

# GENESE0

STATE UNIVERSITY OF NEW YORK AT GENESE0

Office of the Provost

## **ACADEMIC AFFAIRS**

PROCESSES AND PROCEDURES

FOR

RENEWAL OF TERM APPOINTMENTS,

CONTINUING APPOINTMENT,

AND PROMOTION

(Updated 9/1/2022)



**PROCESSES AND PROCEDURES FOR  
RENEWAL OF TERM APPOINTMENTS, CONTINUING APPOINTMENT, AND PROMOTION**

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# **Criteria for Appointment, Term Renewal, Continuing Appointment, and Promotion** *(as passed by College Senate, 4/30/1991)*

## **Academic Rank Requirements**

### **LECTURER**

Requirements include an advanced degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers. Teaching experience at the college level and some evidence of research, writing, publication, or creative activities in the arts are desirable. Continuing appointment shall not be granted to holders of this rank.

### **INSTRUCTOR**

Requirements include pursuit of a terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers. Teaching experience at the college level and some evidence of research, writing, publication, or creative activity in the arts are desirable.

### **ASSISTANT PROFESSOR**

Requirements include the earned doctorate or other terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers, and wherever possible some successful teaching experience, evidence of depth and breadth in mastery of subject matter, and clear evidence of on-going research.

### **ASSOCIATE PROFESSOR**

Requirements include the earned doctorate or other terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers; demonstrated teaching effectiveness based upon evaluation by superiors, colleagues and students, continuing expertise in subject matter; contributions to curriculum and course design; evidence of significant research and publication (e.g. conference papers, refereed articles in important journals in the field, books or books-in-progress, textbooks, funded research activities) or creative activities in the arts (e.g. exhibitions, performances); participation in professional organizations; and significant service to the department and college. Usually, those who hold this rank will hold continuing appointment.

### **PROFESSOR**

Requirements include the earned doctorate or other terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers; demonstrated evidence of consistent and superior teaching for a number of years based upon the evaluation of superiors, colleagues and students; continuing expertise in subject matter; significant contribution to course design and curricular development; a track record, recognized by authorities in the field, of important research and publication or creative activity in such forms as books, articles, musical compositions, performances, or works of art; a demonstrated leadership role in service at the departmental, college community or national level. Usually, those who hold this rank will hold continuing appointment.

## **Term Renewals and Continuing Appointment Requirements**

### **TERM RENEWALS**

Requirements include increasing teaching effectiveness based upon evaluation by superiors, colleagues and students; evidence of on-going research presented in paper or article form, or in the case of the fine arts, performances, exhibitions, and the like; participation in professional organizations; and significant service to the department and college.

### **CONTINUING APPOINTMENT**

Requirements include the doctorate or other terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers; demonstrated teaching effectiveness based upon evaluation by superiors, colleagues and students, including classroom visitation; evidence of growing expertise in subject matter; contributions to course design and curriculum development; evidence of recognized accomplishment in one's field that included research and publications, or in the fine arts, performance activity or exhibitions; and significant departmental and college-wide service. Normally, at least three years of term appointment status shall be required before continuing appointment is granted.

## **Evaluation and Promotion of Academic Employees**

The term Academic Employees, as used in reference to the processes and procedures included within this document, is defined as tenure track faculty and eligible lecturers. The forms and processes for the review of adjunct and visiting faculty are not included.

### **Internal Review**

#### ***Process for Review and Recommendation***

The processes for Term Renewal, Continuing Appointment, and Promotion are similar, with the following exceptions:

- **For Term Renewal and Continuing Appointment** – At the appropriate time, the Provost or her/his designee sends a notice to the Candidate informing them that they will be considered for term renewal or continuing appointment (with a copy to the Department Chair/Dean).
- **For Promotion** – Consideration for promotion may be initiated by the individual faculty member, the Department Chair/School Dean, or the Department/School Personnel Committee.
- **For Continuing Appointment and Promotion** – the College Faculty Personnel Committee reviews all materials received by the Provost and makes an independent recommendation to the Provost and to the President. (This step is used in Term Renewal only if specifically requested by the Candidate.)

The Candidate prepares an evaluative dossier including materials in support of her/his application and submits it to her/his Department Chair/School Dean and the Department/School Personnel Committee Chair.

The Department/School Personnel Committee and the Chair/Dean consider the Candidate's materials and make separate recommendations. *(It should be clearly understood by the Candidate that no one may orally promise term renewal, continuing appointment, or promotion.)*

The Chair/Dean provides a copy of the recommendations to the Candidate and forwards both sets of recommendations and the Candidate's evaluative dossier (all materials considered by the Chair/Dean and the Department/School Personnel Committee) to the Provost. The Candidate's file is considered complete when it has been received by the Provost. (Additional material may be added after this point only with the Provost's approval.)

The Provost reviews the materials and considers the Candidate on the basis of the criteria contained in the *Policies of the Board of Trustees*, Article XII, Title A, Section 4. During this review the Provost may ask for additional information and may discuss the Candidate's evaluative dossier and the recommendations with the Chair/Dean before making a recommendation to the President.

The Provost notifies the Candidate of her/his intended recommendation (copy to Chair/Dean) and allows the Candidate five working days to review all recommendations in the Provost's Office.

The Candidate may file a statement to be forwarded to the President in response to the recommendations contained in the documents.

The Provost forwards all recommendations, including her/his own, and the Candidate's evaluative dossier to the President.

The President reviews all recommendations and documents. During this review the President may ask for additional information and may discuss the recommendations and the Candidate's evaluative dossier and response, if any, with the Provost and/or the Chair/Dean before making a final decision. The President or Provost notifies the Candidate of the decision (copy to Department Chair/Dean).

***Process and Criteria for Classroom Observation (as adopted by College Senate: 11/14/2006)***

Classroom observations of teaching shall be conducted during each review cycle by a minimum of two members of the department or school, at least one of whom is a member of the Department/School Personnel Committee of the observed faculty member, and by the Department Chair/School Dean.

A second classroom observation by the same observer shall take place if requested by either the observer or the observed faculty member.

Faculty members who are being observed have the option of requesting an additional classroom observation from a department member or another faculty member of their own choosing.

Each observation shall be preceded by examination of syllabi and pertinent instructional materials provided by the faculty member to be observed and/or a pre-observation conference with the faculty member.

