



PROCEDURES FOR CONSIDERATION OF FACULTY FOR PROMOTION

The criteria for faculty promotion may be found in the Agreement between Utica College and American Association of University Professors Utica College Chapter (expiring May 31, 2011), Article IX, D., pages 7-10.

The Provost and Vice President for Academic Affairs, as chairperson of the FAC, will notify the School Deans of faculty members in their Schools who are eligible for promotion.

Timetable

<u>June 1</u>	The Provost and Vice President for Academic Affairs shall notify the School Deans of faculty members in their Schools who are eligible for promotion.
<u>June 15</u>	Candidates eligible for promotion during the upcoming academic year are notified by their School Dean of their eligibility.
<u>September 1</u>	Candidates will notify the School Dean of their intent to be considered for promotion.
<u>September 15</u>	Candidates will deliver a Summary of Professional Activities and other materials needed to document the case for promotion.
<u>October 15</u>	School Tenured Faculty should complete consideration of faculty at least two weeks before consideration by the Faculty Affairs Committee (FAC) and by October 15, if possible.

Candidate Responsibilities

1. Notify School Dean, in writing, of intent to seek promotion prior to deadline date of September 1.

2. Consult with your School Dean and a senior faculty member for guidance in preparing the Summary of Professional Activities and any other material needed to document your case.
3. Prepare and/or update your **Summary of Professional Activities, with dates in chronological order beginning with most recent**, and explanations of specific activities and their relative importance to your professionalism. The Summary of Professional Activities is to include:
 - a. Personal information
 - b. Education
 - c. Teaching experience prior to Utica College
 - d. Teaching experience at Utica College
 - e. Creative professional accomplishment, including:
 - Whether peer reviewed, juried or invited
 - Audience (national, regional, state, local)
 - Separate activities from accomplishments
 - List in chronological order beginning with most recent
 - f. Service to the College
 - g. Service to the larger community
 - h. Honors, fellowships, awards, grants, lectureships, etc.
4. Prepare a **Reflective Statement on Teaching**. This statement should include your observations about teaching and learning – what it means to you, how you go about it, how your approach has evolved as your experience has deepened. Please address your role as an academic advisor as a component of teaching effectiveness. The statement should also summarize how the materials presented support (make) the case for promotion with regard to the contract wording for the criterion: Teaching. The candidate should show ***outstanding ability and interest in teaching***. In addition to evaluating classroom performance, the FAC will consider the candidate's activities as an academic advisor and work done with students outside the classroom. The FAC will use student opinionnaires, student letters, and evaluations by colleagues in judging teaching performance. Creative teaching, the innovation of courses and programs, and the improvement of existing courses will also be taken into consideration.

Regardless of how one feels about the validity of the scores derived from the Student Opinionnaires on Teaching, everyone agrees that it should not be the only measure of teaching effectiveness and that multiple measures may provide a more accurate evaluation. The following items are borrowed from the Canadian Association of University Teachers guide to preparing teaching portfolios. The members of the FAC have diverse opinions on the usefulness of particular items, but the list may nevertheless provide evidence for the candidate's promotion file. You

might seriously consider discussing these items in your reflective statement.

(See Appendix for suggested additional materials)

5. Prepare a **Reflective Statement on Professional Accomplishment**. This statement should summarize how the materials presented support (make) the case for promotion and reflect the contract wording for the criterion of professional accomplishment - what it means to you, how you go about it, how your approach has evolved as your experience has deepened. The candidate should show evidence of creative activity in his/her field. Scholarly publication, including either books or articles in reputable journals, is one measure of professional accomplishment. The committee will consider other evidence of creative activity besides publication. Publication is desirable but not absolutely necessary for promotion and tenure.
6. Prepare a **Reflective Statement on Service**. This statement should summarize how the materials presented support (make) the case for promotion and reflect the contract wording for the criterion of service - what it means to you, how your approach has evolved as your experience has deepened. A candidate should show evidence of meritorious service to the teaching profession, the College, and the community at large.
7. **Prepare a Supplemental File**. Include supporting documents/materials relevant to the case for promotion. This should include all available peer reviews of teaching. One copy (or set) of The Student Opinionnaires on Teaching is required will be made available for FAC review.
8. Review your School file to make sure it is complete and ready for submission to the School Dean for the Tenured Faculty and the FAC by **September 15**.
9. Be available for questions (on call) when FAC conducts your promotion consideration. You will be advised as to the date(s) and time(s).
10. **Other information:**
 - Student opinionnaire scores for the last four semesters (will be supplied by the School Office.)
 - Letter from the School Tenured Faculty summarizing the discussion and vote.
 - Letter of recommendation from the School Dean.

