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Education and Human Development: Appointment, Promotion, and Tenure Documentation

The College at Brockport

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**DEPARTMENT OF EDUCATION
AND
HUMAN DEVELOPMENT**

COLLEGE AT BROCKPORT

**Guidelines for APT Decisions:
Renewal, Continuing Appointment,
and Promotion**

Developed by the EHD/Ad hoc Committee

April 6, 2001 Approved by EHD Faculty

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Education and Human Development

MISSION STATEMENT

The Department of Education and Human Development at the State University College at Brockport is committed to providing programs that prepare its graduates to meet the highest professional teacher standards for certification in the State of New York. We are committed to preparing graduates who will be agents of change within the larger community and leaders who will promote and advance educational reforms, which improve student learning.

We believe that the central function of the college is teaching and learning. The Department of Education and Human Development holds a unique position in the college for its very foundation is teaching and learning. Exemplary educational programs incorporate research-based methods to inform instruction. As a result, the programs offered by the department are based on the best pedagogical research. Faculty strive to be models for “best, research-based” practice in their respective fields.

TEACHING

Fostering the development of future teachers and the professional growth of practicing teachers is a central mission of the department. Teaching is a profoundly complex

activity that enables students to understand themselves and their society, and prepares them to address the responsibilities of living in a democratic society and the many challenges of a complex world. The department is committed to producing graduates who understand these responsibilities and challenges, and who are well prepared to guide their students through the educational experience. We strive to inspire in future and practicing teachers a passion for teaching and an appreciation of the responsibility that teachers accept for the development of their students.

We believe teachers are active inquirers. They use insights from intentional and systematic inquiry to make informed instructional decisions. In order to become teachers who take an inquiry stance to their work, learners engage in active, ongoing inquiry throughout their program of study. Embedded in fieldwork and coursework, future teachers and practicing teachers learn to pose and search for answers to important and intriguing questions such as: the process of learning and teaching; the ways in which students learn; and, how families and schools are socially, historically, and culturally situated.

Building and maintaining productive relationships with teachers and schools is essential to the strength and health of our programs. Field-based experiences involve the full-time faculty in the direct supervision of field experiences, developing and maintaining relationships with teachers and administrators, and the establishment of a variety of partnerships with the public schools. Because our programs are grounded on a solid

knowledge base in the content areas taught in the schools, we maintain close working relationships with the faculty in the liberal arts.

SCHOLARSHIP

We believe that scholarship is essential to the professional development and academic vitality of the college, department and faculty. While scholarship of faculty members in our department takes a wide variety of forms, we share the understanding that scholarship and teaching are closely interrelated. Our work is situated in the social contexts of teaching and learning in our own classrooms, in the schools where we work with teachers and teacher candidates, and in the broader contexts of the communities in which we work. Collaboration with teachers, administrators, union officials, students, parents, and so on are key to conducting meaningful scholarship. And, as a result, the potential for building and sustaining a strong, diverse community of scholars is created.

Such work not only contributes to the body of knowledge in our field, it shapes our work as teacher educators. A central goal of our program is to help our teachers and teacher candidates learn to take an inquiry stance toward their own work as teachers. To accomplish this goal, it is crucial that we demonstrate this inquiry stance toward teaching in our own work as teachers. While we study our own teaching and our students' learning, it is important that we make visible to our students how our inquiry shapes our work as teachers.

There is a need to value the new forms of scholarship as described in the SUNY Brockport Faculty Roles and Rewards document in addition to some of the more traditional forms. The challenge of the scholarship of inquiry into teaching is its documentation.

SERVICE

Service is an essential activity for governance and the continued growth and development of the college, the school, the profession, the department, and the community. As the department revises programs to meet the new state regulations for teacher certification and moves toward attaining national accreditation there are very heavy demands on faculty time. In addition to these pressing demands are the normal activities of the day-to-day committee work for the governance and functioning of the department found in student advisement, registration, search committees, etc. Beyond the department are the college-wide committees, university committees, and work that support an individual's professional associations at the state and national levels.

While faculty members in every department have serious service obligations, the service obligations in departments that have a field-based component central to its mission are extremely time-consuming. Collaborative relationships with schools and school districts are critical to our programs. As the demand for more field-based experiences are imposed by state certification regulations, the competition for field placements in area schools increases. Building and maintaining strong, productive collaborative

relationships does not happen once and then continue without nurturing and renewal. Schools and school districts expect our faculty to reciprocate for their willingness to take field experience students by faculty serving as consultants, offering professional development to staff and serving in a variety of ways on school committees and advisory boards.

