Department of Educational Administration  

DEPARTMENT CRITERIA FOR PERSONNEL ACTIONS  
(The following criteria are for a teaching load of 9 graduate credit hours/semester.)

GENERAL STATEMENT

The Department of Educational Administration prepares leaders for the public and private schools of New York State. The faculty believes that interface with the field is essential for the preparation of these leaders. To that end, the faculty prepares students through theoretical and practical experiences in course work and field-based activities and outcomes measures. The faculty actively participates through teaching, scholarship, and service in the continued development of policies, practices, and practitioners in the discipline.

These criteria are in agreement with the Report on Faculty Roles and Rewards dated 10/28/98 and the 9/3/04 memo from Deans’ Council. Therefore, teaching is weighted at 60%, scholarship is weighted at 20%, and service is weighted at 20% in assessing and evaluating faculty performance.

Criteria for promotion to assistant professor are omitted from this document, because the lowest level the Department hires is assistant professor.

VOTING PROCEDURES

The APT Committee will consist of full-time, tenured faculty members in the Department of Educational Administration. In the absence of such faculty members, formerly tenured emeriti from the Department of Educational Administration or full-time tenured faculty members from other departments in the College will be used.

The Department Chair will not be a member of the APT Committee but rather will render an independent decision after the decision of the APT Committee has been reached.

TEACHING

The central function of the Department of Educational Administration is the teaching of concepts and practices to future school administrators to guarantee their success in the profession. School leadership demands that these graduates become leaders of teachers. The faculty is expected to model exemplary instructional practices and human relations skills in support of this goal. To demonstrate their competence in this area, candidates for personnel actions must submit the following documentation in their portfolios:

- Statement of teaching philosophy, including a list of courses taught with student enrollment in each and a statement of the number of advisees
- Copies of IAS evaluation results
Evidence of student outcomes and accomplishments
Evidence of teaching-related activities beyond the classroom
Course materials
Evidence of the development of new courses
Professional development as a teacher (workshops, conferences, etc.)
Efforts to remain current in the field
New applications of technology to teaching
Revision of course instructional approach
Review of course syllabi, assignments, and examinations

A list of grade distributions is not required, because faculty in the Department of Educational Administration use the mastery learning approach, which produces grade distributions with almost all of the students in a course receiving a grade of A for that course. Mastery learning requires that the student redo assignments until mastery of that concept or practice -- usually at the 100% level -- is achieved. Although this is very beneficial to students and highly contributes to the Department’s goal of producing successful practitioners, it should be recognized that this places a great burden on the professors in terms of correcting assignments, with multiple correcting of the same assignment when it is re-submitted by students.

Promotion to Rank of Associate Professor/Continuing Appointment

The successful candidate must have:
Courses taught that contribute to the program
Development and successful offering of new courses
A repertoire of content-based courses that require substantial expertise
Appropriate student advisement (a minimum of 40 graduate advisees).
Advisement in the Department of Educational Administration is a life-long relationship with the professional community, which starts with pre-matriculation counseling, continues on with course and program advisement, and progresses to continuous career advisement as the graduate moves through greater levels of administrative responsibility in the field.
Documentation of appropriate student advisement can include: log of meetings, log of phone calls, record of e-mail, record of phone calls, sample advisement materials distributed to students, complimentary correspondence from students, absence of problems reported to the Chair
Positive student feedback. Examples include positive written student comments and 70% of the IAS scores consistently in the 1.25-0.00 range
Peer review in the form of a history of positive end-of-year commentaries by the Chair and positive renewal recommendations by the Department APT Committee and the Chair
Examples of student productivity that are an outgrowth of instruction
The Department APT Committee and the Department Chair will review the above evidence and make a written recommendation of the candidate’s success.

**Promotion to Full Professor**

The successful candidate must have:
- Courses taught that contribute to the program
- Development and successful offering of new courses
- A repertoire of content-based courses that require substantial expertise
- Appropriate student advisement (a minimum of 40 graduate advisees). Advisement in the Department of Educational Administration is a life-long relationship with the professional community, which starts with pre-matriculation counseling, continues on with course and program advisement, and progresses to continuous career advisement as the graduate moves through greater levels of administrative responsibility in the field. Documentation of appropriate student advisement can include: log of meetings, log of phone calls, record of e-mail, record of phone calls, sample advisement materials distributed to students, complimentary correspondence from students, absence of problems reported to the Chair
- Positive student feedback -- examples include positive written student comments and 80% of the IAS scores consistently in the 1.25-0.00 range
- Peer review in the form of a history of positive end-of-year commentaries by the Chair and positive renewal recommendations by the Department APT Committee and the Chair
- Examples of student productivity that are an outgrowth of instruction

The Department APT Committee and the Department Chair will review the above evidence and make a written recommendation of the candidate’s success.

**SCHOLARSHIP**

Although secondary to teaching, scholarship in its many forms is essential to the professional development and academic health of the Department and its faculty. Scholarship is broadly defined to include discovery, integration, and application of knowledge. For the purposes of demonstration of professional contribution, scholarship may include any of the following products which must undergo a formal review process (discussed on the next page):
- Electronic products that result in published media or software materials
- Actions research projects with schools resulting in documented outcomes
- Collaboration with students in research activity resulting in demonstrable products
- Consulting that leads to a product which may be evaluated
Grant administration
 Grant development that leads to a funded grant
 Review of book manuscripts, journal articles, grant proposals, and conference proposals
 Editing which results in products that provide evidence of an individual’s scholarly ability
 Published book reviews
 State/national/international conference presentations
 Published papers, reports, or monographs
 Articles in state/national/international journals
 Books or book chapters

**Promotion to Rank of Associate Professor/Continuing Appointment**

The candidate has advanced significantly in the area of scholarship beyond entry level. It is assumed that scholarship will focus beyond the presentation of doctoral dissertation results and that work will be in new areas of investigation. The demonstration of scholarship must include at least five products/performances that are subject to peer review and contribute to the body of knowledge in the field; three of these products/performances must be articles published in national or international journals. The criteria for peer review assessment of scholarship are:

- Clarity of goals
- Adequacy of preparation
- Appropriateness of methods
- Significance of results
- Effectiveness of presentation
- Reflective critique where appropriate

The candidate will prepare a portfolio, which will include documentation of the scholarly products and evidence of meeting the above stated criteria for peer review. The Department APT Committee and the Department Chair will review the above evidence and make a written recommendation of the candidate’s success.

