

2014

English: Appointment, Promotion, and Tenure Documentation

The College at Brockport

Follow this and additional works at: <http://digitalcommons.brockport.edu/apt>



Part of the [Higher Education Commons](#)

Repository Citation

The College at Brockport, "English: Appointment, Promotion, and Tenure Documentation" (2014). *Appointment, Promotion, and Tenure Documentation*. 69.

<http://digitalcommons.brockport.edu/apt/69>

This Document is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in Appointment, Promotion, and Tenure Documentation by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

Department of English
Standards for Appointment, Promotion, and Tenure

[Revised September 2013]

In order to support its own mission as well as the broader mission of SUNY Brockport, the Department of English holds the hiring and development of a balanced, reputable, and effective tenure-track faculty as a central goal. In the interest of promoting that goal, this document defines expectations for successful faculty performance in the English department.

From the College's Faculty Guide:

Departmental APT documents are explicit in describing the guidelines 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 though as a general rule, teaching must be always weighted 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. These department APT documents are reviewed and approved by the deans and the Provost and Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. These guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation. Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate's professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate's potential for achieving and/or performing at, the highest academic rank.

Table of Contents

General Principles	3
Evaluating Teaching Effectiveness	4
Evaluating Scholarly Productivity	6
Evaluating Service Work	8
Standards for Performance by Rank	9
Standards for Promotion	11
Applying for Re-Appointment, Tenure, or Promotion	13

General Principles

1. Faculty performance is measured in three areas: teaching effectiveness, scholarly productivity, and service work. Faculty are expected to meet departmental standards in all three areas. Additional or superlative work in one area cannot compensate for an absence of work in another.
2. Evaluation of faculty contributions conforms to the following institutional formula: teaching > scholarship > service, where teaching \geq 50 percent.
3. The standard teaching load for tenure-track faculty is three courses (of three semester credits each) every semester for faculty demonstrating an active program of scholarship or with major or multiple service responsibilities.
4. College policy assigns to faculty who do not meet expectations in an active program of scholarship additional teaching and/or service; it is the expectation of the English department that all of its faculty will be engaged in an active program of scholarship (as defined below, under "Departmental Standards for Performance")
5. Tenured faculty may occasionally undertake workload readjustment to reflect short-term individual professional priorities or to respond to the needs of the department or college.
6. The English department's definition of scholarship includes peer reviewed creative work, literary and scholarly translation, the scholarship of teaching and learning as well as literary history, theory, and criticism.
7. In all cases, evaluation of faculty performance must be qualitative as well as quantitative. Such evaluation requires informed judgment by the APT committee, the department chair, or other evaluators.
8. The annual report is the central document in all performance evaluations, although it may be supplemented by additional documentation.
9. Promotion within the department ascends through the following ranks: assistant professor (the typical entry-level position), associate professor (typically accompanied by the awarding of tenure), professor, and distinguished professor. The minimal accomplishments expected of each level are, respectively: Competence, Mastery, Leadership, and Exceptional Performance.
10. Expectations for performance at ranks beyond tenure and promotion is also outlined in this document.
11. Departmental policies may be abrogated or superseded by college or SUNY policies

Evaluating Teaching Effectiveness

Effective teachers demonstrate the following skills:

- A thorough and current **knowledge of their discipline** and of their specialty within the discipline
- **Pedagogical skills** that include clear communication of expectations and concepts, methods of evaluation that promote student learning, and an interest in student achievement
- An ability to appropriately **adapt classroom pedagogy** to increase student learning

In evaluating teaching effectiveness, the department of English considers the following areas. Evaluation expectations are for at least minimum competency in each area.

1. **Statement of teaching philosophy.** Such a statement should clearly articulate educational values, ideals, and goals. It should include a thoughtful self-evaluation of teaching successes, of special challenges, academic rigor, high-impact learning activities (e.g., pedagogical approaches that drive students to actively engage in learning), assessment of course-based objectives, and of efforts to improve teaching generally or in a particular course.
2. **Student evaluations.** It is required of tenured and non-tenured faculty and recommended for all faculty to use the Instructional Assessment Survey (IAS) instrument for all courses—specifically, the four core questions on the short (S) form. Additional student feedback is also useful, although the nature of that feedback (solicited/unsolicited, anonymous/identified) should be clear.
3. **Peer evaluations.** These may include peer classroom observations, evaluation of videotaped class sessions, review of course materials, and awards or other recognition related to teaching effectiveness.
4. **Improvement of teaching.** This may be evidenced through attending workshops or conferences related to pedagogy, through new applications of technology to teaching, through the revision of course materials and instructional approaches, through the development of new courses, and through efforts to remain current in the discipline.
5. **Teaching-related activity beyond the classroom.** This includes a consideration of: the number of advisees and evidence of advising quality; supervision of independent/directed study work; thesis supervision; mentoring of students; sponsorship of student organizations; and related activities.
6. **Student outcomes and accomplishments.** This area may include: student involvement in scholarship, publication, or presentations resulting from student/faculty collaboration; participation in the college's annual Scholars Day;

demonstration of an appropriate grade distribution; and assisting students with entrance into graduate school or employment.