School Dean's Responsibilities

1. Distribute this document and, by doing so, notify faculty members of deadlines for promotion consideration by the Tenured Faculty and the FAC. This is to be done by **June 15**.
2. Provide guidance for each candidate who is eligible for promotion consideration.
3. Schedule Tenured Faculty meetings for consideration of each candidate at least two weeks prior to scheduled consideration of the candidate by the FAC, preferably by **October 15**.
4. Make Tenured Faculty aware of the availability of the candidate's file and allow sufficient time for review prior to School consideration. Acquire opinionnaire scores and peer reviews and make them available to the Tenured Faculty and the candidate.
5. Present all of the candidate's materials to the Tenured Faculty for their consideration at their meeting.
6. Ensure that all elements of the evaluation criteria are addressed. For example, evaluation of teaching should also include the candidate's activities as an academic advisor and work done with students outside the classroom.
7. Discuss leadership qualities for Professor consideration.
8. Lead School discussion and vote on the three or four criteria and the overall recommendation for each candidate.
 - a. outstanding ability and interest in teaching
 - b. evidence of creative professional accomplishment/activity
 - c. meritorious service to the teaching profession, the College, and the community
 - d. leadership qualities for promotion to Professor
 - e. Overall recommendation for promotion
9. Assure that a Tenured Faculty recommendation is written addressing the criteria described in # 8 above (and on # 7 in the case of the candidate for Professor), on all information presented at the School meeting.
10. Make the Tenured Faculty aware of the availability of their letter of recommendation for in the School office comments before it is added to the candidate's folder.

11. Develop an independent School Dean's letter of recommendation addressing the criteria described in # 8 above, based on all the information presented in the candidate's file. This letter should be a candid and original appraisal by the School Dean, not a restatement of the Tenured Faculty recommendation.
12. Deliver the candidate's completed file to the FAC (electronically or on a CD) at least two weeks prior to the candidate's consideration by the FAC. This includes 2 hard copies of the following:
 - a. Summary of Professional Activities
 - b. School Dean's letter of recommendation
 - c. Tenured Faculty's letter of recommendation
 - d. Student evaluations (opinionnaires) from date of last promotion
 - e. Peer evaluations
 - f. Reflective statements

Also included should be one copy of the Supplemental File used by the Tenured Faculty in their considerations.

13. Be available for questions (on call) when FAC is considering the candidate.
14. Be available to talk to the candidate about the outcome

Consideration Procedures of FAC

1. A positive motion is made to recommend candidates (in order) for consideration for promotion. Discussion follows. The School Dean may be invited in for consultation. The candidate is invited in and is asked to update the committee on any changes since submission of material and is expected to respond to questions. Upon completion of the discussion, a vote is taken by anonymous ballot. A quorum is 6 voting members of 9 total members. Ratio to Pass: 6 of 9, 6 of 8, 5 of 7, or 4 of 6.
2. At the next FAC meeting, the request is made by the Provost/ VPAA or Chair Pro Tem for first reconsideration of the candidate. Reopening of consideration is made if any member requests it. School Deans may be called in for consultation. A second vote is taken using the same procedure and ratio to pass.
3. At end of review of all promotion candidates, the request is made by Provost/VPAA or *Chair pro tem* for a second reconsideration of each candidate. Reopening consideration requires a majority affirmative vote of the members present. If reopened, a third vote is taken using the same ratio to pass.

4. The Provost/VPAA advises the candidate of the recommendation of FAC. If the recommendation is negative (not to recommend promotion), the candidate may request reconsideration to the FAC as stated in the bargaining agreement. The candidate meets with the FAC. If the candidate requests reconsideration the process proceeds as specified in the bargaining agreement. The candidate also has the right to present his/her case with the assistance of a bargaining unit member of choice.
5. The Provost/VPAA conveys the recommendation of FAC to the President with his or her own recommendation.
6. When the FAC and the Provost/VPAA disagree on their recommendations, both are conveyed (Chair *pro tem* writes the letter for the FAC) to the President by the Provost/VPAA for the President's consideration. In such a situation, the Provost/VPAA will inform this committee of their recommendations in a timely manner.