The service demands on faculty time are exacerbated by the new teacher certification regulations and meeting the expanded program requirements. In addition, Brockport is seeking accreditation under NCATE. This process alone is a total service component unto itself.

We recognize that the amount of service that an individual faculty member does each year or semester will vary according to circumstance, and under certain conditions an individual's service for a particular year may exceed the recommendation of the Roles and Rewards document that places service in a third place position relative to teaching and scholarship.

ROLES AND RESPONSIBILITIES

DEPARTMENT CHAIR

It shall be the responsibility of the department chair to provide a personnel document on or about March 15th of each academic year. Such document will clearly define the status of each full time member of the department in terms of required action in the area of reappointment or tenure for the following academic year. Should no action be required it will be so noted. At this time, those members of the faculty wishing to apply for promotion will send a letter of announcement to the APT Committee apprising them of their decision.

CANDIDATE

Between March 15th and April 1st the candidate must submit a written letter of intent to the APT Committee. The APT Committee will then make contact with the candidate to insure that s/he has all the required information as how to proceed. The committee will make suggestions as how to proceed, perhaps assigning a mentor, if desired.

It is the candidate's responsibility to be cognizant of the policies and procedures of the department as they relate to reappointment, tenure or promotion. Further, it is the responsibility of the candidate to know his/her status as it relates to personnel matters and their deadlines. It is the candidate's responsibility to create a professional portfolio. The

contents of the professional portfolio are detailed under the specific areas of teaching, scholarship, and service.

Each candidate will select a set of weights such that the weight on teaching is equal to or greater than 50%. The total weights for teaching, scholarship and service should equal 100% and conform to the Roles and Rewards document such that Teaching>Scholarship>Service where Teaching \geq 50%.

The candidate will also provide the APT Committee with a list of present or former students and their addresses. From this list the APT Committee will select students to contact by letter for purposes of feedback and input.

The candidate may add further information that develops after the initial set of materials has been submitted, e.g. publisher's acceptance of a candidate's manuscript. Such further information must be submitted at least one week prior to the deadline for the APT Committee's report.

APT COMMITTEE

Soon after April 1st, the APT Committee will respond to the candidates who have submitted a letter of intent. Both the candidate as well as the APT Committee will understand the roles and responsibilities in these matters for upcoming academic year.

The APT Committee is responsible for reviewing and assessing the submitted documentation in terms of the departmental governance documents as approved by the college.

The APT Committee will be responsible for contacting the candidate as to times when the committee can make classroom observations. Each member of the APT committee must observe the candidate teaching at least one class.

The APT Committee, after due deliberation, will vote. The Committee prepares a letter of recommendation that is shared with the candidate. The recommendation is then forwarded to the department chair who will share it with the full faculty.

The department chair prepares a letter of recommendation that is shared with the candidate. The candidate's documentation, APT recommendation, and chair's recommendation are forwarded to the Dean of the School of Professions according to the college process. The candidate may respond in writing to the Committee's or chair's recommendation and may withdraw an application for promotion at any step in the process.

Standards and Procedures for Evaluating Teaching

The faculty member who is an effective teacher demonstrates quality in knowledge of the discipline/profession, skills in pedagogy, including clear and precise communication and methods of instruction, and the ability to motivate and challenge students to achieve. In an effort to capture the “scholarship of teaching”, each faculty member will develop a teaching portfolio that contains the documentation, observation, and review of his or her teaching. Within this part there are two written statements: one as described in A.1 and one as described in A.5. These written statements may be presented as one cohesive document. The APT Committee will formulate its recommendation for reappointment, continuing appointment, tenure and/or promotion, as it pertains to teaching on the following:

A. Teaching Portfolio Documents

1. A written statement of the candidate’s philosophy of education and educational goals as they relate to the mission of the department the mission of the Unit, and the mission of the college. This statement should include items such as goals for the achievement and assessment of student learning outcomes and successes in teaching.
2. Descriptive material on current and recent teaching responsibilities and practices.

Required:

- Course planning and preparation - A current syllabus for each course taught during the review period that includes faculty availability,

rationale for the course, course objectives, and methods of evaluating student outcomes.

- Samples of students' work such as unit plans, reflective journals of fieldwork or coursework, essays, and research projects. Along with these samples provide examples of teacher feedback given to the students.

