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Philosophy: Appointment, Promotion, and Tenure Documentation

The College at Brockport

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**APT GUIDELINES FOR PROMOTION AND TENURE AND CONTINUED
PERFORMANCE AT RANK¹
Department of Philosophy
SUNY Brockport**

I. Introduction

The Faculty Roles and Rewards Document approved by the President and by the Faculty Senate plainly states that the most important faculty function at SUNY Brockport is teaching. It also states, however, that “sustained scholarship is essential to quality teaching,” and it adds that “service ... supports the advancement of learning and the enrichment of campus culture.” The Document thus implies a hierarchical ordering with teaching as the highest priority, research second, service third; indeed it goes on to specify that “all systems developed [for weighing the relative importance of these three functions] must conform to the following formula: Teaching > Scholarship > Service where Teaching ≥ 50% in assessing and evaluating faculty performance.”

The Department agrees with this ordering of priorities: we have always recognized the centrality of teaching to our mission; teaching in the Department has long been enriched by the scholarship of members of the Department, and members of the Department have a long history of providing service to the College, the profession, and the community.

Insofar as it is possible to represent this ordering of priorities numerically, the Department will weigh the three functions as follows: 50% teaching, at least 30% scholarship, 10% service, and the remaining 10% to be allocated as a faculty member’s workload evolves in a given year in consultation with the chair.

In evaluating faculty performance for purposes of promotion and tenure, all of the candidate’s annual reports since the last major personnel decision regarding the candidate, including the chair’s observations and signature pages, shall be part of the documentation submitted to the APT Committee.² In addition, the candidate

¹ *These procedures conform to the “Procedural Requirements for Academic Personnel Decisions” prepared by the Dean’s Council and endorsed by the College President on 9/20/2000. They also constitute the Department of Philosophy’s response to the Deans Council 9/3/2004 charge to departments to revise their APT documents.*

² *By “the last major personnel decision,” we mean initial appointment in the case of promotion to Associate Professor and tenure, and promotion to Associate Professor and tenure in the case of promotion to Full Professor.*

should provide a brief cover letter that recounts the highlights of the teaching, research, and service accomplishments listed in the annual reports, thereby signaling to evaluators what the candidate sees as the most salient features of his or her work.

II. First and Second Reappointment

In SUNY Brockport's 3-3-1 reappointment pattern, the first reappointment occurs in the second year of residence, and the second reappointment occurs in year five, followed by the tenure and promotion consideration in year six. The requirements for teaching, scholarship, and service for promotion to the rank of Associate Professor and continuing appointment must therefore have been fully met by year six. In order to provide some guidance to junior faculty, the Department urges junior faculty to complete at least one-quarter of those requirements by year two and at last three-quarters by year five.

III. Requirements in the Area of Teaching

A. Requirements for reappointment, promotion, and tenure

As stated above, the Faculty Roles and Rewards Document states that the most important faculty function at SUNY Brockport is teaching, and the Department of Philosophy agrees. Accordingly, teaching effectiveness will be the most important factor (weighted 50%) in deciding whether to recommend promotion and continuing appointment for faculty.

Broadly speaking, the Department expects that in the area of teaching, assistant professors will demonstrate competence, associate professors mastery, and full professors leadership. More specifically, the decision guidelines we will use are as follows:

For promotion to the rank of associate professor as well as for continuing appointment, the Department will expect evidence that the candidate has been an effective teacher in a substantial number of different courses at both the lower and upper division, and has made a significant contribution to the curriculum, by introducing new courses and/or significantly updating courses that are already on the list of departmental offerings. More specifically, the candidate should

(1) Have taught between two and four different lower division courses, including Introduction to Philosophy (PHL 101) and either Introduction to Logic (PHL 202) or Ethics (PHL 102) or Critical Thinking (PHL 104) or Introduction to Philosophy of Religion (PHL 103) or a new General Education 100 or 200 level course.

(2) Have taught between three and five different upper-division courses, including a course in his or her main area of specialization.

(3) Furnish materials that show that each course the candidate has taught was substantial and up-to-date, from a disciplinary point of view. These materials may include, for example, syllabi or course outlines, lists of texts taught and bibliographies provided to students, sample exams and assignments, class handouts or transparencies, software developed for class use, original manuscripts assigned as required or recommended reading to the students.