Evaluating Scholarly Productivity

Scholarship includes the discovery, integration, and application of knowledge. In light of its commitment to a strong creative writing program, the English department includes creative work in its definition of scholarship. In evaluating scholarly work, the department defines performance minimally at three levels of achievement—exceptional, significant, and notable—with examples shown below. *These examples are representative rather than exhaustive:*

1. Exceptional achievements

- A peer-reviewed single-author book that is well regarded, as evidenced by reviews, citations or readers' reports.

2. Significant achievements

a) Publications

- A book edited singly*
- A book edited jointly*
- A textbook*
- A refereed journal article
- A chapter in a book
- Individual publications of original work: short story, essay, poem.
- Published translations of essays, collections of poems, novels, literary scholarship, etc.
- Original publication in an anthology
- Essay reviews or a substantial review article
- Editing or participating in a published interview
- Refereed electronic publications
- Significant contribution to a reference work
(*in some instances, these items may be considered as exceptional achievements)

b) Presentations

- Presentation at national and international conferences
- Invited readings of creative work at national and international conferences
- Presentations at regional conferences
- Invited readings of creative work at regional conferences, colleges, libraries, or literary centers
- Invited formal response to a presentation

c) Grants and Fellowships

- Competitive international or national grants and fellowships (e.g., Fulbright, NEH, NEA, Guggenheim)
- Competitive grants from regional or state agencies

- d) Professional Recognition
- Receipt of a nationally recognized award
 - Organization of a professional conference
 - Receipt of an award that assures publication
 - Grant/award panelist for a national agency or organization (NEH, NEA, etc.)
 - Judging a national contest or serving on a national panel of judges
 - Outside evaluator for a national agency or organization
 - Invited reviewer for book-length manuscripts by reputable presses
 - Invited residencies in scholarly institutions or arts communities
 - Judge for state or regional organizations
 - Invited faculty for scholarly or creative workshops
 - Serving as outside evaluator or reference in promotion decisions at other colleges
 - Serving on an editorial board*

3. Notable achievements

- a) Publications
- Collaborative articles*
 - Writing a foreword or introduction to a book*
 - Editing a journal*
 - Media productions demonstrating scholarship and/or creativity*
 - Reprint in an anthology
 - Invited reviews of books and manuscripts
 - Reviewing manuscripts for a journal
 - Book reviews in general publications or notices
 - Blurbs for book jackets at the invitation of the publisher
 - Authoring or managing web sites
 - Newsletter editing or publishing
 - Non-refereed electronic publication
- (*in some instances, these items may be considered as significant achievements)
- b) Presentations
- Presentations at local conferences
 - Presentations at college conferences
 - Readings of creative work at local conferences, colleges, and other community venues
- c) Grants and Fellowships
- Local or on-campus grants
- d) Professional Recognition

- A prize for an individual work (e.g., third place for an essay in *The Missouri Review* essay contest)
 - Serving as a judge for local contests (libraries, arts centers, other area colleges)
 - Consulting in a minor capacity (e.g., solicitation of professional advice by another college or organization)
 - Citations of work in reputable scholarly publications
 - Consulting for regional and local agencies
- e) Memberships in Learned Societies
- Holding office in a learned society
 - Organizing or chairing sessions at a conference
 - Active participation through contributing to newsletters or other activities of a learned society
- f) Continuing Development
- Development of a web site for a particular class or subject
 - Residencies at arts colonies, etc.
 - Attendance at scholarly summer institutes, etc.
 - Attendance at scholarly conferences

Evaluating Service Work

Service work is defined in terms of its contribution to one of four areas:

1. The English department
2. The college
3. The profession
4. The community

All faculty (unless otherwise authorized by the department chair) are expected to perform departmental service. Service to the community is considered legitimate if it enhances the college's reputation and mission and if it relates to the faculty member's area(s) of professional expertise.

Departmental Standards for Performance by Rank

1. **Assistant Professor** (expectations of Competence)

- a) Teaching—An assistant professor at minimum demonstrates competence with:
 - a record of success teaching a variety of courses at various levels
 - a clearly articulated and executed pedagogical philosophy
 - positive evaluations by students and peers
 - thoughtful self-assessments as required in the annual report
- b) Scholarship—An assistant professor is minimally expected to produce:
 - regular accomplishments in the “Notable” category
 - some accomplishments in the “Significant” category
- c) Service—An assistant professor is minimally expected to:
 - carry a normal load of advisees
 - serve on at least one departmental committee each year, with the possible exception of the first year.