3. Student evaluations:

a. Courses taught

Required:

- Summary of student ratings of progress on the four overall measures of teacher effectiveness as reported from the IDEA data for each semester during the review period
- Class lists for at least the past two years of students enrolled in courses taught for purposes of obtaining student feedback

Additional opportunities:

- Instructor-developed instruments for student feedback with explanations of the value of this feedback for course revision
- Reflection papers, surveys, or interview data collected from students upon completion of a course
- Letters of support written by students in the course, if available.

b. Supervision of student teachers

- Summary of ratings on the ten items identified on the Faculty Supervisor Evaluation along with additional comments made by the student teacher.
- Letters of support from the student teachers the candidate supervised

4. Evidence of the effectiveness of the candidate's teaching contributions

beyond the classroom may include such things as:

- Number of advisees
- Evidence of the effectiveness of the candidate's role as a thesis/project advisor through surveys or letters of support by advisees .
- Evidence of effective supervision of independent/directed studies and Master's projects/theses completed with students during the review period.
- Student involvement in research projects, publications or presentations resulting from individual student/faculty collaboration.
- Workshop leader for the improvement of teaching in the college or the schools
- Guest lecturer
- Awards students may have received for excellent Master's projects completed under the candidate's supervision.

5. Improvement of Teaching:

Required:

- A written statement of efforts to develop professionally and remain current in the candidate's field.
- A reflective essay describing and evaluating the candidate's involvement with course development and/or instructional innovation. This may include collaboration with colleagues within the college and in other institutions in developing course materials to improve teaching. For example, the essay might address the items identified in Wiggins' Rubric for Backward Design.

Additional opportunities:

- Classroom research: using one's own classroom as a laboratory for the study of teaching and learning.
- Involvement in an association or society concerned with the improvement of teaching.
- Participation in workshops, conferences, and seminars to improve teaching.

B. Peer Evaluations

1. Observation of classroom performance:

Each member of the APT Committee will observe at least one of the candidate's classes. Prior to the observations the candidate will state the purpose of the lesson along with descriptions of desired student behaviors, describe teaching strategies and activities used to facilitate student learning, and anticipate any concerns. All classroom observations will be arranged with and agreed to by the candidate prior to each visit.

2. The candidate may select additional faculty to provide written feedback in observed classes.
3. Documented evidence of help given by the candidate to colleagues on the improvement of their teaching.
4. Sponsor or cooperating teacher evaluation of the candidate working in the field as a faculty supervisor or coordinator.
5. Recipient of the Chancellor's Award for Excellence in Teaching.

For the purposes of compiling a teaching portfolio, the term “review period” is defined as follows:

- As to re-appointment: The time period since the candidate was last reviewed by the Department for re-appointment or, if this is the candidate’s first re-appointment, the time period since the candidate began full-time employment with the Department.
- As to continuing appointment: All academic years the candidate has been on “tenure-track” line. The candidate may, however, include information from any academic year he or she was on a non-tenure track line at SUNY Brockport.
- As to promotion: Ordinarily a minimum of the previous five academic years.

C. Description of Teaching Workload

A faculty member pursuing an active program of scholarship and/or with major or multiple service responsibilities would normally teach no more than a 3/3 course load or its equivalent. Field-based experiences involve the direct supervision of pre-service teachers developing and maintaining placements, and the establishment of a variety of models of working partnerships with the public schools. The field experience constitutes one course load. On the average, the student teacher-supervisor ratio is 6:1. A number of factors need to be considered when evaluating the nature of the field experience:

- The number of student teacher placements within a school and the number of schools within a student teaching center
- The number and geographic spread of the school districts involved
- The amount of experience and quality of the cooperating teacher
- The level of development in and support by a professional practice school or teaching center
- The level of involvement, ordinary or extraordinary, required of the college supervisor with any/all student teacher and participants

The structure and nature of the seminar should be a factor to be considered in determining whether the seminar is part of the student teaching course load or as a free-standing course. To ensure equity, negotiation with the Department Chair regarding these situations is essential.

BASIS FOR EVALUATION OF TEACHING

For a candidate's application to merit positive action by an individual APT Committee member, the following standards must be met in the area of teaching:

1. The candidate's teaching portfolio:

- The philosophy statement presented by the candidate should be of high caliber and show evidence that his or her goals are consistent with the mission of the Professional Education Unit, Education and Human Development Department, and the College. The goals for the achievement and assessment of student learning outcomes should be aligned with the State and National Program Standards for the preparation of teachers.
- The candidate must consistently assume her or his equitable share of the Department's teaching workload.
- Student work should reflect an understanding of important and essential ideas of the course, involve original and creative thinking, and show evidence of teacher input and feedback.
- Student opinions and evaluation of the candidate:

The Committee members will review the IDEA instrument results for determining the overall effectiveness of the candidate's teaching based on student ratings of progress on Essential and important objectives, improved student attitude, overall excellence of the teacher, and overall excellence of the course. The candidate

must achieve average or above average scores on the majority of these categories. The candidate has the opportunity to provide the committee with supplemental student surveys or student reflections on the course.

