

2005

# Recreation and Leisure Studies: Appointment, Promotion, and Tenure Documentation

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**RECREATION AND LEISURE STUDIES (REL) GUIDELINES  
FOR FACULTY RENEWAL, TENURE (CONTINUING  
APPOINTMENT),  
PROMOTION, DSI, AND PERFORMANCE AT RANK  
May, 1999  
(Revised November 15, 2004; February 23, 2005; January 19, 2006)**

**Prepared by the Faculty of Recreation and Leisure Studies**

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## Introduction

The faculty of the Recreation and Leisure Studies Department unanimously support the redefined mission of SUNY College at Brockport with the primary responsibility of *Teaching*. This mission aligns with the REL Department's mission to:

. . . offer classroom and experiential learning opportunities to future *\*recreation managers, \*recreational therapists, and \*tourism managers (pending)*

as professionals who:

- *think critically, analytically, and reflectively;*
- *communicate fluently;*
- *embrace diversity and social justice; and,*
- *facilitate opportunity for personally enriching and socially beneficial recreation and leisure experiences.*

\*(Occupational titles, Bureau of Labor Statistics)

Furthermore, the expectation is that faculty will teach the normal teaching load of 3/3, provided the faculty is also demonstrating productivity in scholarship and/or service. For purposes of clarification, the faculty member not demonstrating productivity in scholarship and/or service appropriate to rank will be expected to assume additional teaching responsibilities.

These guidelines have been developed utilizing the following:

- ✓ Strategic Plan II;
- ✓ requirements for REL Curriculum Accreditation by NRPA/AALR;
- ✓ revised College, School of Professions, and REL Department approved vision and mission statements;
- ✓ Faculty Roles and Rewards Committee Final Report (December 7, 1998);
- ✓ Memo: "Criteria for Personnel Decisions: Clarification" (March 10, 1999);
- ✓ consideration of unique characteristics of the REL Department.

REL faculty support the Roles & Rewards Committee recommendation that *Teaching* should, under normal circumstances, count for at least fifty percent as a measure of overall productivity and effectiveness of individual faculty members. The faculty, believing in the importance of scholarship will give it a weight of thirty percent, unless special circumstances dictate otherwise (e.g. assigning a faculty member to write the continuing accreditation self-study document, to coordinate a major curriculum revision, or to assume a major leadership role on a college-wide committee after receiving APT committee and chair sanction). Service will, therefore, normally be weighted twenty percent in personnel actions.

REL has the following unique characteristics that impact personnel decisions:

- is one of seven nationally accredited programs in the School of Professions;
- has strong professional obligation and affiliation with local, state, national, and international communities that integrates faculty *Scholarship* with *Service* (i.e., through peer accreditation review, refereed journal editing, scholarly presentation, publication in journals and magazines, holding organizational offices);
- has a required 15-credit hour undergraduate internship with faculty supervision;

- has a growing graduate program with corresponding demands for project and thesis supervision;
- meets daily needs of students for sound professional or career advisement;
- has constantly changing learning content, and accreditation and national certification standards, in a dynamic “discovery” major which requires faculty retooling and continuous monitoring through professional membership;

## REL GUIDELINES FOR PERSONNEL DECISIONS

The smallness of the full-time faculty group, affects departmental guidelines. REL faculty usually function “as a committee of the whole”, when appropriate. The small size of the department creates non-normative performance expectations for faculty, each of whom assume multiple responsibilities distributed more sparingly in larger departments.

The proposed resolution to the issue of smallness, is for all faculty to operate as a “committee of the whole”, when appropriate so that each individual’s professional development agenda is considered in light of students’ needs and department goals and values. REL faculty propose to negotiate individualized workload to meet criteria for personnel decisions (and the Department and College agenda that prioritizes *Teaching*), with the department “as a whole”, and with approval of the REL Chairperson and Dean, School of Professions. This “negotiation” will be formalized through presentation, discussion, and consensus approval whenever REL faculty members apply for personnel action

Two considerations are important for deriving departmental guidelines:

1. REL faculty performance may be negotiated with intermittent prioritization of *Service*, due to the highly vocational nature of the profession in the context of “*scholarship of integration*”.
2. Faculty productivity may be mitigated by the necessity for REL faculty to create opportunities for each other to reach performance goals by: requests for support from administrative levels, contributing alternative solutions (e.g. coverage of classes by adjuncts when a faculty member is awarded a leave or sabbatical), or, intermittently assuming additional responsibility.

## DEFINITION OF PERFORMANCE AT RANK

Individual’s performing at rank means that an individual has met acceptable standards for **all** three criteria areas: teaching, scholarship, and service. This would normally mean a weighted balance of at least .5 for teaching, .3 for scholarship, and .2 for service. Different weight balances may be negotiated with the department chair and with the permission of the school dean. Any deviation from the norm stated above should be put in writing with the signed initials or signatures of the faculty member, the department chair, and the school dean. Weights for each of the three criteria will be used as stated above in the absence of any **written** permission to deviate. The weighting of each criteria area will then be adjusted accordingly and shall constitute the criteria used for determining performance at rank for that time period.

It should be noted that an individual may fail to meet the acceptable standards for an area(s) during any single evaluation period or even fail to meet acceptable standards necessary to reflect overall performance at rank for that evaluation period. These periods will be noted during evaluations and can be made up by future work and/or the completion of work still in progress if an immediate

decision on re-appointment, promotion, and/or tenure is not pending. An individual failing to consistently meet acceptable standards would not be re-appointed, receive promotion, and/or receive tenure.

Tenure-track and 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 dean. In practice, this alternative contribution will generally be in the area of teaching.

### **DEFINITION OF SERVICE**

The Recreation and Leisure Studies faculty define service as activities that are directly related to the governance of the College or University or activities clearly identified as related to the areas of professional or academic expertise. Examples include:

- Department governance
- College/University governance, i.e. University or College activities related to committees – College Senate
- Participation on parks/recreation advisory bodies
- Participation in the governance of professional societies
- Governmental advisory bodies

### **EXPLANATION OF ADVISING IN REL DEPARTMENT**

Advising in Recreation and Leisure Studies is split into two main categories: curriculum and career. Curriculum advising is centralized and is handled primarily by one individual at the undergraduate level and by another at the graduate level. Students receive advising on course selection, planning of coursework throughout their academic career, help with electives and guided electives, reviewing student progress on eligibility towards internships, and related curriculum advice. Students may choose to have another faculty member as their curriculum advisor by simply picking up her/his folder and requesting curriculum advising from the faculty member of her/his choice. The chair is notified of this change in writing by the new advisor at the earliest reasonable opportunity.

Career advising is a category that is done by all faculty within the department and even support staff at times. Career advising deals with assisting students in achieving their career goals, advising students on work done in their classes, establishing a personal rapport with students, and helping students through minor and major crises that affect their academic progress, and related career advice.

### **EVALUATION OF ADVISING**

As the college, school, and department evaluation materials are developed, they will be incorporated into the department process upon approval of the departmental faculty and appropriate college officials.

## **TIME PERIODS FOR EVALUATIONS**

Individuals will be evaluated on an annual basis by the department chair and the dean. The time period for the evaluation will be for the one-year time period set by the college.

For DSI, faculty members must apply and meet deadlines set by the college and communicated to them by the dean and/or chair. The time period for the evaluation will be for the one-year time period set by the college.

For promotion and/or tenure, faculty will be given key deadlines by the dean and/or chair. The time period for the evaluation will be for the time period, except for full professor promotions, spelled out contractually and/or by the college policies dictating specified time periods in the absence of specific contractual language. Normally, Associate Professors may petition the dean and/or chair for review for promotion to full professor after holding the rank of associate professor for no less than six years and having obtained a performance at rank for that time period in all three criteria areas.

## **BURDEN OF PROOF REGARDING TENURE/PROMOTION SCHOLARSHIP REQUIREMENTS**

Examples of performance indicators that the APT committee may use to inform their evaluation of candidates are listed in the tables provided in the DSI section. Individuals may assume they are meeting acceptable standards at the appropriate level for their rank upon verification of their performance through the review process. The burden of proof rests with the faculty member. Since APT Committee members cannot be expected to be experts in the faculty member's area of expertise, the faculty member shall be responsible for supporting all claims concerning the importance, relevance, or quality of any publications. As noted below, copies of all publications are to be submitted to the APT Committee, not merely citations of those publications. Any claims made by the faculty member concerning the importance of his/her research must be supported. As examples, the faculty member might provide the number of and sources of citations of an article if she/he claims that the article is "seminal". If a faculty member claims that her/his article is in a "top journal", she/he must support the claim that the journal in question is indeed a top journal; that might be done by using some combination of (1) a ranking of journals from a published source, or (2) a ranking of journals from other colleges or universities or (3) multiple testimonials from prestigious institutions attesting that the journal would be considered a leading journal in that sub-field or (4) an assessment of journals from professional groups or (5) other relevant sources such as Cabell's measure of selectivity. The APT Committee is expected to weigh evidence, not to collect it.