Classroom observations should consider the following suggested criteria:

- I. Context of the class
  - a. Class prefix and title
  - b. Number of students present
  - c. Number of students enrolled
  - d. Day and hour of class meeting
  - e. Type of class (e.g. satisfying core requirement, required in the major, requirement related to the major, elective, studio, laboratory, etc.)
- II. Intellectual rigor
  - a. Appropriateness of course content, readings, and instructional materials

- b. Clear presentation of materials to stimulate understanding
- III. Mastery of subject
  - a. Appropriate choice of research, topics, and/or findings in the field
  - b. Currency in the field
  - c. Incorporating the faculty member's own research into teaching (as appropriate)
- IV. Careful preparation and clear organization of classroom activities
  - a. Effective use of class time
  - b. Encouragement of critical thinking
  - c. Appropriate response to students' questions and comments
- V. Clear and effective communication with students
  - a. Ability to arouse student interest and curiosity
  - b. Clear explanation of important ideas
  - c. Willingness to seek and respond to feedback from students

Each observer shall provide written feedback on each classroom observation to the faculty member observed and the Department/School Personnel Committee. A post-observation conference may take place in addition to the written feedback given to the faculty member.

Written feedback from classroom observations provides evidence to be considered in the preparation of official evaluation documents such as the Personnel Evaluation Report.

### **External Review**

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

When a faculty member is being considered for a term renewal, continuing appointment, or promotion, any of the parties to the process (the Candidate, Department/School Personnel Committee, Department Chair/School Dean, Faculty Personnel Committee, Provost, or President) may seek external evaluation of the Candidate's professional work (publications, written research in progress, art works, musical compositions, etc.). This information can be useful to the Candidate in assessing the value of her/his academic research or creative endeavors.

A list of potential reviewers will be developed by seeking nominations from the Candidates applying for term renewal, continuing appointment, or promotion, the Chair/Dean, and the Provost.

External evaluations that identify the evaluator are confidential documents that may be read **only** by the Faculty Personnel Committee, the Department Chair/School Dean, the Provost, and the President. If the external reviewer has authorized release of the evaluation to the faculty member, the external evaluation will be released to the Candidate at the conclusion of the review process at the Candidate's request.

If the Candidate wishes to initiate an external review, he/she will make this request in writing to the Provost using the Request for External Review form (see page 24) no later than the date that the Provost receives the recommendations from the Department/School.

If a party to the process other than the Candidate wishes to initiate an external review, that party will make this request in writing to the Provost, using the Request for External Review form (see page 24). The Provost will inform the Candidate in writing that this action is to be taken **before** any of the parties to the review process take action to seek a written external review.



### **Promotion to Full Professor/Librarian**

**All** Candidates for promotion to **Full Professor or Librarian** will have samples of their scholarly work evaluated by external reviewers. Because considerable lead time will be needed to find appropriate reviewers and for the reviewers to complete their evaluations, samples of your scholarly work to be reviewed must be submitted to your department prior to the submission of other review materials. Please submit the following documents to the Provost’s Office by January 17th:

- Current vita
- 2-3 samples of scholarly work
- List of names and contact information for 3-4 potential external reviewers.

### **Evaluation Timeline**

	Candidate’s Evaluative Dossier Due to Dept. Chair / School Dean and Dept. / School Personnel Committee	Dept. Chair’s / School Dean’s and Dept. / School Personnel Committee’s Recommendation Due to Provost	Faculty Personnel Committee’s Recommendation Due to Provost	Provost’s Recommendation Due to President	Contractual Notification Due to Candidate
<b>Term Renewal</b>					
Spring	February 1	March 15		June 1	September 1
Lecturers on initial 1-year appointment	February 1	February 28		March 23	March 31
Fall	September 15	October 15		November 15	Official Start of 2nd Semester
Faculty in 2nd yr. of initial appointment	September 15	October 15		November 15	December 15
<b>Continuing Appointment*</b>					
Spring	February 1	March 1	April 25	July 1	September 1
Fall	September 15	October 15	November 15	December 15	Official Start of 2nd Semester
<b>Promotion (only considered in the Spring semester)</b>					
Spring	March 1	April 15	June 1	July 1	N/A

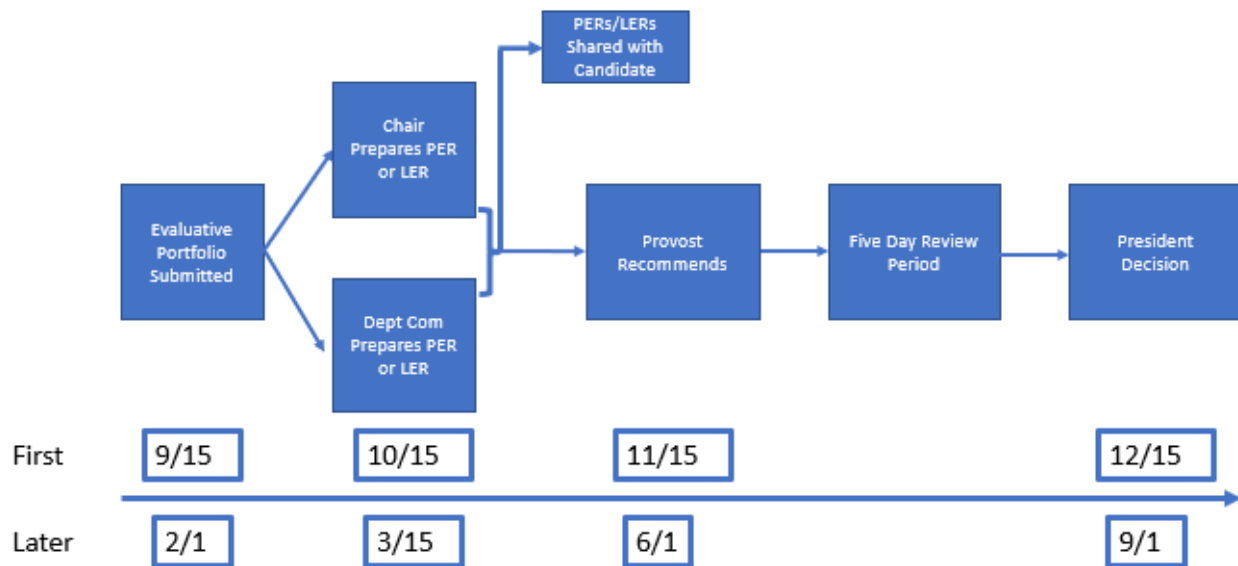
When any of the above deadlines fall on a weekend, or an official holiday: in the case of a weekend, materials will be due on Monday; in the case of a holiday, materials will be due day immediately following the holiday. \* When department constitutions contain a review process that takes more than one month, the department chair may require Candidates for continuing appointment to submit their materials earlier than the established deadlines.

## Evaluation Process Flow Charts

The following flow charts portray the evaluative dossier review processes. (If your appointment requires a different timeline [to comply with policies], you will be notified.)

