

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

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Subject: **Policy Guidelines for Promotion**

The *Faculty Handbook* contains a section (**pg. 7.1**) on faculty ranks. It addresses in specific terms qualifications for appointments to each of the regular academic ranks, qualified academic ranks and secondary appointments.

This document is an elaboration of those guidelines.

Policy Guidelines for Promotion

General Statement

Three major promotion criteria are outlined in the Board of Trustees Policies:

1. Effectiveness in Teaching
2. Scholarly Ability
3. University and Public Service

Scholarly ability will be evaluated in the context of the approved departmental statement on research, scholarship, and creative activity. The other two criteria, Mastery of Subject Matter and Continued Growth, are interrelated with the major criteria in the forms of sustained contributions and demonstrated excellence.

Instructor

The rank of "instructor" should be used for a full-time academic appointment when a regular (i.e., not "qualified") appointment is appropriate but the candidate is minimally short of the requirements for an assistant professor, i.e., absent of a finished terminal degree or absent minimal experience in fields traditionally requiring a terminal master's degree plus experience prior to the assistant professorship. The initial appointment may be for two years, but reappointment should normally be for not more than one year. Initial appointments for those who are some years away from the terminal degree might better be made in a lecturer rank so that the faculty member can have sufficient time after the terminal degree, but prior to the determination of continuing status, in which to build scholarly credentials.

Promotion to Rank of Assistant Professor

Assistant professor is the normal beginning rank for a faculty member with a terminal degree or its equivalent and less than five years' experience elsewhere. A person promoted to the rank has established himself or herself as being 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.

The "terminal degree" is a doctorate in most fields but may be the master's in certain applied and studio fields. Some departments may require a doctorate for certain posts and less than a doctorate for others, depending on the particular teaching and scholarly expectations.

- I. Teaching - The person demonstrates 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 person should provide the following evidence: syllabi which reflect the use of contemporary sources; a good correlation of method, content, and student interest and need; student evaluation appropriate to the course objectives and academic standards of the institution; and other appropriate indices of teaching effectiveness.
- II. Scholarship, Research, and Creative Activity - In the area of scholarship, research, and creative activity, competency is demonstrated by completing successfully a doctoral dissertation or project that is required for the terminal degree. In addition, there should be some indication from the individual that he or she will continue scholarly/creative work.
- III. Public, University, and Professional Service - The person demonstrates a willingness to serve the department, college, university, community, and discipline/profession by participating on departmental program and service committees, by providing students regularly with accurate academic advisement and information about college services, and by involvement in community service activities and professional organizations.

Promotion to Rank of Associate Professor

Promotion to associate professor requires both a high and a consistent level of performance on all of the Trustees' Policies criteria. Evaluation and recommendation for promotion to associate professor and for continuing appointment will normally take place within the same cycle of departmental, faculty, and administrative considerations. Although the Trustees' Policies do not permit continuing appointment being made contingent upon promotion to associate professor, or vice versa, a recommendation for one substantially reinforces a recommendation for the other.

- I. Teaching - The person's teacher effectiveness dossier evidences continued excellence in the classroom in the rank of assistant professor. This is to be done in the following ways:
 - a. By demonstrating that courses taught are in a continuous state of development and reflect extensive and current resources.
 - b. By undertaking successfully new course assignments; by designing, developing, and successfully teaching new courses not previously part of a department's offerings; and by participating successfully in the college-wide instruction programs.
 - c. By 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.

- d. By confirmation of teaching excellence by departmental colleagues who are directly familiar with the person's work.
- e. By demonstrating consistent and successful involvement with independent studies, research projects, final major student works, and/or theses.