This document is meant to be dynamic, meaning that the department faculty with the approval of appropriate school, college, and/or university officials may choose to add and/or remove items from time to time. In addition, evaluation criteria may change over time assuming the same approvals are obtained. Whenever this occurs in the middle of a review period, the faculty may choose to use the old or new standards for their review as they see fit. The standards chosen would be either the old or the new and would be applied to the entire evaluation process.

## DOCUMENTATION FOR EVALUATION OF PERSONNEL PERFORMANCE

Documentation required for performance at rank for lecturer, instructor/visiting assistant professor, assistant professor, promotion from assistant professor to associate professor, and associate professor to full professor is given in detail immediately following this section. It is the responsibility of the individual faculty member to provide the necessary documents for review to the appropriate person and/or committee. It is the responsibility of the provost, school dean, and chair to notify faculty of deadlines pertinent to personnel actions covered in this document.

### Performance at the Rank of Lecturer

Achievement of the appropriate degree establishes a person as qualified in the discipline/profession. In addition, there is the expectation that the person has the potential for achieving excellence in the discipline/profession and for achieving high quality teaching and service in the department.

### Teaching

The candidate must provide a portfolio of teaching materials for a minimum of four courses per semester that addresses the multiple aspects of the instructional role. A periodic three course load per semester may be approved by the chair and dean if warranted by required service activities. This includes demonstration of knowledge of the discipline/profession, skills of pedagogy, including clear and precise communication and methods of instruction, and interest in the educational achievements of students. The materials submitted will serve as indicators of these criteria. Documentation should include course syllabi and materials. Review of these materials will look for demonstration of the use of contemporary sources and good correlation of content, method, and student interest and need; and relationship to the academic standards of the institution.

#### A. Statement of Teaching Philosophy and Focus

- ✓ This statement should address the candidate's educational values, ideals, and goals. The statement should also include self-evaluation of success 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 course
  - ✓ Include other pertinent information directly related to teaching and advisement

#### B. Student Evaluations

- ✓ Summary table of IAS ratings on the four core items for all courses taught during the period under review
- ✓ Written comments and/or personal assessment of ratings on other items
- ✓ Department-approved instructor developed feedback related to measuring compliance with standards and student learning outcomes
- ✓ Department-solicited and unsolicited letters of support or comment about teaching

#### C. Student Outcomes and Accomplishments

- ✓ Table of grade distribution for each course/section including personal interpretation of distributions in light of teaching philosophy

- ✓ Student performance on standardized test related to instructor's area of expertise, i.e. national professional certification exams
- ✓ Student accomplishments, e.g. conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects

#### **D. Improvement of Teaching**

- ✓ Professional development as a teacher (workshops, conferences, professional certifications, etc.)
- ✓ Integration of technology into teaching
- ✓ Revision of course instructional approach

#### **E. Advising**

- ✓ Number of curriculum advisees
- ✓ Number of career advisees
- ✓ Independent/directed study
- ✓ Mentoring of students
- ✓ Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
- ✓ Service on student organization and/or advisory committees
- ✓ Number of graduate student advisees
- ✓ Number of field placement students
- ✓ Evaluations of intern applicant materials and/or transcripts

#### **F. Peer Evaluation**

- ✓ Internal and external review of course syllabi, assignments, and examinations
- ✓ Contributions to curriculum and course development or revision in keeping with national accreditation standards
- ✓ Awards or recognition related to teaching

#### **Service**

- ✓ Statement of all relevant service activities with a brief description of the individual's responsibilities, participation, and any product developed. Note: Where service is community-based, such activity should have a direct relationship to the candidate's disciplinary expertise
- ✓ Expected role is that of departmental, institutional, professional, and related community service, with departmental service as a priority

### **HOW TEACHING IS EVALUATED**

The material presented shall be evaluated using the method described under Teaching on pages 16-17 under Section B. In addition to preparing a teaching portfolio, the lecturer may obtain a written statement from the APT Committee stating that his/her teaching is at least average based on current department criteria in this area.

## HOW SCHOLARSHIP IS EVALUATED

Lecturers would not normally be expected to perform scholarship activities as part of their duties in this area. However, such work is encouraged as it prepares the lecturer for work at the next level if that is his/her goal. Scholarly activity, if sanctioned by the chair, maybe considered in lieu of some service or justify a reduction in service at agreed upon level(s).

## HOW SERVICE IS EVALUATED

The material presented shall be evaluated using the method described under Service on pages 20-22 under Sections B & C. It is expected that the lecturer will be judged by the APT committee to have met acceptable standards for his/her rank.

**NOTE: MINIMUM scores in teaching and service areas MUST be obtained to be considered as performing at rank.** (using weights of teaching at .6 and service at .4).

### **Performance at Rank as an Instructor and Promotion to the Rank of Assistant Professor**

Achievement of the appropriate doctorate degree establishes a person as qualified in the discipline/profession. In addition, there is the expectation that the person has the potential for achieving excellence in the discipline/profession and for attaining the highest rank in the department.

### **Teaching**

The candidate should provide a portfolio of teaching materials for a minimum of three courses per semester that address the multiple aspects of the instructional role. This includes demonstration of knowledge of the discipline/profession, skills of pedagogy, including clear and precise communication and methods of instruction, and interest in the educational achievements of students. Documentation should include course syllabi and materials. Review of these materials will look for demonstration of the use of contemporary sources and good correlation of content, method, and student interest and need; and relationship to the academic standards of the institution.

#### **A. Statement of Teaching Philosophy and Focus**

- ✓ This statement should address the candidate's educational values, ideals, and goals. The statement should also include self-evaluation of success 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 Evaluations**

- ✓ Summary table of IAS ratings on the four core items for all courses taught during the period under review
- ✓ Written comments and/or personal assessment of ratings on other items
- ✓ Department-approved instructor developed feedback related to measuring compliance with standards and student learning outcomes

- ✓ Department-solicited and unsolicited letters of support or comment about teaching

### **C. Student Outcomes and Accomplishments**

- ✓ Table of grade distribution for each course/section including personal interpretation of distributions in light of teaching philosophy
- ✓ Student performance on standardized test related to instructor's area of expertise. i.e. national professional certification exams
- ✓ Student accomplishments, e.g. conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects

### **D. Improvement of Teaching**

- ✓ Professional development as a teacher (workshops, conferences, professional certifications, etc.)
- ✓ Integration of technology into teaching
- ✓ Revision of course instructional approach

### **E. Advising**

- ✓ Number of curriculum advisees
- ✓ Number of career advisees
- ✓ Independent/directed study
- ✓ Mentoring of students
- ✓ Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
- ✓ Service on student organization and/or advisory committees
- ✓ Internships supervised
- ✓ Number of graduate student advisees
- ✓ Number of field placement students
- ✓ Evaluations of intern applicant materials and/or transcripts

### **F. Peer Evaluation**

- ✓ Internal and external review of course syllabi, assignments, and examinations
- ✓ Contributions to curriculum and course development or revision in keeping with national accreditation standards
- ✓ Awards or recognition related to teaching

### **Scholarship**

- ✓ Evidence of commitment to continued scholarship or creative productivity leading to more significant advancements

### **Service**

- ✓ Statement of all relevant service activities with a brief description of the individual's responsibilities, participation, and any product developed. Note: Where service is community-based, such activity should have a direct relationship to the candidate's disciplinary expertise
- ✓ Minimal role is that of active participation on departmental committees

## HOW TEACHING IS EVALUATED

The material presented shall be evaluated using the method described under Teaching on pages 16–17 under Section B. It is expected that the instructor will be evaluated by the APT committee as achieving an acceptable standards to be considered as performing at rank in this area.

## HOW SCHOLARSHIP IS EVALUATED

The material presented shall be evaluated using the method described under Scholarship on pages 19-20 under Section C. The instructor will be evaluated by the APT committee as achieving an acceptable standards to be considered as performing at rank in this area.