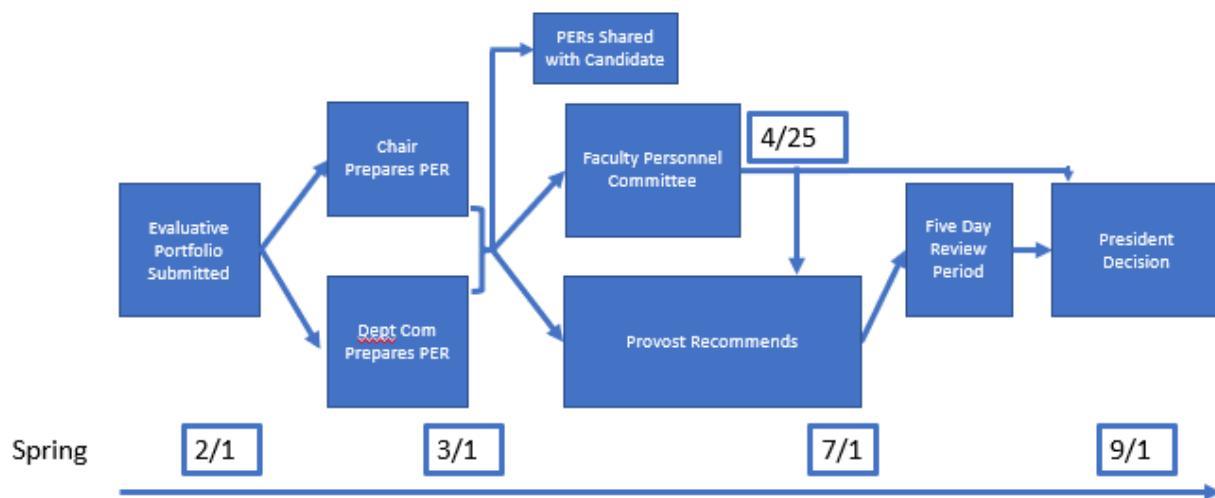
### Term Renewal Review Process

## Term Renewal Steps

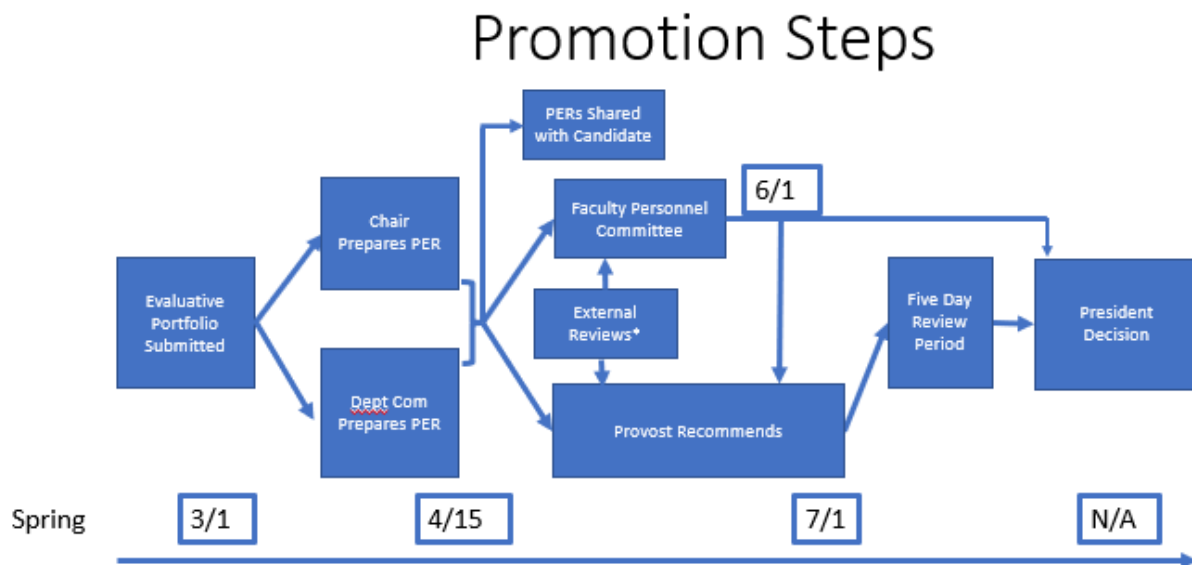


### Continuing Appointment Review Process

## Continuing Appointment Steps



## Promotion Review Process



## Evaluative Dossier Contents

### Required Documents

#### *Current Vita*

To ensure the information needed for consideration for term renewal, continuing appointment, or promotion is available, it is suggested that the Vita be constructed using the format that follows, ensuring that all entries are listed in chronological order with the most recent dates first, and that dates, titles, organizations, etc., are as clear and specific as possible. Documentation supporting the entries in the Vita should be included in the supporting materials submitted.

- I. EDUCATION
- II. ACADEMIC EMPLOYMENT/EXPERIENCE HISTORY
- III. COURSES TAUGHT
  - a. List all courses taught at Geneseo with indication of new courses or curricula developed
  - b. Awards related to teaching
- IV. SCHOLARLY AND CREATIVE ACTIVITY
  - a. Publications (in proper bibliographic form with acceptance/rejection rate of journal, if known)
  - b. Exhibitions/Performances (indicate if juried or invited)
  - c. Works Submitted
  - d. Works in Progress
  - e. Conference Presentations (indicate if juried or invited)
  - f. Discussant/Panelist at Professional Meetings
  - g. External Grants Funded
  - h. External Grants Submitted
  - i. Adjudications/Workshops
  - j. Other Invited Work

- k. Honors and Awards Related to Scholarly and Creative Activity
- V. SERVICE
  - a. Department & College Service
  - b. Community Service **RELATED** to Profession
  - c. Service to the Discipline/Profession
- VI. PROFESSIONAL GROWTH
- VII. OTHER RELEVANT PROFESSIONAL ACCOMPLISHMENTS OR WORK

### ***Reflective Self-Evaluation***

The reflective self-evaluation statement is an opportunity for the Candidate to provide an interpretation of the materials submitted in support of term renewal, continuing appointment or promotion. This statement should not merely restate accomplishments or information that is already in the vita, but rather should reflect on the significance of the evidence presented in the areas of teaching effectiveness, contributions to the discipline, and service.

The reflective self-evaluation statement should be organized according to sections that are based on the SUNY Board of Trustees guidelines and that are consistent with the Personnel Evaluation Report Form:

- Introduction
- Contributions to Teaching
- Contributions to the Discipline
- Contributions to Service
- Continuing Growth

Reflections on teaching should include brief teaching philosophy, how that philosophy is used in practice, adjustments and changes to teaching methodology over time, use of student course experience survey scores and comments and peer reviews to make improvements and/or adjustments to teaching.

