candidate will have an established program of scholarship. Two peer-reviewed products are required, one (1) of which must be from work done at Brockport. Non-Brockport peer-reviewed products produced within a 5-year period prior to joining Brockport can only be considered towards reappointment. *Scholarship of teaching* publications or products does not apply towards these two products. Some grant/contract funding is expected by this time, and the Candidate should have presented papers at conferences. The candidate should be mentoring graduate/undergraduate students in research.

* Tenure/promotion to Associate Professor: The Candidate will have at least four peer-reviewed products, two of which must be from work done at Brockport. Non-Brockport peer-reviewed products produced within a 5-year period prior to joining Brockport can only be considered towards tenure/promotion. *Scholarship of teaching* publications or products does not apply towards these two products. The Candidate must have a record

of seeking external funding. Some grant/contract funding is expected by this time. The Candidate is expected to have graduate/undergraduate students working in the lab and presenting papers at Scholar's Day and other appropriate venues for student research.

Sample file for tenure:

2 products at Brockport as primary author

3 products before Brockport

1 National grant

3 National presentations

3 local/regional presentations by students

Promotion to Professor: *since promotion to Associate Professor*. The "GUIDELINES FOR FACULTY APPOINTMENT RENEWAL, TENURE (CONTINUING APPOINTMENT), PROMOTION, AND PERFORMANCE AT RANK," specify that scholarship for promotion to Professor "should be significantly greater than was expected to achieve the rank of Associate Professor." In order to attain Associate Professor rank, two peer-reviewed products from work done at Brockport are required. Therefore, "significantly greater" would mean at least four additional peer-reviewed products from work done at Brockport since promotion to Associate Professor, with at least two as a major contributing author. One *scholarship of teaching* publication or product can apply towards these four products. The candidate will provide a narrative explaining his/her role in the creation of each product. This narrative will be used in assessing the candidate's contribution. A narrative is not required if the candidate is the sole author. Further, the candidate should have secured external funding for his/her research program and provide evidence that seeking external funding will continue. In addition, the candidate should have a strong record of mentoring graduate/undergraduate research students.

Being At Rank for Scholarship: Yearly Expectations

Assistant Professor:

- Evidence of a functioning and productive research lab.
- At least 1-2 undergraduate and/or graduate students per semester are involved in independent research projects.
- Presentations at discipline-specific national meetings once every 2-3 years.
- Yearly presentations by student researchers at local or regional meetings.
- Evidence of grant submissions to external funding agencies is required, if not currently funded.

- At the time of second reappointment, a minimum of two peer-reviewed products are required, one of which must be from work done at Brockport.
- At the time of tenure/promotion to Associate Professor, a minimum of four peer-reviewed products, two of which must be from work done at Brockport.
- Assistant faculty not meeting these expectations may expect not to be reappointed or receive tenure.

Associate Professor:

- Evidence of continued improvement beyond the Assistant Professor level.
- Evidence of a well functioning and productive research lab.
- At least 2-3 undergraduate and/or graduate students per semester are involved in independent research projects.
- Presentations at discipline-specific national meetings once every two years.
- Yearly presentations by student researchers at local or regional meetings.
- Evidence of continued grant submissions to external funding agencies is required, if not currently funded.
- Evidence of an average of two peer-reviewed products with work done at Brockport over a five-year period. Student co-author(s) on the peer-reviewed products is required.
- Evidence of an average of two peer-reviewed scholarship of teaching products with work done at Brockport over a five-year period.
- As required by current college policy, an increase in teaching contact hours may be asked of a faculty member not meeting the indicated expectations. Conversely, a faculty member may request this increase in lieu of At Rank Scholarship obligations.

Full Professor:

- Evidence of continued improvement beyond the Associate Professor level.
- Evidence of a well functioning and productive research lab.
- At least 2-3 undergraduate and/or graduate students per semester are involved in independent research projects.

- Presentations at discipline-specific national meetings once every two years.
- Yearly presentations by student researchers at local or regional meetings.
- Evidence of continued grant submissions to external funding agencies is required, if not currently funded.
- Evidence of an average of two peer-reviewed products with work done at Brockport over a five-year period. Student co-author(s) on the peer-reviewed products is required.
- Evidence of an average of two peer-reviewed scholarship of teaching products with work done at Brockport over a five year period.
- As required by current college policy, an increase in teaching contact hours may be asked of a faculty member not meeting the indicated expectations. Conversely, a faculty member may request this increase in lieu of At Rank Scholarship obligations.

EVALUATION OF CRITERIA FOR UNIVERSITY, PROFESSIONAL AND COMMUNITY SERVICE

Service has an important role in the academic community. Contributions to the service needs of the Department, the University, one's profession and the community are ongoing expectations within the total professional obligation.

Examples of Accepted Service Activities
Major advisement
Advise at SOAR/Final registration
Serve on departmental committees
Advise a departmental club
Serve on College-wide committees or task forces
Chair a departmental committee
Serve as Faculty Senator
Officer in Regional professional societies
Teach an APS section
Serve as department chair
Chair a College committee or task force
Officer in a national professional society
Advise governmental or private sector organization
Reviewer for granting agency
Reviewer for publisher
Reviewer for journal
Reviewer for external tenure decision

Service Expectations: The expectations specified herein are the minimum required for a positive recommendation. However, achievement of the minimum may not be sufficient for a positive recommendation as other factors may be included in the total evaluation.