## HOW SERVICE IS EVALUATED

The material presented shall be evaluated using the method described under Service on pages 20-22 under Sections B & C. It is expected that the Instructor will be judged by the APT committee to have met acceptable standards for his/her rank.

**NOTE: MINIMUM scores in ALL three areas MUST be obtained to be considered as performing at rank. (using weights of teaching at .5, scholarship at .3, and service at .2)**

### **Performance at Rank as an Assistant Professor, Continuing Appointment and/or Promotion to the Rank of Associate Professor**

A person promoted to the rank of Associate Professor has demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: teaching, scholarship, and service. There must be evidence that the person has made sustained high quality contributions to the department and the College as an Assistant Professor. The person has established a commendable reputation beyond the campus for scholarly work in the discipline/profession. There is expectation that the person has made discernable progress toward achieving excellence in the discipline/profession and for attaining the highest rank in the department.

### **Teaching**

- ✓ The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence
- ✓ Teaching excellence and commitment should extend beyond the demonstrated at the rank of Assistant Professor
- ✓ Evidence of achievement in two or more of the following areas:
  - ✓ 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
    - ✓ Designing, developing and successfully teaching new courses not previously part of a department's offerings and/or

- ✓ Participating successfully in college-wide general education program
- ✓ 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 video tape
- ✓ Provide advising materials addressing the following as relevant:
  - ✓ Number of curriculum advisees
  - ✓ Number of career advisees
  - ✓ Independent/Directed Study
  - ✓ Mentoring of students
  - ✓ Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
  - ✓ Service on student organization and/or advisory committees
  - ✓ Number of graduate student advisees
  - ✓ Number of field placement students
  - ✓ Evaluations of intern applicant materials and/or transcripts

### Scholarship

- ✓ Prepare a scholarship focus and summary which includes:
  - ✓ List of each scholarly product
  - ✓ Description of peer review process, i.e., editorial review; invited publication; select articles related to area of expertise in the legitimate press; refereed publication; editor selected
  - ✓ Brief reflective critique
- ✓ Must show significant advancement in the area of scholarship beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation results in the new area of investigation.
- ✓ Must include documentary evidence that at least an average of two works are being presented for publication each academic year for the period of Assistant Professor rank and that an average of one has been accepted for publication per year during said period in either refereed professional publications or editor reviewed professional publications of renown and international, national, regional, or state-wide circulation. In order for a candidate to meet requirements for continuing appointment and/or promotion to Associate Professor, at least **three** of these publications must be national and/or international refereed journal publications; and that there are an additional **five** pieces of work that may include: an accepted federal or other externally funded grant; a published scholarly book, edited book, chapter in a scholarly book, and/or substantial revision of a preexisting book, refereed conference proceeding, published book review or summary, and/or a combination of other examples listed on pages 20-22. The APT Committee will take into consideration all submitted work in assessing the candidate's scholarly activity, thus, there may be room for flexibility on the part of the APT committee.

## Service

- ✓ Continuous demonstration of service during the period as an Assistant Professor
- ✓ Prepare summary of service activities including specific responsibilities and leadership roles assumed
- ✓ Demonstration of service contributions should include one or more of the following:
  - ✓ Administrative and/or leadership roles on departmental, College, community, and/or professional committees
  - ✓ College outreach is recognized as one aspect of service
  - ✓ Participation in service activities in areas of professional expertise beyond the department. Evidence may be provided through:
    - ✓ Peer review
    - ✓ Letters from committee chairs citing specific contributions to the work of the committee
    - ✓ Substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives
    - ✓ Active leadership in disciplinary professional organizations

## HOW TEACHING IS EVALUATED

The material presented shall be evaluated using the method described under Teaching on pages 16–17 under Section B. It is expected that the assistant professor will achieve acceptable standards to be considered as performing at rank in this area and teach a minimum of three courses per semester, unless a course reduction is approved for increased service activity approved by the chair and the dean.

## HOW SCHOLARSHIP IS EVALUATED

The material presented shall be evaluated using a rating scale to be determined by the APT committee. The assistant professor will achieve acceptable standards to be considered as performing at rank in this area.

**For promotion and tenure**, the faculty member will be expected to have successfully completed three **(3)** nationally or internationally refereed journal publications that will serve as a beginning point for evaluating the faculty's overall scholarly works.

At the end of the tenure review period specified contractually or within the college's policies and procedures, the faculty member up for promotion and tenure will be expected to have been judged by the appropriate review committee to show performance at rank for each and every year of review (allowing for deficient years to be made up by future work for an **average** of performance at rank during the review period). **AND**, the faculty will have successfully completed a minimum of three **(3)** nationally or internationally refereed journal publications in the discipline. As usual, the burden of proof lies with the candidate.

### **HOW SERVICE IS EVALUATED**

The material presented shall be evaluated using the method described under Service on pages 20-22 under Sections B & C. It is expected that the lecturer will be judged by the APT committee to have met acceptable standards for his/her rank. Minimum role is that of active participation on departmental committees, including chairing at least one committee per academic year and active participation in College, professional, and related community service.

**NOTE: MINIMUM scores in ALL three areas MUST be obtained to be considered as performing at rank.**

(using weights of teaching at .5, scholarship at .3, and service at .2)

### **Performance at Rank as an Associate Professor and Promotion to the Rank of Professor**

A person promoted to the rank of Professor has demonstrated professional growth and excellence on a continuous basis in the rank of Associate Professor in all three performance areas: teaching, scholarship, and service. The evidence must clearly support the person's role as an established leader in the department and in the College and that his/her contributions are of high quality and have been sustained over a reasonable period of time as an Associate Professor. The reasonable period of time shall normally be considered no less than six years at the rank of Associate Professor regardless of whether the individual has performed at rank or above during that time period. Normally the faculty member who has performed at rank for the period of review **and** who has met the specific requirements for scholarship would be able to petition the chair and dean to be considered for promotion.

### **Teaching**

- ✓ The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence
- ✓ Teaching commitment and excellence should extend beyond that demonstrated at the rank of Associate Professor
- ✓ Teaching portfolio should 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
  - ✓ Provide advising materials addressing the following as relevant:
    - ✓ Number of curriculum advisees
    - ✓ Number of career advisees
    - ✓ Independent/Directed study
    - ✓ Mentoring of students

- ✓ Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
- ✓ Service on student organization and/or advisory committees
- ✓ Internships supervised
- ✓ Number of graduate student advisees
- ✓ Number of field placement students
- ✓ Evaluations of intern applicant materials and/or transcripts

### **Scholarship**

- ✓ In order to be considered, the level of scholarly activity for promotion to Associate rank must be demonstrated to have increased, with evidence of acceptance of a manuscript for at least one book (written while at Associate Professor rank)—or a combination of other scholarly products as identified in the Faculty Roles and Rewards document approved December 7, 1998—that relates directly to the assigned academic area, i.e. recreation, leisure, parks, or tourism.
- ✓ Successful scholarship has led by now to publication or creative work that has been subject to further review
- ✓ Significance of the person's accomplishment is attested to by the profession and peers both locally and nationally:
  - ✓ Recognition of the quality of the work should be evident and available in the form of:
    - ✓ Reviews and comments
    - ✓ Off-campus assessment by recognized authorities as solicited by the department
    - ✓ Invitations from leaders in the field to contribute to publications, conferences, and exhibitions
    - ✓ Invitations to serve on editorial boards and to review books, etc.
  - ✓ Supported relevance of publication source to the discipline
  - ✓ Honors and awards that serve to recognize the person's contributions for long term work in the field and/or new interpretations and applications of scholarship

### **Service**

- ✓ Accomplishment in this area should be greater than was expected to achieve the rank of Associate Professor
- ✓ Consistently play a constructive role in the departmental leadership, student advisement and college-wide faculty governance since the last promotion
- ✓ Is an acknowledged leader in the Department, the College, and the profession
- ✓ This may be demonstrated by:
  - ✓ Increased complexity in administrative duties, e.g., chairing a variety of committees inside and outside the department
  - ✓ Excellence of his/her contributions to the committee is testified to by colleagues and can be illustrated in tangible ways
  - ✓ The work/product of the committee is substantive to the College or professional organization

## HOW TEACHING IS EVALUATED

The material presented shall be evaluated using the method described under Teaching on pages 16-17 under Section B. It is expected that the Associate Professor will achieve acceptable standards to be considered performing at rank in this area.