Reflections on the contributions to the discipline should include a brief discussion of progress in research/creative agenda, and how the contributions relate to and advance debates and knowledge in the discipline, or contribute artistically to the field.

Reflections on the significance of service contributions should include how the service activities contribute to the goals of the department/college and/or how professional service has been used for the public good.

Reflections on continued growth should include such things as readings, research, or other activities in keeping abreast of current developments in the discipline and ability to successfully handle increased responsibility.

### **Supporting Materials**

#### **EVIDENCE OF TEACHING EFFECTIVENESS**

As part of the process of forwarding a Candidate for consideration in a term renewal, continuing appointment, or promotion decision, the following information should be included as evidence of the Candidate's teaching effectiveness:

1. Representative samples of syllabi and other instructional materials from courses taught by the Candidate,

2. Peer evaluation
  - a. Classroom visits by the department chair / school dean and at least one other faculty member,
  - b. Written comments on the visits in some common format that is specific to the department,
  - c. An evaluation record from several years, including the present, reflecting the full tenure of the Candidate's appointment,
  - d. Evaluations of more than one course taught, but not necessarily all courses, reflecting the varied teaching assignment.
3. Systematic prose comments reflecting the Candidate's varied teaching assignment.

### **STUDENT COURSE EXPERIENCE (SCE) AND GRADE DISTRIBUTION DATA**

Grade distribution data and Student Course Experience (formerly known as SOFI [Student Observation of Faculty Instruction]) statistical information exist in the public domain, and as such are used in the decision process for reappointment, continuing appointment, and promotion.

1. Graphs of all classes where SCEs were given
2. SCE written comments – Submission of SCE written comments in these processes is voluntary on the part of the Candidate. Should a Candidate choose to submit SCE written comments for review, this must be a complete list of comments from that course.

### **SELECTED PUBLICATIONS**

### **CORRESPONDENCE FROM PUBLISHERS, GRANT REVIEWERS, ETC. SPECIFYING AND ACKNOWLEDGING CONTRIBUTIONS TO RESEARCH OR PUBLIC SERVICE, IF RELEVANT**

### **DOCUMENTS WHICH ARE REQUIRED BY DEPARTMENTAL/SCHOOL REGULATIONS**

## **Evaluative Dossier Submission Procedure**

Please note: When any of the deadlines referenced below fall on a weekend, materials will be due on Monday. If a deadline falls on an official holiday, materials will be due the day immediately following the holiday.

### **For Renewal of Term Appointment**

At the beginning of the review process, a Google Drive folder having *Faculty-Undergoing-Review-Name Evaluative Dossier* as its title will be shared with the faculty member undergoing review (hereafter referred to as candidate) for the purpose of holding and sharing their evaluative dossier with reviewers. (The candidate will receive an email from the Provost's assistant with an invitation to collaborate in the shared folder.)

The candidate will then upload in pdf form their current cv and reflective self-evaluation into the Evaluative Dossier folder, and their supplementary documents into the Supplementary Documents folder (within the Evaluative Dossier folder). On or before the appropriate deadline (September 15 for Fall review – February 1 for Spring review), the candidate will share the complete Evaluative Dossier with their department chair/school dean **and** their department/school personnel committee members, granting them "Can view" (not "Can edit") permission. (*Please do not use or share the sharable link.*)

The candidate's department chair/school dean and their department/school personnel committee members will review the evaluative dossier and will prepare recommendations (via Personnel Evaluation Report [PER] Forms). On or before the appropriate deadline (October 15 for Fall review – March 15 for Spring review), the department chair/school dean will submit both hand-signed hard-copy original PER Forms to the Provost's Office and provide a copy of the PER Forms to the candidate. The Provost's assistant will, upon receipt, upload the PER Forms in pdf form to the candidate's Review Folder, in which the Evaluative Dossier is contained, and will share the Review Folder (as "Can view") with the Provost.

At this time the Provost's assistant will remove shared permissions to the candidate's Evaluative Dossier from the department/school personnel committee members, and will change to "Can view" the candidate's permission to the Dossier. Should the candidate wish to include revised or additional documents, they may email them to the Provost's assistant, who, after consulting with the Provost, will upload them into the Dossier.

The Provost will review the Evaluative Dossier and the PER Forms, consult with the department chair/school dean as necessary, and prepare their recommendation. The Provost will then send the candidate both a letter containing the Provost's recommendation and a memo providing the candidate with five working days to review the PER Forms. (At this time, the Provost's assistant will upload the Provost's recommendation into the Review Folder, and share the Review Folder [as "Can view"] with the candidate for five working days.) The candidate may, during this time, file a statement in response to the recommendations by emailing it to the Provost's assistant, who will upload it to the Review Folder. At the end of the five days, the Provost's assistant will remove shared permissions from the department chair/school dean to the Evaluative Dossier and from the candidate to the Review folder.

On or before the appropriate deadline (November 15 for Fall review – June 1 for Spring review), the Provost's assistant will share with the President (as "Can view") the complete Review Folder (containing the evaluative dossier, the PER Forms, the Provost's recommendation, and the Candidate's statement of response to the recommendations, if any).

The President will review the documents, consulting with the Provost as appropriate, and prepare their decision. On or before the contractual notification date (December 15 or Official start of 2nd semester for Fall review – September 1 for Spring review), the President will notify the candidate of their decision via letter. At this time the Provost's assistant will remove shared permissions from the Provost and the President to the Review Folder, and will ensure the candidate has "Can edit" permission of the Evaluative Dossier for continued/future use.

### **For Continuing Appointment**

At the beginning of the review process, a Google Drive folder having *Faculty-Undergoing-Review-Name Evaluative Dossier* as its title will be shared with the faculty member undergoing review (hereafter referred to as candidate) for the purpose of holding and sharing their evaluative dossier with reviewers. (The candidate will receive an email from the Provost's assistant with an invitation to collaborate in the shared folder.)

The candidate will then upload in pdf form their current cv and reflective self-evaluation into the Evaluative Dossier folder, and their supplementary documents into the Supplementary Documents folder (within the Evaluative Dossier folder). On or before the appropriate deadline (September 15 for Fall review – February 1 for Spring review), the candidate will share the complete Evaluative Dossier

with their department chair/school dean **and** their department/school personnel committee members, granting them “Can view” (not “Can edit”) permission. (*Please do not use or share the sharable link.*)

The candidate’s department chair/school dean and their department/school personnel committee members will review the evaluative dossier and will prepare recommendations (via Personnel Evaluation Report [PER] Forms). On or before the appropriate deadline (October 15 for Fall review – March 1 for Spring review), the department chair/school dean will submit **both** hand-signed hard-copy original PER Forms to the Provost’s Office and provide a copy of the PER Forms to the candidate. The Provost’s assistant will, upon receipt, upload the PER Forms in pdf form to the candidate’s Review Folder, in which their Evaluative Dossier is contained, and will share the Review Folder (as “Can view”) with the Faculty Personnel Committee (FPC) and the Provost.