(4) Furnish materials to show that appropriate steps to foster student learning were taken in a variety of different courses. These materials may include, for example, essay exams or papers with instructor's comments, and products of group learning.

(5) Furnish evidence of student satisfaction, such as student comments and student evaluations. The Department realizes, however, that the validity and reliability of student evaluations is a difficult matter, and will assess their relative importance in the context of all the other data provided.

(6) Furnish evidence of having been routinely available to students during the semester (in regular office hours or by appointment) to mentor and advise them on course material and other matters directly relevant to their academic performance.

Faculty are sometimes offered the opportunity to teach in programs outside the Department, such as Delta College, the MALS Program, the Honors Program, and the Women's Studies Program. Teaching courses in these programs may partially substitute for (1) and (2) above, as appropriate and depending on the needs of the Department.

In judging a candidate's teaching effectiveness, the Department will also seek to ensure that the candidate's grading practices have been fair and reasonable.

For **promotion to the rank of full professor**, the candidate should have taught 2 to 4 different upper-division courses beyond the ones he or she had taught when promoted to associate professor rank, at least two of which should be new courses designed by the candidate (these can be new instantiations of umbrella

courses like “Seminar on Philosophical Problems” and “Seminar on Individual Philosophers”). Again, teaching courses in Delta College, MALS, the Honors Program, and the Women’s Studies program (beyond any such courses taught prior to promotion to associate rank) may partially substitute for this requirement, as appropriate and depending on the needs of the Department. In addition, the candidate should furnish the same kinds of data as called for in points (3), (4), (5), and (6) above, and the candidate should also provide evidence that he or she is keeping abreast of appropriate changes in pedagogy in the discipline, such as the use of technology in the classroom.

The **process** by which a candidate’s teaching effectiveness will be judged is that the Departmental APT Committee will deliberate upon the evidence of teaching effectiveness submitted by the candidate, and incorporate the results of those deliberations in a written recommendation to the Department and to the Chair supporting or not supporting promotion/continuing appointment.³ The Chair will then make a separate written recommendation to the Dean, factoring in the Committee’s recommendation and a vote of all full-time members of the Department (all of which will also be sent to the Dean).

B. Expectations for tenured faculty

For the area of teaching, the Dean’s Council charged departments on September 3, 2004 to address the *Faculty Roles and Rewards Final Report*’s recommendation that APT documents contain “a clear statement that the expectations for continued successful teaching ... performance apply throughout a faculty member’s career at Brockport, not just for reappointment, tenure, and promotion.” The Dean’s Council charge goes on to say that “we recommend that departmental guidelines for tenure be used as the benchmark for measuring expectations for continuing performance.” We agree with this recommendation, and we take it to mean that tenured faculty, having built up a repertoire of courses, ought continually to update those courses, both with respect to content and pedagogy (including technology where appropriate), and to introduce new courses as the discipline evolves and as the Department and College’s curricular needs evolve.

³The Department APT Committee will be composed, in accordance with College policy, of at least three tenured faculty members (which may include faculty *emeriti* or members of other departments if there are fewer than three eligible persons in the Department) other than the Chair. Also in accordance with College policy, in cases of promotion to full professor, at least one member of the Committee must be a full professor.

IV. Requirements in the area of Scholarship

A. Promotion and tenure

As stated above, the Faculty Roles and Rewards Document maintains that continued scholarly activity is essential for good college-level teaching. The Department believes such activity is essential for retaining the intellectual vitality and up-to-datedness that contribute significantly to the quality of instruction and to the reputation of the College. Accordingly, scholarship will be a very important factor (weighted 30%-40%) in deciding whether to recommend faculty for promotion and continuing appointment. In addition, as explained under IVB below, faculty who have achieved continuing appointment will be expected to remain engaged in an active program of scholarship.

For **promotion to the rank of associate professor as well as for continuing appointment**, the Department will expect that the candidate has engaged in an active program of scholarship going significantly beyond that reflected in the attainment of the Ph.D.