## HOW SCHOLARSHIP IS EVALUATED

The material presented shall be evaluated using a rating scale to be determined by the APT committee. The faculty member will be evaluated by the APT committee as achieving acceptable standards to be considered as performing at rank in this area.

**ALSO**, for **promotion** to full professor, the faculty member **must** complete a total of **five (5)** items from the list on page 18, all of which must be refereed publications. This work **must** come **after** the faculty has officially received tenure and promotion to the rank of Associate Professor whether at SUNY Brockport or at the college or university level elsewhere.

The faculty member can normally petition the chair and the dean for consideration for promotion to full professor at the end of six years of service at the rank of Associate Professor. This service can be at SUNY Brockport and/or at the university or college level elsewhere. The faculty member will be expected to have been judged by the appropriate review committee to show performance at rank for each and every year of review (allowing for deficient years to be made up for an **average** of performance at rank during the review period). **AND** the faculty member will have successfully completed a minimum of five **(5)** of the items in listed on page 18, providing these works are peer reviewed and published in nationally or internally recognized and highly ranked publication media in the discipline.

## HOW SERVICE IS EVALUATED

The material presented shall be evaluated using the method described under Service on pages 20-22 under Sections B & C. It is expected that the Associate Professor will be evaluated by the APT committee as achieving acceptable standards to be considered performing at rank in this area.

**NOTE: MINIMUM scores in ALL three areas MUST be obtained to be considered as performing at rank. (using weights of teaching at .5, scholarship at .3, and service at .2)**

## DOCUMENTATION FOR EVALUATION OF PERSONNEL PERFORMANCE

### Performance at the Rank of Administrative Associate

## DEFINITION OF PERFORMANCE AT RANK

The position of Administrative Support Associate was created exclusively to provide the Department two components of the criteria areas, Teaching and Service. Additionally, the position description of an Administrative Support Associate does not include any requirement for scholarship. Therefore, weighting for criteria areas will be the following: Teaching - .5 and Service - .5.

Individuals under the rank of Administrative Associate are considered staff under University and College policies. As such, evaluations and tenure recommendation are made through the evaluation of the Professional Employee Performance Program on a yearly basis.

\*See the SUNY Professional Employee Performance contract.

### **Teaching**

The criteria for evaluation purposes will be the same for the performance of the Rank of Lecturer. See the criteria listed on pages 5-6 under the heading of Performance at the Rank of Lecturer.

### **Service**

The criteria for evaluation purposes will be the same for the performance of the Rank of Lecturer. See the criteria listed on page.

**NOTE: MINIMUM scores in teaching and service areas MUST be obtained to be considered as performing at rank.**

**GUIDELINES FOR THE GRANTING OF THE DISCRETIONARY SALARY  
INCREASE (DSI)  
DEPARTMENT OF RECREATION AND LEISURE STUDIES**

**Introduction**

It is the position of the faculty of the Department of Recreation and Leisure Studies that the Discretionary Salary Increase (DSI) should be in recognition of extraordinary annual performance in one or more of the three areas of academic performance – scholarship, service, and teaching – while maintaining a minimum of at rank performance in all three, unless demands in one area are confirmed to have prevented at rank performance in another. One obvious exception to the above expectation pertains to the rank of Lecturer. There is no expectation of scholarship for a Lecturer; therefore, to be considered for the awarding of a DSI the candidate at the Lecturer rank is expected to perform at rank in the areas of service and teaching and demonstrate exceptional performance in one or both of the areas. Should the Lecturer be successful or productive in the scholarship area and the activity is approved by the department chair, the scholarship standards applied to the rank of Assistant Professor will be used by the Appointment, Promotion, and Tenure Committee. However, the Lecturer applying for DSI recognition for scholarship will still be expected to have performed at rank in service and teaching.

**Teaching**

- A. Introduction:** All faculty of the department who wish to be considered as a candidate for the granting of the DSI in the area of teaching are required to submit to the APT Committee a teaching portfolio. The portfolio may be used by the Committee, the chairperson, and unit heads to assess the quality of the teaching performance and as the basis for the decision as to the granting of the DSI. The portfolio shall include two major types of materials:
- 1) narrative statements which address the candidate's teaching performance; i.e. desired and achieved student outcomes, course effectiveness, the courses taught, the number of students, the manner by which course(s) was assessed, and other information that will illuminate the teaching effectiveness of the candidate and;
  - 2) evidence which will support the claims being made by the candidate. The faculty supports the recommendation of the Faculty Roles and Rewards Committee pertaining to the importance and content of the portfolio.
- B. Content Specifics and Rating:** The portfolio shall include materials which address four main areas with respect to support. Each of these areas will be rated on a scale of 0 to 4, with 0 = evidence does not support and 4 = evidence strongly supports. The four main areas are:
- 1.) *Student Evaluations (classroom and field teaching)*
    - ~100% feedback, including IAS scores for all courses taught (if appropriate) and instructor developed and departmental approved course assessments for all courses taught during the period being considered.
    - ✓ ~IAS and other evaluative scores shall be in the Good to Excellent range (mean IAS score of less than 2.0). A mean IAS score greater than 2.0 may not automatically eliminate a candidate from consideration for DSI. The APT committee may consider the relative significance of the candidate's overall contribution to teaching and learning.
    - ✓ Active leadership in disciplinary professional organizations

- 2.) *Evidence of Student Outcomes (classroom and field teaching)*
  - ~Samples of student products: papers, projects, theses, and community service.
  - ~Presentations by students done in collaboration with the teacher.
  - ~Table of grade distribution, including the size of the class.
- 3.) *Evaluation by Peers*
  - ~Review of syllabi, assignments, examinations.
  - ~Evidence of some integration of technology.
  - ~Professional development as a teacher as evidenced by the earning of at least 1.5 CEUs or 15 hours of related training per year in instructional related areas.
  - ~Evidence of the candidate's contributions to the department's curriculum and course developments and/or revisions.
  - ~Evidence of mentoring of part-time and new faculty, including faculty outside the department -- depending on rank.
  - ~Evidence that the courses taught are addressing the competencies required for the continued national accreditation of the curriculum.
- 4.) *Evidence of Advising*
  - ~Mentoring of students, as supported by student letters.
  - ~Career, employment, graduate school counseling activities.
  - ~Evidence of faculty/staff development instructional activities.
  - ~Evidence of advising a significant number of students for curriculum and/or career advising.
  - ~Evidence of significant assessment activities related to writing performance of students.
  - ~Evidence of significant review of student applications for internships, field placements, scholarships, and similar activities.
  - ~Evidence of significant involvement with students outside of the classroom with projects, field trips, research, and related activities.

**C. Rating:** The candidate's portfolio will be assessed by the APT Committee and the Department Chairperson, using an agreed upon rating scale. In order for a faculty member in Recreation and Leisure Studies to be considered for DSI in the areas of teaching and scholarship, the APT committee must determine that the candidate has met acceptable standards in Service commensurate with their rank as:

*Professor*

*Associate Professor*

*Visiting Assistant Professor/Instructor/Assistant Professor*

*Lecturer*

**D. Relationship of Teaching to Scholarship and Service:** For a faculty member in Recreation and Leisure Studies to be considered in the areas of scholarship and service there must be a statement from the APT Committee that the candidate's teaching is average or above average based on department criteria (rationale provided), yet it is not necessary for a teaching portfolio to be either developed or forwarded.

## Scholarship

**A. Definition of Scholarship:** The Department supports the definition provided in the Final Report of the Faculty Roles & Rewards Committee. Faculty need to provide documented evidence of a program of scholarship that depicts a timely process which will lead to eventual publication or are in pursuit of publication as defined on pages 19 and 20.

Examples of works that may be considered when evaluating a candidate for DSI include:

1. Original Book
2. Edited Book
3. Revised Book With Substantial Revision
4. Article in National/International Journal
5. Monograph on Subject in Discipline
6. Article in Regional/State Journal
7. Accepted Federal Grant, State/Regional/Local/Foundation Grant
8. Accepted International Grant
9. Chapter in Published Book
10. A Review of Book, Software, Media Published in a Journal
11. Presentation of Original Research at a National, International, Regional, State, Local Professional Meeting (Original Presentation Only)
12. Presentation Published in Refereed Proceedings
13. Editorial Review of a Journal Article for an Academic Journal
14. Paid or Unpaid Consultations Requiring Written or Expert Testimony Response Evidencing Substantial Research
15. Article in a Professional Magazine
16. Respondent, Critic or Discussant on a Panel: Requires Documentation of Critique of the Papers Presented on or to the Panel
17. Developed and "Published" Media or Software Materials, i.e. audio tapes, video tapes, CDs, Discs, etc.
18. Other (Requires Prior Approval by APT or Chair)

**Notes:**

~With respect to multiple authorship, each will receive the appropriate credit to be determined through negotiations or by supporting documentation.