At this time the Provost’s assistant will remove shared permissions to the candidate’s Evaluative Dossier from the department/school personnel committee members, and will change to “Can view” the candidate’s permission to the Dossier. Should the candidate wish to include revised or additional documents, they may email them to the Provost’s assistant, who, after consulting with the Provost, will upload them into the Dossier.

The FPC will review the Evaluative Dossier and PER Forms, and, on or before the appropriate deadline (November 15 for Fall review – April 25 for Spring review), will provide its recommendation to the Provost and the President. After receiving the FPC’s recommendation, the Provost’s assistant will upload it to the Review Folder.

The Provost will review the Evaluative Dossier and the PER Forms, consult with the department chair/school dean and FPC as necessary, and prepare their recommendation. The Provost will then send the candidate both a letter containing the Provost’s recommendation and a memo providing the candidate with five working days to review the PER Forms. (At this time, the Provost’s assistant will remove the shared permissions from the FPC, upload the Provost’s recommendation to the Review Folder, and share the Review Folder [as “Can view”] with the candidate for five working days.) The candidate may, during this time, file a statement in response to the recommendations by emailing it to the Provost’s assistant, who will upload it to the Review Folder. At the end of the five days, the Provost’s assistant will remove shared permissions from the department chair/school dean to the Evaluative Dossier and from the candidate to the Review folder.

On or before the appropriate deadline (December 15 for Fall review – July 1 for Spring review), the Provost’s assistant will share with the President (as “Can view”) the complete Review Folder (containing the evaluative dossier, the PER Forms, the Provost’s recommendation, and the Candidate’s statement of response to the recommendations, if any).

The President will review the documents, consulting with the Provost as appropriate, and prepare their decision. On or before the contractual notification date (Official start of 2nd semester for Fall review – September 1 for Spring review), the President will notify the candidate of their decision via letter. At this time the Provost’s assistant will remove from the Provost and the President the shared permissions to the Review Folder, and will ensure the candidate has “Can edit” permission of the Evaluative Dossier for continued/future use.

### **For Promotion**

On or about November 1, the Provost’s assistant will send an email to all Academic Faculty inviting them to the Provost-hosted Promotion Workshop and informing them of the process and timeline of

requesting Promotion to Associate or Full Professor. Interested qualified faculty members will contact the Provost's assistant regarding the intent to request promotion. Those requesting promotion to Full Professor will have samples of their scholarly work evaluated by external reviewers, which will require an earlier start to the review process (see External Review of Candidates section below).

The Provost's assistant will then prepare and share with the faculty member (hereafter referred to as candidate) a Google Drive folder having *Faculty-Undergoing-Review-Name Evaluative Dossier* as its title for the purpose of holding and sharing their evaluative dossier with reviewers. (The candidate will receive an email from the Provost's assistant with an invitation to collaborate in the shared folder.)

The candidate will then upload in pdf form their current cv and reflective self-evaluation into the Evaluative Dossier folder, and their supplementary documents into the Supplementary Documents folder (within the Evaluative Dossier folder). On or before the **March 1** deadline, the candidate will share the complete Evaluative Dossier with their department chair/school dean and their department/school personnel committee members, granting them "Can view" (not "Can edit") permission. (*Please do not use or share the sharable link.*)

The candidate's department chair/school dean and their department/school personnel committee members will review the evaluative dossier and will prepare recommendations (via Personnel Evaluation Report [PER] Forms). On or before the **April 15** deadline, the department chair/school dean will submit both hand-signed hard-copy original PER Forms to the Provost's Office and provide a copy of the PER Forms to the candidate. The Provost's assistant will, upon receipt, upload the PER Forms in pdf form to the candidate's Review Folder, in which their Evaluative Dossier is contained, and will share the Review Folder (as "Can view") with the Faculty Personnel Committee (FPC) and the Provost.

At this time the Provost's assistant will remove shared permissions to the candidate's Evaluative Dossier from the department/school personnel committee members, and will change to "Can view" the candidate's permission to the Dossier. Should the candidate wish to include revised or additional documents, they may email them to the Provost's assistant, who, after consulting with the Provost, will upload them into the Dossier.

The FPC will review the Evaluative Dossier and PER Forms, and, on or before the **June 1** deadline, will provide its recommendation to the Provost and the President. After receiving the FPC's recommendation, the Provost's assistant will upload it to the Review Folder.

The Provost will review the Evaluative Dossier and the PER Forms, consult with the department chair/school dean and FPC as necessary, and prepare their recommendation. The Provost will then send the candidate both a letter containing the Provost's recommendation and a memo providing the candidate with five working days to review the PER Forms. (At this time, the Provost's assistant will remove the shared permissions from the FPC, upload the Provost's recommendation to the Review Folder, and share the Review Folder [as "Can view"] with the candidate for five working days.) The candidate may, during this time, file a statement in response to the recommendations by emailing it to the Provost's assistant, who will upload it to the Review Folder. At the end of the five days, the Provost's assistant will remove shared permissions from the candidate to the Review folder and from the department chair/school dean to the Evaluative Dossier.

On or before the **July 1** deadline, the Provost's assistant will share with the President (as "Can view") the complete Review Folder (containing the evaluative dossier, the PER Forms, the Provost's recommendation, and the Candidate's statement of response to the recommendations, if any).



The President will review the documents, consulting with the Provost as appropriate, and prepare their decision. The President will then notify the candidate of their decision via letter. At this time, the Provost's assistant will remove from the Provost and the President the shared permissions to the Review Folder, and will ensure the candidate has "Can edit" permission of the Evaluative Dossier for continued/future use.

### **External Review of Candidates**

As stated above, **all** candidates for promotion to **Full Professor** will have samples of their scholarly work evaluated by external reviewers. Because this requires considerable lead time to find appropriate reviewers and for the reviewers to complete their evaluations, samples of scholarly work (publications, written research in progress, art works, musical compositions, etc.) must be submitted prior to the submission of other review materials.

On or before the **January 15** deadline, the following documents must be submitted to the Provost's Office in pdf form:

- Current vita
- 2-3 samples of scholarly work
- List of 3 or 4 potential external reviewers' names and contact information

The Department Chair / School Dean and the Provost may also be requested to provide a list of potential external reviewers' names and contact information.