II. Scholarship, Research, and Creative Activity - The person has advanced significantly in the area of scholarship beyond the level of assistant professor. This progress is demonstrated by providing the following evidence:

- a. Scholarly/creative work or performance record beyond that demonstrated for the terminal degree. (There should be evidence that the person promoted to the rank of associate professor has completed substantial work in new or continuing investigations that demonstrate a cohesive line of thought in the discipline.)
- b. Scholarship, creative works, and performance record (documented in visual media or through reviews) should be national in scope. (Reputation of the journals, sources of reviews, and extent of the performance record will be an important consideration.)
- c. Significant work/research conducted, but not yet published, can also be provided at this stage of professional development. (The significance of the creative research/work should be attested to by reputable and established individuals in the field. It is important in these cases to attain a number of objective evaluations that testify to the quality and the value of the research, product, or performance.)
- d. Invitations (particularly if unsolicited) to give readings, presentations, exhibitions, demonstrations, or workshops at major conferences, institutes, or universities should also be included.
- e. Grants, awards, and particularly the quality of the works resulting from them are important for promotion to associate professor.

III. Public, University, and Professional Service - The person ought to be able to demonstrate excellence on a continuous basis in the area of service during the period of tenure as assistant professor. This is demonstrated by providing the following evidence:

- a. Increased administrative responsibilities and major leadership roles. (The important point is that the assistant professor has consistently played an active and constructive role in departmental meetings and committees and in college-wide service, including academic advisement, recruiting, and in student service activities.)
- b. Substantive letters of recommendation which cite and describe the success of specific contributions in providing initiative and direction in committee efforts.
- c. Active role in the resolution of issues in professional and/or community organizations.

Those assistant professors already holding continuing appointments should be considered periodically for promotion, at least by their chairs and deans. Although not all of these assistant professors on continuing appointment can be expected to be promoted, chairs and deans should consider each case and discuss with the candidate whatever criteria are still being insufficiently met, to the end of facilitating the promotion to associate professor of those "tenured assistants" that are meeting our expectations for promotion and continuing status.

Promotion to Rank of Professor

The promotion to professor should signal maturity and demonstrated excellence as scholar, teacher, and contributing member of the college. Promotion to professor demands substantial and sustained growth and evidence of contributions beyond the level upon which promotion to associate professor was based. There are no hard and fast rules for time in rank or promotion to the next higher rank, and faculty may apply for promotion at any time.

- I. Teaching - The person must demonstrate continued excellence in the classroom in the rank of associate professor. This is to be done in the following ways:
 - a. By demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources.
 - b. By undertaking successfully new course assignments and by designing, developing, and successfully teaching new courses not previously part of curricular offerings.
 - c. By providing whole-class evaluations in a variety of courses since promotion to the rank of associate professor.
 - d. Confirmation of teaching excellence by departmental colleagues who are directly familiar with the person's work.
 - e. Evidence of a major contribution to the department or college-wide instructional program.
 - f. External assessment/reviews of student accomplishments/creative works which have a direct link to the faculty member.

- II. Scholarship, Research, and Creative Activity - 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 research has led by now to publication or creative work which 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.
 - a. Recognition of the quality of the work (publications, works 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 by the candidate; and such evidence as invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, 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.)
 - b. Honors or awards serve to recognize the person's contributions for long-term work in the field and/or new interpretations and applications of research.

- III. 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, committee, academic advisement, and in college-wide faculty governance since the last promotion, he or she

is now accepting leadership roles in the department, the college, and the profession. This is demonstrated by providing the following evidence:

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

As a general guideline, from associate to professor could come as quickly as four or five years after promotion for the most exceptional faculty, i.e., those who are clearly outstanding on all promotional criteria. Most associate professors should aspire to and seek promotion to full professorial status from six to ten years after their promotion to associate status. Those associate professors whose further growth is undistinguished or poorly balanced (i.e., very strong on some promotional criteria but undistinguished on others) may expect to serve longer as associate professor before promotion to professor. Some associate professors can be expected never to become professors.