~National Journal refers to an academic, refereed journal published by a national professional association, publication house, etc.

~International Journal refers to a refereed journal published in the U.S. or another country having a global focus and containing articles published by scholars residing in different countries.

~Regional/State Journal refers to an academic, refereed journal published by regional or state associations.

~For consideration under scholarship all articles must be published in a journal recognized by the professional community which is refereed or which selects articles by editorial committee.

~A book or article accepted for publication but not yet published cannot be used as a basis for applying for an award of DSI. However, such work may be presented as evidence that the candidate is performing at rank for the review period under consideration.

**D. Relationship to Service and Teaching:** In order for a faculty member in Recreation and

Leisure Studies to be considered for DSI in either Service or Teaching the APT committee must determine that the candidate has performed at rank in Scholarship:

### Service

- A. Definition of Service:** The faculty supports the definition provided in the Final Report of the Faculty Roles & Rewards Committee.
- B. Service Criteria:** For service activities to be considered for DSI in the Department of Recreation and Leisure Studies they must:
- ~be directly related to either the missions of the State University, the College, School of Professions, and the department.*
  - ~be primarily voluntary in nature, although paid activities may be considered as long as they make up a minor portion of the faculty member's service application.*
  - ~be relevant to the faculty member's professional responsibilities to the discipline of Recreation and Leisure Studies/ Services.*
  - ~be reflective of activity in departmental service and in at least two of the following areas: university, college, school, community, and profession.*
- C. Evaluation of Service:** Evaluation of a specific service activity is based upon the quantity and quality of the service activity, as determined by the APT Committee, after review of supporting documentation. The faculty member cannot receive duplicate credit for an area of service. For example, the faculty member cannot receive one credit for being a committee member and then receive credit for serving as chairperson for the same committee. *Service* Activities that may be considered by the APT committee in its evaluating of candidates include:
1. Member of university, college, school, or department committee
  2. Advisor to university, college, school, or department student organization
  3. Board Chair of a professionally related governing or advisory board of a private or governmental agency
  4. Member of a professionally related governing or advisory Board of a private or governmental agency
  5. Member of NRPA/AALR Accreditation Team
  6. Member of International, National, State, or Regional/State Committee
  7. Member of Board of Directors of an International or National professional organization
  8. Member of Board of Directors of a State, Regional, or Local professional organization
  9. Convener/Leader of an original workshop or symposium
  10. Convener/Leader of a subsequent workshop
  11. Officer of an International or National professional

- organization
12. Officer of a State, Regional, or Local professional organization
  13. Committee Chairperson of an International or National professional organization
  14. Committee Chairperson of a State, Regional, or Local professional organization
  15. Chairperson of a University, College, School, or Departmental Committee
  16. Chairperson of a Campus ad hoc committee or task force and author of a report that impacts and improves College outcomes
  17. Chairperson/Team leader of a NRPA/AALR Site Accreditation Team
  18. Chairperson of an International or National Committee (standing or ad hoc) that evidences outcomes of involvement
  19. Chairperson of a State, Regional, or Local Committee (standing or ad hoc) that evidences outcomes of involvement
  20. Chairperson of panels/focus groups for College-wide issue or program
  21. Coordinator of a Departmental program area; i.e. optional, track, specialization
  22. Invited consultant with evidence of leadership involvement or contributions
  23. Primary author or editor of REL Accreditation Document
  24. Other service activities that are professionally related to the faculty's discipline

**D. Relationship to Teaching and Scholarship:** *In order for a faculty member in Recreation and Leisure Studies to be considered for DSI in the areas of teaching and scholarship, the APT committee must determine that the candidate has met acceptable standards in Service commensurate with their rank as:*

*Full Professor*

*Associate/ Assistant Professor*

*☉ 7 or more years at Brockport*

*Assistant Professor ☉ less than 7 years at Brockport*

*Instructor*

*Lecturer*

***\*must include service at the department, school, or college level.***

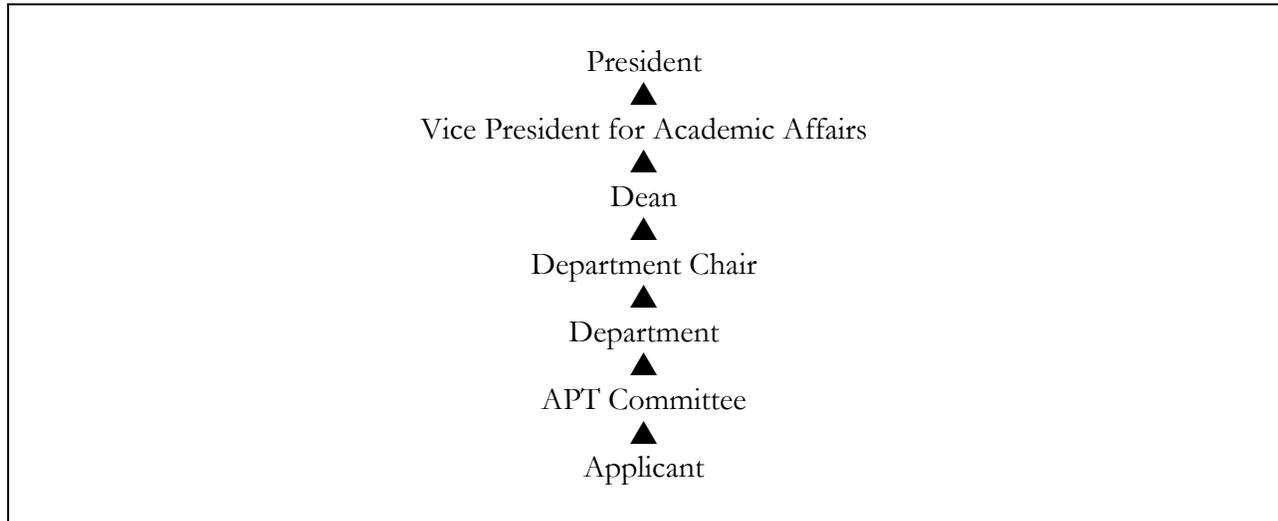
Source: Proposed Criteria for DSI Awards, School of Professions, November, 1995

# Appendix A

PROCEDURAL REQUIREMENTS FOR  
**ACADEMIC PERSONNEL DECISIONS**

(Approved by Faculty Senate, 4/2/01)

1. Academic personnel decisions will proceed in the following steps for reviews and recommendations to the college President:



2. Composition of departmental Appointments, Promotion and Tenure Committees
  - a) Purpose: To facilitate personnel actions and to assure both academic rigor and equity in review.
  - b) Application: This section applies to APT committees addressing actions on continuing appointment, reappointments, promotions, and sabbatical leaves. It does not apply to APT committees addressing DSI recommendations.
  - c) Academic credentials and performance should be reviewed by those with similar knowledge and experience; therefore (with the exception of the Faculty Senate Observer/Consultant), only teaching faculty should be members of APT committees reviewing teaching faculty, and only librarians should be members of APT committees reviewing librarians.
  - d) All members of departmental APT committees should have continuing appointment (or, in the case of professional staff, permanent appointment).
  - e) APT committees consist of at least three (3) members. When circumstances necessitate that a department depart from these policies, the chair and members of the department shall consult with the dean to implement department-specific policies or membership.