(No extra-departmental service is expected of assistant professors.)

2. **Associate Professor** (expectations of Mastery)

- a) Teaching—An associate professor will at minimum demonstrate mastery by meeting the standards expected of an assistant professor, and in addition will
 - demonstrate growth and continued teaching excellence
 - develop new courses
- b) Scholarship—An associate professor is minimally expected to produce:
 - regular accomplishments in the “Significant” category, some of which must be peer reviewed scholarly or creative publications
- c) Service—An associate professor is minimally expected to meet the standards expected of an assistant professor, and in addition will:
 - demonstrate leadership in departmental governance (e.g., chairing departmental committees)
 - carry a normal load of advisees
 - perform occasional extra-departmental service

3. **Professor** (expectations of Leadership)

- a) Teaching—A professor will at minimum demonstrate leadership by meeting the standards expected of an associate professor, and in addition will
 - serve as a model or mentor for junior faculty
 - participate in peer observations of and by other English faculty

- b) Scholarship—A professor is minimally expected to produce:
 - regular accomplishments in the “Significant” category some of which must be peer reviewed scholarly or creative publications
- c) Service—A professor is minimally expected to meet the standards expected of an associate professor, and in addition will:
 - regularly assume leadership roles at the departmental level and higher

4. **Distinguished Professor** (expectations of Exceptional Performance)

The standards expected of a distinguished professor are similar to those expected of a professor, with the additional expectation of exceptional performance in the area for which the distinguished professorship has been awarded.

Standards for Promotion within the Department

1. From Assistant Professor to Associate Professor (with tenure)

For tenure and promotion to associate professor, a candidate must at minimum demonstrate:

- A regular record of competence in all areas, adequately documented in annual reports and other supporting materials.
- The potential to achieve the highest rank in the department.

Specifically, the candidate must at minimum meet the following performance standards:

- a) Teaching—A regular record of accomplishment is required, documented by:
 - A clear teaching philosophy statement, including self-evaluation
 - A list of all courses taught, including contact hours and enrollments
 - Summary table of IAS scores on the four core items for all courses taught
 - Table of grade distributions, with interpretive commentary
 - Record of the number of advisees each term
 - Documentation of professional development, including the revision of courses and the preparation of new courses
 - Additional evidence of achievement, such as student evaluations, peer evaluations, and positive student outcomes

- b) Scholarship—A candidate must show
 - A clear record of scholarly activity, demonstrating movement beyond the presentation of doctoral dissertation results to new areas of investigation.
 - A minimum of seven accomplishments in the “Significant” category—at least five of which must be publications, and at least three of which must be in print (rather than merely accepted for publication).
 - Depending on prior and ongoing publication activity, candidates may receive credit for items published prior to appointment at SUNY Brockport. But it is expected that at least two significant publications will occur while at Brockport before the tenure review as a demonstration of ongoing scholarly activity.
 - “Exceptional” achievements may substitute for a number of “Significant” achievements. While a number of “Notable” accomplishments are also expected, “Notable” achievements alone can never tenure and promotion.
 - Candidates are encouraged to show evidence of peer review (letters from editors or reviewers) or journal standards, particularly for journals that the department APT committee might not be familiar with (such as international journals).

- c) Service—A candidate must demonstrate a record showing

- regular performance at the level expected of an assistant professor
- Expansion and growth in service responsibilities
- Potential for further contributions at a broader level

2. From Associate Professor to Professor

For promotion to Professor, a candidate must at minimum demonstrate

- Continuous professional growth in all areas as an associate professor, sustained over a minimum of five years
- A record of leadership in the department in all areas, including committee chairs, faculty mentoring, and/or other administrative roles

Specifically, the candidate must at minimum meet the following performance standards:

- a) Teaching—A regular record of accomplishment is required, documented by the same items required for promotion to associate professor, noted above.
- b) Scholarship—A candidate must show, since previous appointment
 - positive external review of scholarly or creative work by solicited reviewers.
 - a national or international reputation for scholarship in the field, as evidenced by regular, reputable placement of scholarly work
 - favorable recognition by experts in the field, or honors and awards recognizing the person’s contributions to the field
 - at least one accomplishment in the “Exceptional” category, supported by an ongoing record of “Significant” and “Notable” contributions
- c) Service—A candidate must demonstrate a record showing
 - regular performance at the level expected of an associate professor
 - increased complexity in administrative duties
 - recognition by colleagues of tangible contributions by the candidate
 - acknowledged leadership in the department
 - potential for further contributions at a broader level, including the college-wide level

3. From Professor to 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. Nominations for promotion must have the approval of the APT Committee and of the department chair.