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Not sure if this goes here also: Dated January 1996

DOCUMENTATION OF TEACHING EFFECTIVENESS FOR PERSONNEL ACTIONS OFFICE OF ACADEMIC AFFAIRS

I. INTRODUCTION

Importance of teaching effectiveness. Teaching effectiveness is one of the three major areas evaluated in personnel actions as outlined in the Directory of Policy Statements. For an institution where teaching is a high priority in both our mission and strategic plan, evaluation and documentation of teaching effectiveness is one of the most important components of personnel decisions. The purpose of this document is to outline for candidates what documentation they need to provide and for departments what responsibility they have for presenting candidate information.

Please note that the **Center for the Enhancement of Learning and Teaching** also stands ready to provide faculty and departments with any assistance in the preparation of teaching dossiers or portfolios.

Directory of Policy Statements (DOPS) criteria (Policy No. VI:05:01). The Directory of Policy Statements (DOPS) tells us that teaching effectiveness should be documented in the following ways:

A. By demonstrating courses taught are in a continuous state of development and reflect extensive current resource.

B. By undertaking successfully new course assignments; by designing, developing, and successfully teaching new courses not previously part of the department's offerings; and by participating successfully in the college-wide instruction programs.

C. By providing whole-class students evaluations of teaching effectiveness in a variety of courses over a reasonable period of time.

D. By confirmation of teaching excellence by departmental colleagues who are directly familiar with the person's work.

E. By demonstrating consistent and successful involvement with independent studies, research projects, final major student works, and/ or theses.

Documentation by candidates. What follows is a list of types of documentation of teaching effectiveness. Candidates should attempt to assure the completeness of their files so that the department can meet its responsibility to provide student, peer, and chairperson input, and to consider other evidence of effective teaching.

Department responsibility. It is a department's responsibility:

- To inform candidates for personnel actions of the criteria on which they will be evaluated and the documentation they are to submit;
- To evaluate the material submitted and indicate how it addresses the criteria;
- To make an evaluative judgment of the documentation presented;
- To consider discipline uniqueness as appropriate in the evaluation of teaching effectiveness.

II. GUIDELINES FOR EVALUATION OF STUDENT, PEER, AND CHAIR INPUT

Chairperson and committee recommendations must evaluate evidence of effective teaching that is presented in the file materials. To facilitate this review, the departmental committee should prepare a summary report based on the following:

(1) Student evaluation of teaching

Student comments should include all those collected by the department. Alumni comments are appropriate for promotion to associate and full professor and for continuing appointment.

- Evaluations are expected from the entire class for each section that is taught
- The department committee and chairperson must do a critical analysis of data to identify the candidate's strength and limitations.

(2) Peer and chair evaluation of teaching (file must provide explanation of how peer evaluation was included)

- peer visitation of classes and written feedback
- attendance at performances as discipline dictates
- evaluation of student work as discipline dictates
- peer evaluation of items listed under item (3)
- application of consistent department procedures for peer review

(3) Additional evidence of effective teaching

The additional evidence that should be provided by candidates and examined by departmental committees and the chairperson includes the following kinds of documentation of effective teaching:

- a reflective statement of the professor's contribution to the teaching mission of the department of the college
- course syllabi which detail course content, objectives, teaching methods, readings, student assignments, etc.
- evidence of curricular revision and updating
- evidence of attendance at faculty development workshops that enhance teaching content, methodologies, or newer technologies.
- awards received by one's students
- recognition of students on a national or regional level
- student participation in professional meeting, exhibitions, performances, or other professional activities outside the classroom setting
- success of alumni/alumni surveys
- creation of learning materials and aids

- added efforts to support student learning
- other

III. STUDENT OPINION FORMS

Designs. Student opinion forms vary widely. Departments present stronger cases when they use forms that provide comparative data on how this individual compares with other faculty and how this course compares with other courses. Ideally, student opinion forms also allow room for student comments.

Process. Forms must be completed in the absence of the instructor, and they must be collected by someone other than the instructor. Departments have responsibility for determining whether collected forms are to be returned to a secretary or other individual in order to be tallied

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