- f) In the case of promotions, only those who have attained the rank of Associate Professor or higher may serve on the APT committee. In the case of promotion to full Professor, the APT committee must include at least one full professor. If a full professor is not available among the members of the department, the dean, after consulting the chair and members of the faculty in the department, will appoint an emeritus full professor from the department, or a full professor from another department, to the APT committee for the purpose of reviewing the promotion to professor.
  - g) In the case that the department does not have the number of qualifying faculty to constitute an APT Committee, the dean, after consulting the chair and members of the faculty of the department, will appoint emeritus full and/or emeritus associate professors from the department, when appropriate, to the APT Committee for the purpose of reviewing continuing appointments and promotion.
  - h) If a department decides that professional staff members assigned to the department should also serve on the APT committee, the department chair will request approval of these members from the School dean, in accordance with subsection “e”, above.
  - i) APT committees should consider the opinion of students, as provided in the campus’ student reaction to instruction process, in making recommendations as to continuing appointments, reappointments, and promotions.
3. The responsibility of the Appointment, Promotion, and Tenure (APT) committee is to evaluate the applicant’s performance. This involves not only a judgment, but also the clear statement of a supporting rationale in the committee’s report.
4. Departmental procedures for academic personnel decisions
- a) Each department should develop a written policy that:
    - (1) establishes voting rights,
    - (2) specifies a quorum,
    - (3) permits or prohibits voting in absentia,
    - (4) defines a “positive” or “favorable” vote, and
    - (5) defines categories of department members who may participate and vote in departmental discussions of matters referred to the department by its APT committee according to the following guidelines:
      - all full-time tenured and tenure-track faculty will be included
      - full-time professional staff and full-time qualified academic rank faculty may be included

- the candidate under consideration and adjunct and temporary faculty will not be included
- b) Departments should establish sign-out procedures to ensure that department members have reviewed the appropriate documents in advance of consideration and voting.
  - c) The departmental vote registers the department's agreement with recommendation of the APT committee, and does not involve the creation of a separate report.
5. The department chair, Dean and Vice President for Academic Affairs each make independent conclusions on the applicant's performance. They may find the opinions of lower levels useful in arriving at their judgment, but they are not bound by the recommendation of any lower level.
  6. In all academic personnel actions, the applicant shall be notified of the recommendation at each point in the process, and allowed the opportunity to stop the consideration process at any point prior to the President's decision.
  7. Numerical tallies recording the vote should be communicated to the chair, Dean, Vice President for Academic Affairs, and the President. The applicant may request and receive the numerical tally.

The President's decision letter shall be transmitted to the applicant in accordance with notification dates determined by the Office of Human Resources

# Appendix B

### III. Personnel Actions

#### A. DSI (Discretionary Salary Increase)

The performance period covered by this award is **(Date as established by the College's Administration)** through **(Date as established by the College's Administration)**.

To be **eligible** employees must have been employed in the professional services negotiating unit represented by UUP on **(Date as established by the College's Administration)** (during the spring **(Year)** semester for academic year employees) and be continuing in service. Both full-time and part-time employees are eligible.

Employees: (1) **may be nominated** or, (2) **may self-nominate**.

**Nominations for Professional Employees** must include an evaluation for the period **(Date as established by the College's Administration)** to **(Date as established by the College's Administration)** with a cover letter, or, if necessary, with a DSI justification (maximum of 2 additional typewritten pages). Nominations, based this year on performance in the performance program, should be submitted to Unit Heads ranked in priority order, if applicable. Unit Heads will then review the nominations and forward them to a review committee (each VP should designate) ranked in priority order. The review committee will review and rank all of the nominations for a VP's area and submit them to their VP for final action. The VPS will advise their committee of the DSI pool amount available to their division.

**Nominations for Academic Employees**, including **Librarians**, will be in accordance with past processes. The APT committee will review nominations (including self-nominations) first, and then the Chair and the Dean will review nominations. APT committee will rank nominations and the chairs and deans will add their rankings. The Deans will then meet with the Provost and VP for Academic Affairs to finalize their DSI recommendations to the President.

#### B. Reappointment, Promotion, and Tenure

These personnel decisions are based on performance in the three faculty roles of Teaching, Service, and Scholarship. Although the Office of the Provost & Vice President for Academic Affairs publishes a *Calendar of Personnel Processes* (for each current academic year) along with *Guidelines for Faculty Appointment, Renewal, Tenure, Promotion, and Performance at Rank*, these documents provide only general guidance regarding personnel decisions. The primary resource for information on the kind of criteria used in making personnel decisions should be your own department's APT document.

Department APT documents. As called for in the *Faculty Roles and Rewards Committee Final Report* (FRRCFR), departmental APT documents are explicit in describing the means for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department's system of weighting the relative importance of teaching, scholarship and service (although as a general rule, FRRCFR mandates that teaching must always be weighed at least 50%, and scholarship must be weighed more heavily than service). Of course, departments can only make personnel **recommendations**. Ultimately, only the college President (in consultation with the school deans and academic VP) makes personnel **decisions** (see "Procedures" section below). However, because department APT documents are reviewed and approved by the Provost & Vice President for Academic Affairs, they also represent the standards used (agreed to) by College Administration in making these decisions.

Timeline for tenure-track re-appointments. For a typical tenure-track appointment (one with no prior service credit toward tenure) the following sequence of evaluations will pertain:

- The initial appointment period for tenure track faculty will normally be three years
- If the new appointee has completed the terminal degree and otherwise meets all stated criteria for the position, the appointment will be at Assistant Professor rank

- If the appointee is ABD, the initial appointment should be at the Instructor rank. In these cases, designation as Assistant Professor can be made contingent upon conferral of the terminal degree, effective at the beginning of the next long semester (fall, spring) following conferral of the degree. *[The date of conferral of the degree shall be determined by the official graduation date of the institution granting the degree.]*
- The appointment pattern will normally be 3-3-1, with reviews occurring during the second, fifth, and sixth years
- The review in the fifth year will be for a one-year reappointment
- The review in the sixth year will conclude with either a commitment to tenure at the beginning of the eighth year, or a notice of non-renewal at the end of the 6th year, effective at the end of the 7th year.
- For faculty at the Assistant Professor rank, the tenure review is concomitant with a review for promotion to the rank of Associate Professor, and a positive review for tenure will reflect a positive review for promotion as well. However, the promotion will become effective at the beginning of the seventh academic year, while tenure will not become effective until the beginning of the eighth year.

Faculty hired with prior service credit will typically be given re-appointments that bring them in line with this normal appointment timetable.

Procedures for APT recommendations and decisions. Re-appointment, promotion and tenure reviews follow a common path: departmental APT committee recommendation, department (as committee-of-the whole) vote on agreement/disagreement with the APT Committee's recommendation, department chair recommendation, Dean recommendation, Provost & Vice President for Academic Affairs recommendation, Presidential decision (in consultation with School Deans and Academic Provost & Vice President). Faculty should consult with their chair, dean, and/or the Center for Excellence in Learning and Teaching, for information and guidance in putting together their nomination packages. For a more complete statement on procedures see *Procedural Requirements for Academic Personnel Decisions* in the appendix. For a description of rules for forming APT committees, see *Revisions/Clarifications to Academic Policy/Practice on Department APT Committees*.

### C. Guidelines for Faculty Appointment Renewal, Tenure (Continuing Appointment), Promotion, and Performance at Rank

SUNY College at Brockport uses the SUNY Board of Trustees' Policies to define the professional obligation for faculty. Traditionally, the College has considered three primary categories as the basis for review in all personnel actions:

- teaching effectiveness
- scholarship, research, and creative work
- college, community, and professional service.

The other two criteria, Mastery of Subject Matter and Continued Growth, are reflected by sustained contributions and demonstrated excellence in the above-noted three categories.

The Faculty Roles and Rewards Committee (December 1998) defined these elements of the faculty role as follows:

*Teaching/learning: Encompasses promoting, guiding, facilitating, and evaluating student learning. Faculty members are catalysts for creating and adapting learning environments in and outside the classroom that stimulate students to learn, to be curious, to be critical thinkers, effective writers and speakers, and creative problem solvers. Effective teaching and learning are dependent upon faculty utilizing a variety of teaching techniques and designing and revising curriculum to produce student learning outcomes. Included within teaching/ learning are the professional development processes of attending workshops and conferences and efforts necessary to maintain mastery of subject matter and teaching methodologies. Also included are the teaching-related activities of independent study and thesis supervision, field supervision, mentoring of students, and student involvement in research.*

*Scholarship/Creativity: 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.*

*Service: Encompasses governance of the department, the school, the college, the university, or the profession, as well as discipline-based or college mission oriented contributions to the community that are not included in Scholarship. Examples of governance include but are not limited to:*

**Department** – department meetings and committees, advisement, registration, Saturday Information Sessions, and peer review.

**School** – grade appeals, Deans' committees.

**College** – Faculty Senate, college-wide committees, college-wide student organizations.

**University** – University Faculty Senate, SUNY Ad Hoc Committees.

**Profession** – leadership and other service in discipline-based organizations at local, state, national, or international levels.