At the conclusion of the review process, external evaluations will be released to the candidate **only** if the external reviewer has authorized release of the evaluation to the faculty member. This information can be useful to the candidate in assessing the value of their academic research or creative endeavors. (External evaluations that identify the evaluator are confidential documents that may be read **only** by the Faculty Personnel Committee, the Department Chair/Dean, the Provost, and the President.)

## **Evaluation Documents**

Geneseo's faculty is a diverse community of teacher-scholars with individual strengths, who work together to advance the College's Mission. Through dedication to teaching, scholarly and creative work, and service to the campus and wider communities, faculty promote Geneseo values of excellence, innovation, diversity, and community. Faculty roles are in consonance with the Mission, evaluation is aligned with these roles, and the reward structure is consistent with evaluation. The evaluation system acknowledges the importance of a diverse faculty (intellectually, pedagogically, and socially). Evaluation is clearly aligned with accepted faculty roles, the most valued of which is teaching. Because Geneseo is a community of teacher-scholars, the faculty is expected to participate in scholarly and creative endeavors, and in institutional governance (abridged from Geneseo's Conceptual Framework for Faculty Roles, Rewards, and Evaluation).

In decisions involving personnel evaluation, Geneseo faculty members are expected to show evidence of excellence as teacher-scholars and active engagement in service to the College, their discipline, and/or the public. Productivity will be evaluated according to teaching (50%), contributions to the discipline (35%), and service (15%). (These percentages are subject to change based on actions related to the report from the Think Tank on Faculty Evaluation. This document will be updated as changes are made.) Departments have established departmental guidelines for evaluating their respective faculty members.

## **Personnel Evaluation Report (PER)**

Please see pages 25-31.

### **Instructions for Completing the PER**

The Personnel Evaluation Report (PER) is divided into three evaluative categories corresponding to these roles. The purpose of this form is to assist the Department Chair and Department Personnel Committee in presenting evidence for or against renewal, continuing appointment, or promotion.

The first category, “Contributions to Teaching,” concerns the role of the faculty member as an instructor. Excellence as a teacher includes activities that are both directly and indirectly focused on students. In addition to classroom effectiveness, a faculty member can contribute to student learning through efforts to improve teaching methods, mentoring activities (e.g., directed study, academic organization advisement, thesis supervision, research supervision, independent research or creative work, group community projects, and performances), high-impact practices (e.g., participation in living-learning communities; place-based learning, including community-based inquiry, fieldwork, study abroad, and study away; interdisciplinary teaching; problem-focused or project-focused pedagogies; service learning programs; supervision of internships, practicums, and other types of applied learning), academic advisement, course development, college curriculum development, and college activities that enrich student learning.

The second category, “Contributions to the Discipline,” concerns the role of the scholar. Excellence as a scholar includes activities related to the faculty member’s academic expertise. Contributions to the discipline may include creation of new knowledge or products, interdisciplinary scholarly work, integrative assessment of information, the scholarship of teaching and learning, and/or the application of knowledge or products.

The third category, “Contributions to Service,” concerns the role of the faculty member as an engaged member of the College community, his or her respective professional community, and the public. Excellence as a civically engaged community member includes activities that directly and indirectly serve the College and the respective professional disciplines and discipline-related activities that serve the general public. Contributions to service may include involvement in departmental, institutional, and professional committees or governance; involvement in campus events or organizations; peer reviewing or editing of professional publications; guest lecturing; and involvement in public outreach activities that are directly related to the individual’s scholarly expertise.

Suggested activities that may be considered for the three evaluative categories are found below in the Appendix section. The Appendix is a resource for academic employees and evaluators, NOT a checklist of items that every candidate must achieve. Departmental Guidelines, the needs of the College, and the candidate’s stage of career will determine which activities are appropriate for an academic employee’s evaluation. In some departments, sources of information other than those in the Appendix may also be appropriate.

### **Ratings and Narrative**

For each of the **three** categories on the PER, evaluators should provide a rating of “Unacceptable performance,” “Needs improvement,” “Acceptable performance,” or “Model performance.” Expectations for performance are defined by the Guidelines of each school or department.

Narrative comments must be provided to support each recommendation, including commendations for excellent performance as well as suggestions for improvement. These comments should give quality feedback to the candidate concerning his or her status relative to the departmental guidelines, and, for term renewals, his or her status with respect to eventually achieving continuing appointment. Narrative comments should include supporting evidence. If a need for improvement is identified, provide specific suggestions for type and method of improvement. If suggestions for improvement were included in previous evaluations, note progress toward improvement. Ratings other than “Model performance” must be given with

- 1) specific feedback as to which standards of professional performance were not met,
- 2) suggestions for improvement, and
- 3) a written commitment to assist the individual in accessing resources required for improvement.

The Conclusions section at the end of the document is to be used to summarize key points of the narrative to justify the final decision of “Recommended” or “Not recommended,” particularly in cases where the candidate’s performance in one or more categories was rated “Unacceptable performance.”

### **Feedback to Candidate**

Upon completion of the PER form, the Department Personnel Committee and the Chair/Dean shall provide a copy to the candidate. The Department Personnel Committee and the Chair/Dean may meet with the candidate to review the completed PER forms.

### **Appendix: Suggested Sources and Types of Information**

The following The following appendix is intended to assist in the identification of activities that could be considered in personnel evaluation. This Appendix is neither exhaustive nor exclusive. Departmental guidelines will contain more specific information concerning relative importance of various activities.

#### **Sources of information relevant to evaluation:**

Potential sources of information vary by discipline. These may include, but are not limited to:

- A portfolio of teaching materials, including course syllabi, course outlines, lecture outlines, class activities, homework assignments, representative exams, etc.;
- A written self-appraisal of successes and efforts to improve as a teacher-scholar;
- Peer and Department Chair reports of classroom observations;
- Copies of publications, presentations, creative activities (or other appropriate evidence such as letters from editors, reviewers, or other discipline-related experts);
- Detailed list of committee or administrative work, and discipline-related community activity;
- Letters of support from colleagues, external research collaborators, service-related organizations, etc.;
- Student evaluations (from survey responses, interviews, or letters from students).

For most types of information listed below, peers, supervisors, or experts in the field are the appropriate evaluators. Student evaluations can be applied appropriately only for assessment of classroom effectiveness, advisement, or mentoring.

### **Contributions to Teaching**

#### **Preparation for Teaching**

Holds terminal degree (or licensing, if applicable) that is appropriate for discipline. Constructs syllabi that meet Senate requirements. Clearly identifies student evaluation procedures and learning outcomes.

Sets expectations for students that are appropriately challenging for the course level. Chooses textbook, readings, or other materials at an appropriate level for the course. Meets department expectations for material in course outlines. Maintains currency in course content. Makes assignments that are appropriate for course level. Uses assessment procedures of appropriate format for course. Uses assessment procedures of appropriate difficulty for course level.