**Promotion to Full Professor**

Accomplishment in this area should reflect continued growth as a scholar. The demonstration of scholarship must include at least ten products/performances that are subject to peer review and contribute to the body of knowledge in the field; five of these products/performances must be articles published in refereed journals. The candidate will prepare a portfolio, which will include documentation of the scholarly products and evidence of meeting the above stated criteria for peer review. The Department APT Committee and the Department Chair will review the above evidence and make a written recommendation of the candidate’s success.
SERVICE

Service to the Department, the School, the College, the University, the profession, and the community is an essential component of faculty workload in the Department of Educational Administration. Examples of service include but are not limited to:

- **Department**: department meetings and committees, cycle information sessions, new student inquiries, peer and adjunct professor mentoring, appropriate student advisement, web site maintenance. (See section above on Teaching for definitions and examples of documentation). The College expects that all faculty – tenured or untenured -- should contribute their fair share to department service.
- **School**: dean’s committees, grade appeal committees
- **College**: Faculty Senate, Graduate Council, college-wide committees
- **University**: University Faculty Senate, SUNY Ad Hoc Committees
- **Profession**: active participation in discipline-based organizations at local, state, national, or international levels, such as the School Administrators Association of New York State (SAANYS), the Collegiate Association for the Development of Educational Administration (CADEA), the American Association of School Administrators (AASA), and the Association of School Business Officials International (ASBO)
- **Community**: work related to the faculty member’s area of professional expertise or to the mission of the College, such as consulting projects for school districts

It should also be recognized that faculty spends an inordinate amount of time working with 600 graduate students spread across a nine-county service region, as well as attending to the questions and the needs of many prospective students by telephone, by e-mail, through individual appointments, and at College information sessions. This interaction with students continues well beyond the date of graduation to include in-depth advisement on career development and advancement and doctoral study. This work has traditionally not been sufficiently recognized in workload calculations. Therefore, this area should be considered an important part of service to the Department.

Service has an important role in the academic community and should be considered an expectation within the total professional obligation. The candidate will prepare a summary of service activities with a brief description of the individual’s responsibilities, participation, and products developed.

Because EDA students are situated off-campus in remote locations, campus office hours would not be productive. Instead, it is expected that professors will accept phone calls at home and meet with students in a variety of off-campus settings. Moreover, because the EDA student population is composed of off-campus graduate students, professor
participation in traditional SOAR/Saturday Information Sessions would be counterproductive. Instead, professors share monthly on call duties, performing a similar function to faculty who attends the SOAR/Saturday Information Sessions on campus. During an on call month, the professor provides information on the Department’s programs to prospective students, augmented by personal pre-matriculation counseling.

**Promotion to Rank of Associate Professor/Continuing Appointment**

The candidate must demonstrate contribution to the accomplishment of Department goals. Also, the candidate should have active participation on College committees or in professional organizations that results in tangible end products. The Department APT Committee and the Department Chair will review the above evidence and make a written recommendation of the candidate’s success.

**Promotion to Full Professor**

Accomplishments should be greater than what was achieved at the rank of associate professor. At this level, it is expected that the faculty member will demonstrate leadership in his/her service activities. The Department APT Committee and the Department Chair will review the above evidence and make a written recommendation of the candidate’s success.

**POST-TENURE EXPECTATIONS**

Tenured faculty who have an active profile of scholarship will normally be assigned a 3/3 teaching course load. Tenured faculty who do not demonstrate an active profile of scholarship will be asked to contribute more in teaching or service as determined by the department chair and the dean. In practice, this alternative contribution will generally be in the area of teaching.

Research of a scholarly nature when applied to instruction, service, and outreach to the field constitutes an appropriate expectation for those who serve as post-tenured faculty in the Department of Educational Administration. The nexus of these variables lies not just in application to instruction but also as a model of contribution to the field.

Unusually demanding service responsibilities will substitute for scholarship. Examples include but are not limited to:

- Performing the duties of department chair
- Advising a student advisee load in excess of 50 students
- Assisting school districts with administrative searches
- Coordinating a program, e.g., the SBA Program
- Planning, implementing, and coordinating a special cycle, e.g., the Special Education Leadership Cycle
• Performing life-long advisement of program graduates
• Participating in regional, state, or national professional associations (e.g., Wayne-Finger Lakes Leadership Consortium)

DISCRETIONARY SALARY INCREASE (DSI)

For DSIs, the Department reviews each individual’s performance in the three areas of teaching, scholarship, and service. For the time lines under consideration for the DSI, to receive a positive recommendation, it is expected that:

Ⅰ Performance in one of the three areas will be exceptional and the other two area at workload and rank ... or ...
Ⅱ Performance in two of the three areas will be above that expected of the individual’s workload and rank and performance in the third area is acceptable ... or ...
Ⅲ Performance in all three areas is above that expected of the individual’s workload and rank.

The Department APT Committee and the Department Chair will review the above evidence and make a written recommendation of the candidate’s success.