- The candidate should show documented evidence of teaching effectiveness outside the classroom through advisement, individual student projects, as an effective workshop leader, or through the expert supervision of student teachers.
 - Improvement of teaching: The candidate must present some evidence of continuous professional development supporting the assertion that the candidate is remaining current in his or her instructional field. The evaluation of the reflective essay on efforts made to improve teaching and learning should be based on such things as best practices from research, results of classroom research, criteria from the Rubric for Backward Design, and on responses to peer evaluations and student feedback (IDEA data and surveys).
2. Peer evaluation: A majority of peer responses should be supportive of the candidate's ability to teach.

Rank

We expect continuous reflection and development in the area of teaching.

Scholarship

INTRODUCTION

Following Boyer (1997), scholarship in the Department of Education and Human Development is understood to encompass the scholarship of discovery, integration, and application. The Department values all three forms of scholarship equally. As described in the SUNY Brockport Faculty Roles and Rewards document, these categories of scholarship are defined in the following ways:

- A. The scholarship of Discovery is defined as the creation of new knowledge or artistic expression within the discipline. Examples include, but are not limited to original research as reported in articles, books, and conference presentations; performances, inventions and patents, and software development.
- B. The scholarship of Integration is defined as the synthesis of existing knowledge or creative work within one or more disciplines into new patterns and / or for new audiences. Examples include, but are not limited to interpretive studies or criticism, critical reviews, editing scholarly work, and development of public policies or of interdisciplinary programs.
- C. The scholarship of Application is defined as the utilization of discipline-based knowledge to solve problems. Examples include, but are not limited to, development and implementation of innovative public school programs or

consulting work in the public or private sector based on the faculty member's discipline-based knowledge and expertise.

BASIS FOR JUDGEMENT

Documentation of scholarly activity is the responsibility of the candidate. The majority of documentation should be in the form of products that are refereed. At the same time, it is understood that emerging forms of scholarship may involve non-traditional indicators. Faculty members are encouraged to seek the advice of the APT committee regarding the appropriateness of the proposed alternative scholarship indicators.

Examples of Products to Document Scholarship

Category A (Products in press are acceptable.)

I. More than one of each item may be included:

- Articles in refereed national or international journals (print or electronic)
- Authored books
- Textbooks, (first edition)

II. One of each item may be included:

- Edited book
- Published refereed paper, report, or monograph
- Chapter in edited book
- Chapter in textbook or other published instructional materials such as case studies
- Juried or peer-reviewed externally funded grant (initial award)
- Peer-reviewed program review for national accreditation (may be used only once)

Category B

I. More than one of each item may be included:

- Peer-reviewed state/national/international conference presentations
- Articles in refereed state journals
- Published media or software materials

II. One of each item may be included:

- Instructor's manual
- Invited state/national/international conference presentation
- Discussant or critic for conference panel
- Review of book manuscripts, journal manuscript, conference proposal, grant proposal
- Published book review
- Consulting that leads to a product which may be evaluated
- External grant reapplication (funded)
- Collaboration with students in research activity resulting in products which may be evaluated
- Action research projects with schools resulting in products which may be evaluated
- Scholarly contributions to college, community, or popular media publications such as reviews and opinions

CRITERIA FOR RENEWAL, PROMOTION, AND TENURE

The scholarship of faculty members in the Department takes a wide variety of forms, both in focus, methodology and in mode of presentation. For that reason, it is not possible to anticipate all the particular products and other forms of documentation of scholarship that will reflect scholarly achievement for individual faculty members.

Candidates may request external review of their scholarly work. External reviewers must hold faculty positions at institutions comparable to SUNY Brockport. The candidate and members of the APT committee shall compile a pool of possible reviewers. The APT committee will select the external reviewers from this pool.

Renewal at Rank of Assistant Professor

The candidate demonstrates continuous and substantive progress toward the standards for tenure and promotion to associate professor. Evidence of scholarship may focus on the presentation of doctoral dissertation work and extension/application of that work.

Tenure and/or Promotion to Associate Professor

The candidate will have advanced substantially beyond the level of that of assistant professor and beyond the presentation of the doctoral dissertation.