### **Classroom Effectiveness**

Conducts well-organized class meetings. Clarifies purposes and procedures of small-group, laboratory, practica, or studio activities (if used). Clearly presents topics and key points of lectures (if used). Clarifies relevance and contributions to course objectives for lectures and/or activities. Invites students' questions and/or comments as appropriate. Responds to students' questions appropriately. Considers and adapts to the needs of a diverse population of students. Provides timely feedback on student performance.

### **Other Teaching Activities**

Mentoring activities (e.g., directed study, research supervision, independent research or creative work, group community projects, service-learning programs, academic organization advisement). Maintains the number of office hours expected by the department. Clearly posts office hours.

### **Contributions to Curriculum**

Proposes new or revised courses or programs. Uses innovative course materials, teaching techniques, or learning technology. Contributes to committee work relevant to curriculum development or revision. Participates in interdisciplinary curriculum development, team teaching, programs, and/or grants.

### **Professional Development**

Attends conferences, workshops, lectures, or other programs designed to improve pedagogy or curriculum development. Participates in roundtable, brown bag, or other forms of collaboration or faculty development.

### **Academic Advisement**

Maintains advisee load that meets expectations of the department. Provides sufficient availability to meet academic advisement responsibilities. Participates in department-wide and/or college-wide advisement activities (e.g., workshops for students and/or faculty, orientation sessions). Meets department expectations of student satisfaction with academic advisement.

## **Contributions to the Discipline**

### **Original Work**

Maintains an active program of research or creative work. Publishes original research results in peer-reviewed journals. Publishes original research results in monographs. Presents original research results at peer-reviewed professional conferences. Shows original creative work in juried presentations. Presents original music or theatrical work in an appropriate forum. Publishes articles relevant to teaching. Presents papers/symposia at teaching conferences. Produces grant proposals for internal funding. Produces grant proposals for external funding.

### **Integration**

Publishes reviews of scholarly literature in professional journals. Publishes scholarly textbooks. Organizes and/or leads symposia at professional conferences.

### **Application**

Publishes discipline-relevant articles for public dissemination. Presents discipline-relevant lectures, speeches, workshops, and/or symposia to community groups. Represents discipline through public media (e.g., newspaper articles or interviews, radio/television appearance). Serves on advisory boards or similar groups to provide discipline-relevant service. Provides direct services relevant to a clinical, educational, or other applied discipline. Provides consultation services relevant to applied disciplines. Presents competitively reviewed papers at professional conferences to communicate service or governance-related activities.

### **Scholarship of Teaching**

Produces research and writing about the methodology of college instruction in a specific area (pedagogical content knowledge). Develops materials to support innovative pedagogy. Implements and evaluates the results of innovative pedagogy.

### **Professional Development**

Participates in professional organizations. Attends disciplinary or interdisciplinary conferences and symposia. Maintains currency in knowledge of the discipline.

### **Contributions to Service**

#### **Professional Service**

Participates in professional organization governance. Organizes conferences, shows, or conference sessions. Serves as a referee for scholarly publications. Serves as external review at other colleges and universities. Serves as editor or on editorial board for a professional journal. Writes book reviews or articles for the general public. Maintains professional organization membership.

#### **Department and College Service**

Serves as departmental chair. Works on departmental tasks and departmental committees. Contributes to departmental operations. Advises departmental student clubs. Manages departmental resources such as learning centers or colloquia.

Serves as coordinator for minors or interdisciplinary majors. Serves on College Senate, College-wide committees, or Task Forces. Participates in union governance. Mentors other faculty. Attends college ceremonies. Advises or organizes campus wide student groups or clubs. Participates in Residence Life programs.

#### **Public Service**

Develops or participates in public outreach activities directly related to field of expertise. Serves as a consultant in field of expertise.

### **Lecturer Evaluation Report (LER)**

Please see pages 32-34.

### **Instructions for Use of the LER**

Chairs/Deans should share the LER form with newly appointed lecturers.

Chairs/Deans and personnel committees should use the LER form when evaluating lecturers and all other renewable term faculty holding qualified academic rank (QAR) for term renewal.

The faculty member under consideration for renewal (candidate) should prepare and submit a dossier (portfolio) of evaluative materials for consideration by the Chair/Dean and department/school personnel committee following similar guidelines and the same timeline as for tenure track faculty being considered for renewal. The evaluative dossier submitted by the candidate should include a CV, a reflective statement focusing on teaching and service contributions, and supportive documents including teaching observations by peers. Candidates may include other items in their dossier including evidence of contributions to the discipline.

The Chair/Dean and the department personnel committee should prepare independent evaluations, following the same procedures and timelines as for term renewal of tenure track faculty.

A recommendation for renewal of appointment should be for a period not to exceed three years.

The completed LER form should be shared with the candidate no later than at the time they are submitted to the Office of the Provost. It is recommended that the chair/dean use this opportunity to meet with the colleague for the purpose of improving instructional quality and maintaining consistency with departmental expectations for academic standards.

## **Governing Documents (Links and Excerpts)**

The selected excerpts below are those which relate closely to the processes described in Geneseo's Policies and Procedures for Renewal of Term Appointments, Continuing Appointment, and Promotion.

### **Policies of the Board of Trustees**

The Policies of the Board of Trustees in its entirety may be accessed online at [https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY\\_BOT\\_Policies\\_January2022.pdf](https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY_BOT_Policies_January2022.pdf).

### **Article XII: Evaluation and Promotion of Academic and Professional Employees**

#### **Title A. Evaluation of Academic Employees**

§ 1. *Policy.* It is the policy of the University to evaluate academic employees.

§ 2. *Purpose.* The purpose of evaluation pursuant to this Title shall be the appraisal of the extent to which each academic employee has met his or her professional obligation. Written communication of such appraisal shall be sent to the academic employee concerned. The evaluations conducted pursuant to this Title may be considered by the chief administrative officer of a college and the college administrative officers in making decisions or recommendations with respect to continuing appointments, renewal of term appointments, promotions, discretionary adjustments to basic annual salary and for any other purpose where an academic employee's performance may be a relevant consideration. Nothing contained herein shall prevent the chief administrative officer from taking such action as the chief administrative officer may deem appropriate to the operating requirements of the college.

§ 3. *Applicability.* Pursuant to this Title academic employees may be evaluated; such evaluation, if any, is to be made by the chief administrative officer, or designee.