**Community** – work related to faculty member's area of professional expertise or to the mission of the college.

*These three areas will be referred to hereafter as teaching, scholarship and service. It is understood, however, that teaching is teaching/ learning and that scholarship is scholarship/creativity.*

Since SUNY Brockport places value on all aspects of the professional obligation, each faculty member is expected to provide quality contributions in all three areas. The quantity of the expected contribution may vary, depending on institutional need in the primary categories. The Faculty Roles and Rewards Committee concluded:

*Yes, teaching is our most important function. In our role as college professors we strive to create high quality learning opportunities for our students. Excellence in teaching is our first and foremost responsibility. This excellence is demonstrated, among other ways, by the quality of instruction and student learning outcomes.*

*Sustained scholarship is essential to quality teaching. It adds to the body of knowledge within the discipline, keeps us current in our fields, exemplifies for our students the intellectual skills we want them to learn, and provides them with opportunities to participate in intellectual discovery as they prepare for the world of work and advanced studies.*

*Service within the department, the college, the university, the community, and the profession supports the advancement of learning and the enrichment of campus culture.*

*Through teaching, scholarship, and service, the faculty shape and achieve the goals of the college.*

*The normal [teaching] expectation [for faculty members] is a 3/3 course load or its equivalent for faculty demonstrating an active program of scholarship as defined by individual departments and/or with major or multiple service responsibilities. The Faculty Roles and Rewards Committee recognizes that variability among disciplines and teaching styles, as well as historic patterns, may lead individuals and departments to deviate from this norm. Nonetheless, it is the norm around which particular variation will occur.*

*Chairs should make individual work assignments within the department in accordance with procedures and principles adopted by the department and in such a way as to ensure that:*

1. *Each department meets the curricular and educational needs of its own students as well as those of other students who depend upon it as agreed upon by the Department, the Dean, and the Provost.*
2. *Each faculty member has sufficient time:*
  - a. *to teach well and to promote student learning*
  - b. *to complete scholarly undertakings*
  - c. *to meet service obligations*

In addition,

1. *Chairs should expect those faculty who do not demonstrate an active program of scholarship to contribute more in the areas of teaching and/or service.*
2. *The blend of teaching, scholarship and service may change from year to year and over a life-time career as long as departmental responsibilities are met on an annual basis.*
3. *Any release time beyond the normal 3/3 course load shall be reported to the VPAA and publicized annually.*
4. *An important consideration in granting faculty release time should be to ensure that the total departmental effort is not compromised and that other faculty within the department are not required to take on an unfair load. Accomplishing these goals may require that the Administration provide the department with sufficient resources for support staff and replacement faculty depending upon the nature of the release.*

### **Assessment of Faculty Performance**

The Faculty Roles and Rewards Committee recognized the essentiality of collegial review of faculty performance:

#### **Annual Review**

The Chair of a department is responsible for evaluating individual faculty members as part of the formal annual review and more frequently if circumstances require it.

#### **Term Renewal, Continuing Appointment, and Promotion**

Thorough evaluation of teaching, scholarship, and service shall take place when making personnel decisions of term renewal, continuing appointment, and promotion.

Chairs and APT committees should work with their departments to develop formal procedures for evaluation of all aspects of each faculty member's performance in the areas of teaching, scholarship, and service. The extraordinary diversity of our programs precludes agreement on any single model, but within broad limits we recommend the following:

*Teaching: In order to give teaching the stature it should have, its evaluation for term appointment, continuing appointment and promotion must be rigorous. It must involve some form of student evaluation, peer review of a teaching portfolio and may include peer observation of classroom performances. The teaching portfolio may include the following: teaching philosophy; student learning outcomes; grading practices; assignments, requirements, and assessment methods; advisement, mentoring, independent study projects, and supervision of theses; accomplishments of present and past students when directly related to the educator's influence; quality and*

*effectiveness of pedagogical strategies; development and use of instructional technology; innovation for the purpose of improved learning productivity; and evidence that the course content is current.*

*Scholarship: Each department should develop a system for evaluating the scholarship of its faculty members consistent with the principles outlined in this document.*

*Scholarship should be evaluated according to these six criteria, as described by Ernest Boyer in Glassick, C. E., Huber, M. T., Maeroff, G. I. (1997). Scholarship Assessed. Jossey-Bass Publishers, San Francisco, 22-36:*

- 1. clarity of goals*
- 2. adequacy of preparation*
- 3. appropriateness of methods*
- 4. significance of results*
- 5. effectiveness of presentation*
- 6. reflective critique where appropriate*

*Application of these six criteria will ensure uniform evaluation of scholarship across disciplines.*

*Service: Faculty members should play a service role commensurate with their rank and the changing needs of their various constituencies. Faculty will prepare a statement of all relevant service activities with a brief description of the individual's responsibilities, participation, and any product developed. Where service is community-based, such activity should have a direct relationship to the faculty member's disciplinary expertise or to the central mission of the college.*

*In those instances where service ranks as a major responsibility and is a key component in the evaluation and assessment of the individual faculty member's rewards, departments should develop a set of criteria for evaluating that service which is equally as rigorous as that used in evaluating teaching and scholarship.*

#### D. Renewal

Faculty appointed at the rank of Instructor or Assistant Professor are generally reviewed at least two times between their date of appointment and their review for continuing appointment. At each review, candidates are evaluated on their performance in the period since the last review. Candidates should demonstrate sequential progress toward achievement of expectations for continuing appointment.

#### E. Continuing Appointment

##### **Definition**

SUNY Policy, Article XI, Title B, "Continuing Appointment" states:

A continuing appointment shall be an appointment to a position of academic rank which shall not be affected by changes in such rank and shall continue until resignation, retirement, or termination.

##### **Eligibility**

**Continuing Appointment as Professor, Associate Professor, Librarian or Associate Librarian.** Few initial appointments at Brockport are at senior ranks or with continuing appointment. However, if an initial appointment is made without tenure and at the rank of Professor, Associate Professor, Librarian or Associate Librarian, continuing appointment must occur after the third consecutive year of service.

##### **Continuing Appointment as Assistant Professor, Instructor, Senior Assistant Librarian or Assistant Librarian.**

Faculty members appointed at these ranks are eligible for consideration for continuing appointment when they have completed a total of seven years of service in a position of academic rank. At least three of these years must be in academic rank at Brockport.

**Prior Service credit.** At the time of appointment, a new appointee may request a maximum of three years of prior service credit for satisfactory full-time prior service in tenure-track positions at other accredited academic institutions of

higher education. Waiver of all or part of this service credit will be granted upon written request by the employee to the chief administrative officer not later than six months after the date of initial appointment.

### **Criteria**

Each academic department has developed criteria to guide academic personnel decisions. These criteria have been reviewed and approved by the school deans, the Provost, and the President. These departmental APT documents are available in department and dean offices, in Drake Library, and on the college's web page.

Recommendations for continuing appointment for SUNY Brockport faculty are based primarily on an evaluation of 1) performance at Brockport in each category identified by the Board of Trustees and 2) on programmatic considerations. Past performance at other institutions is only a secondary consideration.

Candidates for continuing appointment should demonstrate potential for promotion to the next academic rank. A positive recommendation for continuing appointment reflects the expectations that the person has the potential for attaining the highest rank in the department and that the person's contribution to the program will be significant and necessary in the future.

Review for continuing appointment may also take Programmatic Considerations into account. Such considerations may include enrollment patterns, the need for the faculty position in degree or curricular offerings or requirements, and the addition, reduction or elimination of programs or courses.

## **F. Performance at Rank and Promotion**

### **Performance at Rank**

SUNY Brockport values the individual and unique contributions of each faculty member in each of the three categories of the professional obligation. All faculty members are therefore expected to continue performance at rank once continuing appointment or a promotion is achieved. An individual faculty member's talents may affect the balance among the three categories.

SUNY Brockport policy assigns to the department chair the responsibility for balancing faculty workload among all three categories. The Annual Report reflects achievements during a given academic year. If the performance is not evenly distributed across the three major categories of the professional obligation, department chairs may realign assignments. The goal is to create equitable assignments within the unit; workload adjustment assures that teaching, scholarship, and service responsibilities are met.

### **Promotion**

Most new faculty at SUNY Brockport are appointed at the rank of Assistant Professor. In those cases where the doctoral dissertation is not complete, a faculty member may receive an initial appointment as Instructor or Visiting Assistant Professor. The former is a tenure-accruing rank; the latter is not. Appointment to Instructor or Assistant Professor generally depends on how near the candidate is to degree completion.