Examples of how candidates might meet the minimum scholarly activity requirements for tenure and promotion to Associate Professor:

1. One seminal publication, **OR**
2. Scholarly book and one other documented product from Category A, (at least one which reflects research beyond the doctoral dissertation), **OR**
3. Any combination totaling three products from Category A **and** any other two documented products from Categories A and/or B (at least three reflect research beyond the doctoral dissertation).

Promotion to Professor

Scholarly accomplishment should reflect continued growth and productivity as a scholar.

Examples of how candidates might meet the minimum scholarly activity requirements for tenure and promotion to Professor. These products are in addition to documented products used for tenure and/or previous promotion:

1. One seminal publication, **OR**
2. Scholarly book and two other documented product from either Category A or B, **OR**
3. Any combination totaling four products from Category A **and** any other three documented products from Categories A and/or B.

Service

WHAT CONSTITUTES SERVICE?

According to the Final Report of the Faculty Roles and Rewards Committee, “service encompasses governance of the department, the school, the college, the university, or the profession as well as discipline-based college mission oriented contributions to the community that are not included in Scholarship.” (p.2) It further states that service “supports the advancement of learning and the enrichment of campus culture.”: (p.3) This last idea might well extend a person’s service to include areas outside of his/her professional expertise.

The various levels at which a candidate can provide service includes:

1) Department:

Program development

Serving a Graduate Director

Mentor to Faculty

Programmatic advisement

Standing committee assignments (e.g. APT, Curriculum,

Graduate Policies, Coordinators’ Committee)

Ad hoc committees (e.g. NCATE, search committees)

Articulation work with school districts (coordinator of public school sites; work with teacher centers)

Recruitment and registration work

2) School

Committee work (e.g. grade appeals, Dean's committees, serving as liaison with accrediting agencies)

3) College

Work on Faculty Senate/Senate Committees

Work at the college that is related to his/her professional expertise

Work at the college that "supports the advancement of learning and the enrichment of campus culture"

Grant administration

Chancellor's Award for Excellence in Service

4) University

University Faculty Senate/Committees

SUNY ad hoc committees

5) Profession

Leadership positions at the local, state and national level

Committee work at the local, state or national level

Membership on editorial board

6) Community

Work outside of the college which is related to his/her professional expertise

ASSESSMENT OF SERVICE

Service will be evaluated by two means:

The candidate will be required to submit a reflective paper documenting his/her service for the period in question. This paper should shed light on the quantity and quality of service commitment this candidate has demonstrated. Further, the document should clearly speak to the thought processes and efforts this individual candidate has undertaken as well as the accomplishments of the committee as a whole.

Since being on a committee and serving on a committee are not synonymous, further testimonial will be required. The candidate will be required to provide letters from the various committee chairpersons attesting to the efforts and achievements of the candidate. If the candidate served as a chair s/he should submit letters from the committee members as well as detail the products of the committee. The candidate may choose to supplement this assessment with samples of his/her work. The candidate is responsible for obtaining such documents.

Service at Rank

It is the history of the department that every full time staff member serves on two departmental committees, be they standing or ad hoc.

However, service does not lend itself readily to a strict quantitative measurement. Simply noting the number of committees one is on, how many clock hours are devoted, how many reports are written does not differentiate among staff members.

Service can best be defined as developmental rather than incremental. Range of input and quality of deliberations is both heightened as one experiences and begins to comprehend the workings of the department, the school, the college, the university and one's profession. Additionally for our department, as one's professional reputation grows, so does his/her interactions with the public schools.

Service is not limited to committee work. Other service activities undertaken at the departmental, school, college, university and professional levels (as noted earlier in this document) should be supported with evidence as much as is possible.

Service should develop in two ways: a) **Within an area** (E.g. a new assistant professor will sit on at least two committees within the department but will not be expected to chair such. By the time s/he is ready to be promoted to **associate professor** s/he must have demonstrated leadership through serving as chair of ad hoc or standing committees within the department; b) **Extending into other areas** (E.g. a new assistant professor probably will not be working on committees at the school, college or university level, but by the time s/he is ready to be promoted to associate professor s/he must have moved into the initial stages of working in two of more of these levels.

Full Professor

Service is not cumulative from the date of initial appointment. Service activities beyond the rank of associate professor are those to be considered.

To be promoted to full professor a candidate must have a history of leadership positions within the department. Further s/he must have assumed leadership positions at the college, university, community or professional organization levels. His/her work at all these levels should be characterized as exemplary and significant.