Other Procedures

- It is the responsibility of the candidate to provide full documentation to the FAC, and one cannot expect that the FAC will necessarily ask for missing information.
- Materials considered by the School and the FAC must be the same to ensure consistency of consideration.
- FAC may send back School recommendations containing too little information relating to their discussion.
- In-class peer evaluations should be conducted on a regular basis to be discussed in School letters to FAC.

Appendix – Possible Additional Materials To Support Teaching Effectiveness

a. Information from Others

1. Students: Student course and teaching evaluation data that suggest improvements or produce an overall rating of effectiveness or satisfaction. **FAC will receive your averaged numerical rating on the student opinionnaire from the question asking their assessment of your overall effectiveness as a teacher.**

2. Colleagues: Statements from colleagues who have observed teaching either as members of a teaching team or as independent observers of a particular course or who teach other sections of the same course (peer reviewers). They may also speak to evidence of your contributions to course development and improvement, any honors you have received. They may also comment on your instructional strategies and/or integration of

instructional technology and its (their) effect on your overall teaching effectiveness.

3. Other Sources: Statements of teaching achievements from administrators from your own or from other institutions. Alumni ratings or other graduate feedback. Invitations to contribute to the teaching literature. Other kinds of invitations based on your reputation as a teacher (e.g., a media interview on a successful teaching innovation). Include documentation.

b.Products of Good Teaching

1.Student Products: Student laboratory notebooks and other kinds of workbooks or logs. Student essays, creative work, and project or fieldwork reports. Publications by students on course-related work.

2.Other: A record of students who succeed in advanced courses of study in the field. Evidence of effective supervision of honors or master's theses, setting up or running a successful internship program.

3.Material from oneself: Descriptive material on current and recent teaching responsibilities and practices: list of course titles and numbers, unit values or credits, enrollments with brief elaboration; list of course materials prepared for students; description of how films, computers, or other non-print materials were used in teaching; and steps taken to emphasize the interrelatedness and relevance of different kinds of learning. Description of steps taken to evaluate and improve your teaching; maintaining a record of the changes resulting from self-evaluation; reading journals on improving teaching and attempting to implement acquired ideas; conducting research on one's own teaching or course; becoming involved in an association or society concerned with the improvement of teaching or learning; attempting instructional innovations and evaluating their effectiveness; participating in seminars, workshops, professional meetings intended to improve teaching; participating in course or curriculum development; and preparing instructional materials.

CONFIDENTIALITY STATEMENT

At its meeting on March 31, 1981 the **Faculty Affairs Committee (FAC)** approved the following statement which has been revised as follows:

An absolute essential element pertinent to effective operation of the FAC is that its deliberations be conducted and transmitted in the strictest confidence. Any failure to observe confidentiality, particularly with respect to personal and personnel-related matters, undermines the confidence of the College Community in its work. The following guidelines are suggested in the interests of preserving confidentiality:

1. All discussions should be limited to official meetings of the FAC, except as may be necessary with fellow committee members. No discussions of issues and personnel matters should ever be conducted with non-members of the Committee. FAC members discussing matters before the FAC among themselves are responsible for ensuring strict privacy of such discussions.
2. The only reports emanating from the Committee should be those that are officially approved by the full Committee and only the Committee's designated representative, usually the Chair Pro Tem, should report these.
3. Although inappropriate, members of the College Community frequently question progress of the Committee in its work. It is suggested that any responses to such questions be limited to stating the topic area(s) under consideration at that time, i.e., rules and procedures, tenure, promotion, emeritus recommendations, non-reappointments. In no instance should it be necessary to relate the names of persons under consideration or to provide any detail as to actual discussions.

The Committee has found that raising questions with School deans requiring further information that might be in the interests of a particular candidate, even during the Committee's formal deliberations, can occasion action outside of the Committee which may unduly affect the deliberation process. Accordingly, it is suggested that responsibility for providing full information be placed entirely with the candidate, the Tenured Faculty of the School, and the School dean, and that the FAC thereafter base its deliberations solely on that material brought to its attention as part of the recommendation process.