More specifically, the candidate should have produced a refereed book-length monograph or textbook (this may be a significantly revised and expanded version of the doctoral dissertation), or the equivalent. By “the equivalent,” we mean a minimum of 4 refereed journal articles or the equivalent of that (an article in *The Philosophical Review*, *The Journal of Philosophy*, or *Ethics* will count as 2 articles), and 3 to 4 paper presentations. These presentations may be at international, national, or regional conferences or at other universities, and may be drafts of the above-mentioned journal articles or prepared commentaries on other papers presented at conferences. An edited anthology will count as at least one article, provided that it includes a general introduction, or introductions to sections, or an article authored by the candidate. A book review in a refereed journal will count as 1/3 of an article, but the sum of book reviews cannot replace more than one article. A paper presentation at Brockport Scholars’ Day will count as 1/3 of a paper presentation.

For **promotion to the rank of full professor**, the candidate should have produced a book-length monograph or textbook of a quality appropriate to this rank, or the equivalent (i.e. a minimum of 4 journal articles or the equivalent of that) beyond the ones published prior to obtaining tenure. In certain cases, the book-length monograph could be the same as the one published prior to obtaining tenure; for example, in cases where the book is widely read by scholars, well-reviewed or critically discussed in several major journals, and has a demonstrably

major impact on the discipline or clearly breaks new ground; although in such a case, the candidate must still demonstrate that he or she has remained an active scholar since the appearance of the work in question, by publishing at least three journal articles or the equivalent of that beyond the ones published prior to obtaining tenure. In most cases, however, the book-length monograph will be a new work, different from the one published prior to obtaining tenure. If the case for promotion is based on a series of articles rather than a book-length monograph or textbook, then these must be new articles, not reprints of the ones published prior to obtaining tenure. In addition, the candidate should have made at least 5 paper presentations in addition to the ones made prior to obtaining tenure; these may be at international, national, or regional conferences or at other universities, and may be drafts of sections of the above-mentioned monograph or textbook or journal articles or prepared commentaries on other papers presented at conferences. An edited anthology will count as at least one article, provided that it includes a general introduction, or introductions to sections, or an article authored by the candidate. A book review in a refereed journal will count as 1/3 of an article, but the sum of book reviews cannot replace more than one article. A paper presentation at Brockport Scholars' Day will count as 1/3 of a paper presentation.

B. Active program of scholarship

For the area of scholarship, departments were charged by the Dean's Council on September 3, 2004 to define an "active program of scholarship." The background for the charge is the following. One of the provisions in the *Faculty Roles and Rewards Final Report* approved by the Faculty Senate on December 7, 1998 is that "the normal expectation is a 3/3 course load for faculty demonstrating an active program of scholarship ... and/or with major or multiple service responsibilities." The *Report* goes on to say that "faculty who do not demonstrate an active program of scholarship [should] contribute more in the areas of teaching and/or service." The charge from the Dean's Council stipulates that "in practice, only unusually demanding 'service responsibilities' will meet this expectation in the absence of an active program of scholarship," and that "in practice, this alternative contribution will generally be in the area of teaching."

Accordingly, we provide the following statement, as a definition of the minimum that is required for a member of the Department to be engaged in an active program of scholarship:

All members of the Department are expected to maintain an active program of scholarship throughout their careers at Brockport. This means that they should be continuously engaged in activity which

works towards, and results in, periodic peer-reviewed scholarly products as described in the immediately preceding previous section of this document.

A faculty member who fails to meet College expectations of an active program of scholarship will, in accordance with the policies and practices described above, normally be expected to make an alternative contribution in the area of teaching. This alternative will normally be the teaching of an additional class or of a large (cap: 120 seats) class.

The **process** by which a candidate's scholarship will be judged is that the Departmental APT Committee will deliberate upon the evidence of scholarly achievements submitted by the candidate, and incorporate the results of those deliberations in a written recommendation to the Department and to the Chair supporting or not supporting promotion/continuing appointment. The Chair will then make a separate written recommendation to the Dean, factoring in the Committee's recommendation and a vote of all full-time members of the Department (all of which will also be sent to the Dean).

V. Requirements in the area of Service

A. Requirements for reappointment, promotion, and tenure

The Faculty Roles and Rewards Document assigns less importance to service than to teaching and research in determining faculty rewards. Accordingly, the Department's requirements for service are intended to strike a balance between faculty members' need to devote very substantial time and energy to scholarship and teaching, and the Department and College's need for service; they are also intended to foster service that enhances faculty members' professional visibility.