## **G. Promotion to Rank of Assistant Professor**

Achievement of the appropriate terminal degree, e.g., M.F.A., Ph.D., Ed.D., D.S.W, establishes a person as qualified in the discipline/profession. In addition, there is the expectation that the person has the potential for achieving excellence in the discipline/profession and for attaining the highest rank in the department.

### **Teaching**

*The candidate should provide a portfolio of teaching materials that addresses the multiple aspects of the instructional role. This includes demonstration of knowledge of the discipline/profession, skills of pedagogy, including clear and precise communication and methods of instruction, and interest in the educational achievements of students. Documentation should include course*

*syllabi and materials. Reviewers of these materials will look for demonstration of the use of contemporary sources and good correlation of content, method, and student interest and need; and relationship to the academic standards of the institution. Asterisks (\*) mark required documentation; other information should be included if available.*

**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 on other items
- 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 (workshops, conferences, etc.) \*
- 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:

- Number of advisees (undergraduate, graduate) \*
- Evidence of advising quality (surveys, letters, etc.)
- 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.

### Scholarship

In the area of scholarship, successful completion of a doctoral dissertation or project required for the terminal degree demonstrates competence. In addition, evidence of a commitment to continued scholarly or creative productivity is necessary. Each academic department has developed criteria for evaluation of scholarship and creative activity.

### Public, University, and Professional Service

Service has an important role in the academic community and is an expectation within the total professional obligation. *The candidate will prepare a statement of all relevant service activities with a brief description of the individual's responsibilities, participation, and any product developed.* Where service is community-based, such activity should have a direct relationship to the candidate's disciplinary expertise.

At the Assistant Professor level, the faculty member's expected role is that of active participant on departmental committees. Initial involvement in College, community, and/or regional professional service begins at this level. Evidence of participation may be provided through several types of evaluation including letters from committee chairs citing specific contributions to the work of the committee.

### H. Promotion to Rank of Associate Professor

A person promoted to the rank of Associate Professor has demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: Effectiveness in Teaching, Scholarship, and University Service. There must be evidence that the person has made sustained high quality contributions to the Department and the College as an Assistant Professor. The faculty member has established a commendable reputation beyond the campus for scholarly work in the field. In addition, there is the expectation that the person has made discernible progress toward achieving excellence in the discipline/profession and for attaining the highest rank in the department.

### Teaching

*The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence. Information marked with an asterisk (\*) in the section on Assistant Professor should be included for the period since continuing appointment or the last review period, whichever is more recent.* For promotion to the rank of Associate Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor. For this purpose, the teaching portfolio should 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.

## Scholarship

Scholarship is broadly defined to include discovery, integration, and application and may include any or all of the following products: book (authored or edited including textbooks); journal articles; artistic performance, choreography, exhibition, or design; book chapter; conference presentation; panel discussion involving a critique; and published media or software materials. Grant development may be considered as scholarship if it relates directly to research activity and/or results in a product.

For promotion, the person must show significant advancement in the area of scholarship beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation results to new areas of investigation. The demonstration of scholarship must include a product/performance that is subject to external peer review and contributes to the body of knowledge in the field. Each academic department has developed criteria for evaluation of scholarship and creative activity.

*The candidate will prepare a Scholarship Focus and Summary. This statement will include the following components: a) an overview of the area of scholarship; b) a list of each scholarly product with a brief description of the peer review process and reputation of each product/piece; and c) a brief reflective critique.*

## Public, University, and Professional Service

The candidate should demonstrate excellence on a continuous basis in the area of service during the period of tenure as Assistant Professor. The level and impact of service should have expanded significantly in at least one arena, i.e., campus, community, or profession. As noted earlier, community-based service must have direct relevance to the candidate's area of disciplinary expertise. *The candidate should prepare a summary of service activities including specific responsibilities and leadership roles assumed.* For promotion to Associate Professor, demonstration of service contributions should include one or more of the following:

- administrative and/or leadership roles on departmental, College, community, and/or professional committees
- participation in service activities beyond the department (some faculty may become focused in one area of service outside the department, e.g., professional association leadership, while others may participate at many levels)
- evidence of participation and leadership may be provided through several types of evaluation, i.e.,
  - peer review
  - letters from committee chairs citing specific contributions to the work of the committee
  - substantive letters of recommendation from colleagues and/or community agencies that
  - cite contributions and successful initiatives
  - active leadership in disciplinary professional organizations.

## I. Promotion to Rank of Professor

A person promoted to the rank of Professor has demonstrated professional growth and excellence on a continuous basis in the rank of Associate Professor in all three performance areas: Effectiveness in Teaching, Scholarship, and University Service. The evidence must clearly support the person's role as an established leader in the department and in the College and that his/her contributions are of high quality and have been sustained over a reasonable period of time as an Associate Professor. The faculty member now holds a national, and possibly international, reputation for scholarship in the field. All the following criteria should be met to warrant favorable consideration for promotion to the rank of Professor.

## Teaching

*The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence. Information marked with an asterisk (\*) in the section on Assistant Professor should be included for the period since continuing appointment or the last review period, whichever is more recent.* For promotion to the rank of Professor, teaching excellence and commitment should extend

beyond that demonstrated at the rank of Associate Professor. For this purpose, the teaching portfolio should 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.

### **Scholarship**

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. There should be evidence of new and more sophisticated levels of achievement. Successful scholarship has led by now to publication or creative work that has been subject to further review. Furthermore, the significance of the person's accomplishment is attested to by peers and reputable figures in the field away from campus:

- Recognition of the quality of the work (publications, work of art, or performance record) should be made evident and available in the form of reviews, comments and citations in the works of others, direct letters of assessment by recognized authorities off-campus solicited by the department, and invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, to choreograph, perform, etc.
- Reputation of the place--journal, gallery, theatre--in which the articles, research projects, poems, short stories, works, etc. have appeared will be an important consideration, as will the publishers or sponsors.
- Honors or awards that serve to recognize the person's contributions for long term work in the field and/or new interpretations and applications of scholarship.

Each academic department has developed criteria for evaluation of scholarship and creative activity. Where a person has a 12 hour teaching load (or equivalent) more than one time during a review period, the expectation for annual productivity in this area may be adjusted accordingly. The department chairperson will establish such an adjustment in consultation with the faculty member and with the concurrence of the appropriate dean.

### **Public, University, and Professional Service**

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. Not only has the person consistently played a constructive role in departmental meetings, committees, academic advisement and college-wide faculty governance since the last promotion, he or she is now an acknowledged leader in the Department, the College, and the profession. This may be demonstrated by providing the following evidence:

- increased complexity in administrative duties; (for example, the person has chaired a variety of committees both inside and outside the department);
- the excellence of his or her contributions to the committees is testified to by colleagues and can be illustrated in tangible ways; and
- the work/product of the committees is exemplary and significant to the College or organization.

### **J. Promotion to the Ranks of Distinguished Professor**

Promotion to the highest ranks – Distinguished Teaching Professor, Distinguished Service Professor, and Distinguished Professor – is governed by the Policies of the SUNY Board of Trustees. These awards are a rank above full professor

and only one award in each category - Distinguished Teaching and Distinguished Service Professorship can be given by our campus each year.

Guidelines are available for each of these programs and successful nomination packages from previous years can also be reviewed, contact the Director of Grants Development at 395-5118. A campus committee is convened each January to review nominations for each award. Nomination packages must have the approval of the departmental APT Committee and Chair and Dean prior to being sent to the review committee. Packages are due to the Grants Development Office by January 17, 2006.

K. Guidelines for Submitting Materials for Continuing Appointments, Renewals, and Promotions

Please follow these guidelines when submitting Continuing, Renewal and Promotion appointments to the Provost. Please provide this information to all parties involved in the review process.

1. The entire dossier should be sent as a unit. The substantiating material should be placed in a notebook or paper file box and clearly labeled on spine of notebook or end of box.
2. A separate manila folder (labeled with the applicant's name, department, and type of personnel action) should contain the following information:
  - a. appointment form;
  - b. faculty member's statement regarding performance in teaching, scholarship, service and continuing professional development;
  - c. current vita;
  - d. APT Committee's letter of recommendation;
  - e. Department Chair's letter of recommendation
  - f. Departmental vote on agreement/disagreement with the APT Committee recommendation
  - g. Dean's letter of recommendation  
The dean's letter should include: initial appointment date of faculty member, number of years faculty member has held current rank, and tenure date (existing or projected).
3. A well-marked separate folder should be used for any confidential letters.