Applications for Re-Appointment, Tenure, or Promotion

1. **Re-Appointment:**

Contracts for assistant professors normally follow a 3-3-1 pattern, and they include formal performance reviews during the second, fifth, and sixth years. This means that upon their initial hire, faculty receive a three-year contract. In the second year of this contract, they are reviewed for re-appointment. Assuming a successful review, they receive a second three-year term. In the second year of this subsequent contract (the fifth year in the department), they are again reviewed; if successful, they will receive an additional one-year contract. In the third year of the second contract—in other words, in their sixth year in the department—they will undergo review for tenure and promotion.

Candidates for re-appointment must demonstrate appropriate work at rank as well as sufficient progress toward the eventual goal of tenure and promotion.

2nd-year review:

a) Teaching: a record of satisfactory teaching, demonstrated by

- A clear teaching philosophy statement, including self-evaluation
- A list of all courses taught, including contact hours and enrollments
- Summary table of IAS scores on the four core items for all courses taught
- Table of grade distributions, with interpretive commentary
- Additional evidence of achievement, such as student evaluations, peer evaluations, and positive student outcomes

b) Scholarship: satisfactory scholarship, demonstrated by:

- A minimum of two accomplishments in the “Significant” category, at least one of which must be publications, either in print or accepted for publication since appointment
- Some of work may have been published prior to appointment at SUNY Brockport, but it is expected that there will also be a record of some scholarly activity since coming to Brockport.

5th-year review:

a) Teaching: A regular record of accomplishment is required, documented by:

- A clear teaching philosophy statement, including self-evaluation
- A list of all courses taught, including contact hours and enrollments
- Summary table of IAS scores on the four core items for all courses taught
- Table of grade distributions, with interpretive commentary
- Record of the number of advisees each term

- Documentation of professional development, including the revision of courses and the preparation of new courses
- Additional evidence of achievement, such as student evaluations, peer evaluations, and positive student outcomes

b) Scholarship: candidate must show

- A clear record of scholarly activity, demonstrating movement beyond the presentation of doctoral dissertation results to new areas of investigation.
- A minimum of five accomplishments in the “Significant” category—at least four of which must be publications, and at least two of which must be in print (rather than merely accepted for publication).
- Some of these works may have been published prior to appointment at SUNY Brockport, but it is expected that there will also be a record of ongoing scholarly activity since coming to Brockport.
- “Exceptional” achievements may substitute for a number of “Significant” achievements. While a number of “Notable” accomplishments are also expected, “Notable” achievements alone can never substitute for “Significant” or “Exceptional” achievements.

2. Tenure

An assistant professor is eligible for promotion and tenure after completing six years of service as an assistant professor. At least three of these years must have been at SUNY Brockport. At the time of appointment, a new appointee may request a maximum of three years’ prior service credit for satisfactory full-time service in a tenure-track position at another accredited academic institution of higher education.

3. Promotion

Typically, application for tenure is concurrent with application for promotion to associate professor. Application for promotion beyond associate professor carries no additional contractual implications.

4. The Application and Review Process

In all cases, it is the responsibility of faculty members to be aware of the terms of their contracts and to submit their applications for formal review in accordance with administrative guidelines and deadlines. Applications for re-appointment, tenure and promotion should be supported with an organized package of documentary evidence and materials, preferably organized into clearly labeled, three-ring binders. They should include:

a) Formal letter of application

- b) Inventory of materials submitted
- c) Annual reports for the period under review
- d) Copies of other formal evaluations during the period under review (e.g., re-appointment recommendations in the case of applications for tenure)
- e) Teaching portfolio
- f) Supporting documents related to scholarship
- g) Supporting documents related to service

Applications shall be submitted to the APT committee for review. The committee's written report must include a recommendation for action, an indication of the committee's vote on the recommendation, and a supporting narrative statement.

The written report of the APT committee will be shared with the candidate before it is forwarded to the department chair. The purpose of sharing the report with the candidate is to allow clarification by the candidate, if this is necessary.

Except in cases where the candidate chooses to withdraw their application, the committee will submit its recommendation to the department chair, who will provide an independent evaluation of the application, both of which will then be transmitted to the appropriate administrative officers.

5. Departmental Review of Personnel Recommendations

At the time of submitting its report to the department chair, the APT committee will also report the substance of its recommendation to the entire department. The department then votes "yes" or "no" on the APT committee's recommendation. The chair also writes a recommendation. The APT recommendation, the department vote, and the chair's recommendation go forward to the dean's office.