For **promotion to the rank of associate professor as well as for continuing appointment**, the candidate will be expected to have contributed a fair share toward departmental governance. This includes attending department meetings and being a member of all departmental committees-of-the-whole (given the Department's small size, almost all of our committees are committees-of-the-whole, but the number of such committees is small--one or two in any given year). It also includes certain academic year duties, such as working registration shifts, SOAR sessions, an occasional Saturday morning student recruitment session, and attending ceremonial events such as the Fall Academic Convocation, the Fall and Spring honors convocations, and commencement. In addition, since academic advisement is crucial to our students' success, the candidate may be expected,

depending on the number of advisees assigned to the Department and at the Chair's discretion (in consultation with the Department), to devote an appropriate amount of time to advising students. The candidate should also be available during the semester (in regular office hours or by appointment) for academic advisement of students.

In addition, the candidate will be expected, beginning with the fourth year of residency, to serve at least one College-wide or School-wide function each academic year. For example, he or she could serve as Faculty Senator, or as a non-senator on a Faculty Senate Committee, or on a Committee charged with organizing a major campus event such as Scholars' Day or the Academic Convocation.

The candidate is also encouraged to begin networking in local, regional, national and international professional associations, by delivering and commenting on papers, serving on or helping to organize conferences and panels, and serving on professional committees.

Finally, the candidate is encouraged to participate in community activities that enhance the College's reputation and support its efforts in advancement, admissions, and student success, and that relate to his or her area(s) of professional expertise.

For **promotion to the rank of full professor**, the candidate will be expected, first, to continue carrying out the service functions described above, and second, to perform at least one additional departmental or college-wide service function each academic year. This function could be one of the ones already mentioned, such as serving as Faculty Senator for the Department, as long as this service is *in addition to* performing another service function such as those mentioned above. Or it could be some other function, such as serving as advisor to the philosophy club, or building and maintaining a web site for the department, or serving as library coordinator for the Department, or serving on any college-wide non-senate committee or task force, or serving on a College search committee such as a dean, vice-presidential, or presidential search committee. In addition, since academic advisement is crucial to our students' success, the candidate will be expected to have devoted a reasonable amount of time to advising students. The candidate shall also be available during the semester (in regular office hours or by appointment) for academic advisement of students.

In addition, the candidate should have participated in activities beyond the campus, whether in professional organizations such as the New York State

Philosophical Association and the American Philosophical Association, or in service to the Brockport, Rochester, or larger communities. Such service may take various forms, such as delivering and commenting on papers, serving on or helping to organize conferences and panels, and serving on professional committees. The networking involved in service to professional organizations advances individual careers, promotes the visibility of the College, and can help our graduate-school bound graduates. Community service promotes a connection to a broader community, also enhancing the College's image and creating the possibility of partnerships and other beneficial contacts. So, the candidate is encouraged to participate in community activities that enhance the College's reputation and support its efforts in advancement, admissions, and student success, and that relate to his or her area(s) of professional expertise.

B. Expectations for tenured faculty

For the area of service, the Dean's Council charged departments on September 3, 2004 to address the *Faculty Roles and Rewards Final Report's* recommendation that APT documents contain "a clear statement that the expectations for continued successful ... service... performance apply throughout a faculty members's career at Bockport, not just for reappointment, tenure, and promotion." The Dean's Council charge goes on to say that "we recommend that departmental guidelines for tenure be used as the benchmark for measuring expectations for continuing performance." We agree with this recommendation, and take it to mean that tenured faculty ought, health permitting and other things being equal, to maintain at least the same level of service as was required for promotion to the rank of full professor.

The **process** by which a candidate's contributions to service will be judged is that the Departmental APT Committee will deliberate upon the evidence of contributions to service submitted by the candidate, and incorporate the results of those deliberations in a written recommendation to the Department and to the Chair supporting or not supporting promotion/continuing appointment. The Chair will then make a separate written recommendation to the Dean, factoring in the Committee's recommendation and a vote of all full-time members of the Department (all of which will also be sent to the Dean).