***First reappointment:** The Candidate is expected to serve on one departmental committee, to advise students and participate in at least one of the college-wide advisement recruitment sessions. Fulfillment of these service responsibilities will be considered sufficient for reappointment

***Second reappointment:** In addition to the responsibilities undertaken during the first reappointment period, the Candidate will have undertaken one additional service task demonstrating increasing involvement with college-wide, professional, or community

initiatives.

***Tenure/promotion to Associate Professor:** Consistent participation in the previous undertakings will be considered sufficient for tenure/promotion to Associate Professor.

***Promotion to Professor:** Excellence in contributions to service responsibilities and significance of the service undertakings at this level are the hallmarks of the individual attaining a Professorship. The Candidate will have chaired Department committees, served on or chaired several college-wide committees, served on SUNY-wide committees, contributed to the professional community as a grant or paper reviewer, etc.

The *quality* of the contribution to the service activity at each level will be assessed through i) written narratives describing the candidate's contribution to the service task, ii) documentation from the committee chair, and iii) consideration of the level of responsibility of the service endeavor, i.e. serving as committee chair.

Being At Rank for Service: Yearly Expectations

Assistant Professor:

At First Reappointment -

- Expected to serve on one departmental committee.
- Expected to perform one departmental service role.
- Advise students formally with regards to course selections.
- Advise students informally with regards to career decisions/directions.
- Participate in at least one of the college-wide advisement/recruitment sessions, i.e. Open House, SOAR.

At Second Reappointment –

- Maintaining the same or similar responsibilities undertaken during the first reappointment period.
- Undertaken one additional service task demonstrating increased involvement with college-wide, professional, or community initiatives from the table of examples below.

At Tenure/Promotion to Associate Professor -

- Consistent participation in the previous undertakings will be considered sufficient.

Associate Professor:

- Documented evidence of assuming increased service duties
- Expected to serve on the departmental APT and/or DSI committee.
- Expected to serve on one other departmental committee.
- Expected to perform at least one departmental service role.
- Proficient advisement of students formally with regards to course selections.
Advisee number is typically higher than that of an Assistant Professor.
- Proficient advisement of students informally with regards to career decisions/directions.
- Participate in at least one of the college-wide advisement/recruitment session per semester, i.e. Open House, SOAR, etc.
- Chaired department committees; or served on or Chaired several college-wide committees; or served on SUNY-wide committees.
- Contributed to the professional community, i.e. as a grant or paper reviewer, etc.

Full Professor:

- Documented evidence of assuming increased service duties
- Expected to serve on the departmental APT and/or DSI committee.
- Expected to serve on one other departmental committee.
- Expected to perform at least one departmental service role.
- Proficient advisement of students formally with regards to course selections.
Advisee number is typically higher than that of an Assistant Professor.
- Proficient advisement of students informally with regards to career decisions/directions.
- Participate in at least one of the college-wide advisement/recruitment session per semester, i.e. Open House, SOAR, etc.

- Chaired department committees or served on or Chaired several college-wide committees or served on SUNY-wide committees.
- Contributed to the professional community, i.e. as a grant or paper reviewer, etc.

Examples of Accepted Service Activities
Major advisement
Advise at SOAR/SIS/Final registration
Serve on departmental committees
Advise a departmental club
Serve on College-wide committees or task forces
Chair a departmental committee
Serve as Faculty Senator
Officer in Regional professional societies
Teach an APS section
Serve as department chair
Chair a College committee or task force
Officer in a national professional society
Advise governmental or private sector organization
Reviewer for granting agency
Reviewer for publisher
Reviewer for journal
Reviewer for external tenure decision

The criteria stated above for promotion and tenure are necessary, but may not be sufficient. The candidate must be aware that the criteria are minimum requirements and do not in and of themselves guarantee promotion and tenure.

CREDIT FOR PRIOR EXPERIENCE TOWARDS TENURE

Normally five years at the level of Assistant Professor at The College at Brockport are reviewed in the tenure decision. All scholarly accomplishments accrued from work during this review period are considered "work done at Brockport". College policy provides for a new appointee to apply up to three (3) years of prior experience toward their tenure timetable at Brockport. For example, if a candidate is hired with the application of two years of prior experience, he/she will be reviewed based on three years at Brockport and two years at the previous institution. For counting purposes, the Department will only consider scholarly achievements made during the applicant's time at Brockport as "work done at Brockport." As an example, if a candidate publishes a peer-reviewed paper and receives an external grant during the credited years of prior experience, these items will *not* be counted toward the scholarly activities required from "work done at Brockport." However, peer-reviewed papers and external grants received during the credited years of prior experience do count towards the two products from work done prior to joining Brockport. For the candidate with credit for prior experience, it is important to realize that he/she must demonstrate that a program of scholarship has been established at Brockport and that a satisfactory level of teaching and service has been maintained since coming to Brockport.

The above criteria are minimal requirements, and in and of them may not be sufficient for a positive recommendation.

POST TENURE PERFORMANCE

Finally, every faculty member is expected to continue a pattern of productivity appropriate to rank for his/her entire professional career as a Brockport faculty member. Each faculty member is expected to teach, conduct research and perform service at the level expected for his/her rank as outlined above in this document. Faculty who do not meet the expectation in scholarship will normally be given an additional teaching assignment. This policy is in accordance with the Faculty Guide to Academic Practices and Policies at Brockport.