§ 4. *Criteria.* In conducting evaluations pursuant to this Title, the chief administrative officer of the college concerned, or designee, may consider, but shall not be limited to consideration of, the following:

- (a) Mastery of subject matter — as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field.
- (b) Effectiveness in teaching — as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction, as determined from surveys, interviews and classroom observation.
- (c) Scholarly ability — as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues.
- (d) Effectiveness of University service — as demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in addition to formal teacher-student relationships.
- (e) Continuing growth — as demonstrated by such things as reading, research or other activities to keep abreast of current developments in the academic employee's fields and being able to handle success- fully increased responsibility.

#### **Title B. Promotion of Academic Employees**

§ 1. *Procedure.* The chief administrative officer of a college, after giving consideration to recommendations of academic employees, including the committees, if any, of the appropriate department or professional area and other appropriate sources in connection with promotion of a specific academic employee, may promote, or recommend to the Chancellor for promotion, such persons as are, in the chief administrative officer's judgment, best qualified. Nothing contained herein shall prevent the chief administrative officer of a college from taking such promotion action as the chief administrative officer may deem appropriate to the operating requirements of the college.

§ 2. *Criteria.* Recommendations of academic employees, or their appropriate committees, or other appropriate sources may consider, but shall not be limited to consideration of, the following:

- (a) Mastery of subject matter — as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field.
- (b) Effectiveness in teaching — as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction, as determined from surveys, interviews and classroom observation.
- (c) Scholarly ability — as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues.
- (d) Effectiveness of University service — as demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in addition to formal teacher-student relationships.
- (e) Continuing growth — as demonstrated by such things as reading, research or other activities to keep abreast of current developments in the academic employee's fields and being able to handle success- fully increased responsibility.

§ 3. *Length of Service.* Completion of a minimum period of service with the University may be a consideration but shall not be a qualification for promotion.

## *NYS/UUP Agreement 2016-2022*

Candidates are strongly advised to consult the 2016-2022 NYS/UUP Agreement, Articles 30, 31, 32, & 33 in their entirety at [uupinfo.org/contract/pdf/20162022NYSUUPAgreement.pdf](http://uupinfo.org/contract/pdf/20162022NYSUUPAgreement.pdf).

### **Article 30**

#### **Appointment, Evaluation and Promotion**

##### §30.2 Evaluation and Promotion

a. Evaluation and promotion of employees shall be made in accordance with Article XII of the Policies.

### **Article 31**

#### **Personnel Files**

##### §31.1

a. Each College shall maintain, for official University purposes, an official personnel file for each employee who is subject to this Agreement. Such file shall contain copies of personnel transactions, official correspondence with the employee and formal, written evaluation reports prepared in accordance with provisions of Article XII, Title A, Section 3 and Article XII, Title C, Section 4 of the Policies and such other written evaluations and/or recommendations as may be prepared by an immediate supervisor, Department Chairperson, Dean, Vice President, or other persons serving in a supervisory capacity in a direct line, as appropriate, in connection with matters of appointment, evaluation, reappointment or promotion. With respect to the latter written evaluations and/or recommendations, those which pertain to reappointment shall be sent to the employee at the time they are prepared. All materials referred to in this Section shall be available to an employee for review and response. In no event shall statements which are both unsolicited and unsigned be placed in the official personnel file.

b. Upon receipt of the "other written evaluation and/or recommendations" referred to in subdivision (a) which pertain to reappointment, an employee who has completed three or more consecutive years of service in a position of academic or qualified academic rank or in a professional title, shall upon written request, be entitled to a meeting with the person who prepared a written evaluation and/or recommendation described in this subdivision to discuss the basis for such written evaluation and/or recommendation. The employee shall not be entitled to representation during such meeting. No part of the discussion held pursuant to provisions of this subdivision shall be subject to review in the grievance procedure. However, an employee may respond to information obtained during such discussion and may place in the employee's official personnel file or evaluative file any such response which is in writing.

##### §31.6

a. Where, in connection with consideration of an academic employee for appointment, reappointment, or promotion, a file of evaluative material is developed by a committee or committees of academic employees which may exist to evaluate and make recommendations with respect to appointment, reappointment, or promotion of an academic employee, and where such file is submitted to the College President or the last management administrative officer of the College for consideration, the academic employee to whom the file pertains shall have the right to examine such file and file a statement in response to any item contained therein; provided, however, statements solicited in connection with the employee's appointment, reappointment, or promotion and any documents which would identify the source of the statements, shall not be available to the employee.

c. Examination of the file and response to material contained therein to which the employee has access pursuant to this Section shall take place after the file has been submitted to the College President or the last management administrative officer of the College but prior to this officers' consideration of its



content. The College President or this management administrative officer of the College, or designee, shall notify the employee when the file is available for examination. The employee may then arrange with the College President or this management administrative officer of the College, or designee, to examine the file.

# REQUEST FOR EXTERNAL REVIEW

When a faculty member is being considered for a term renewal, continuing appointment, or promotion, any of the parties to the process (the Candidate, a Department/School Personnel Committee, a Department Chair/School Dean, the Faculty Personnel Committee, the Provost, or the President) may seek external evaluation of the Candidate's professional work (publications, written research in progress, art works, musical compositions, etc.). This information may be useful to the Candidate in assessing the value of her/his academic research or creative endeavors.

**This form serves as the formal request to have an external evaluation of a Candidate's professional work.** Upon completion, please return to the Senior Assistant to the Provost, 207 Erwin Hall.

## PROCEDURE:

If the Candidate being considered for a term renewal, continuing appointment, or promotion wishes to initiate an external review, he/she will make this request to the Provost in writing via this form no later than the date that the Provost receives the recommendations from the Department/School.

If a party to the process other than the Candidate wishes to initiate an external review, that party will make this request in writing to the Provost, who will inform the Candidate via this form that this action will be taken, such informing occurring **before** any of the parties to the review process take action to seek a written external review.

A list of potential reviewers will be developed by seeking nominations from the Candidate applying for term renewal, continuing appointment, or promotion, the Department Chair/School Dean, and the Provost.

External evaluations that identify the evaluator are confidential documents that may be read **only** by Department/School Personnel Committee, the Department Chair/School Dean, the Faculty Personnel Committee, the Provost, and the President. If the external reviewer has authorized release of the evaluation to the faculty member, the external evaluation will be released to the Candidate at the conclusion of the review process at the Candidate's request.

~~~~~

I, \_\_\_\_\_, am requesting an external review of my scholarly work.  
(Printed name)

Dear \_\_\_\_\_ (Candidate), \_\_\_\_\_  
(one of the parties reviewing your evaluative dossier), has requested an external review of your scholarly work. You will be contacted in the next few days by the Provost's Office concerning this process.

By signing below, I, the Candidate, am indicating my acknowledgement of this external review and my understanding that access to the information that is received from the external reviewers will be restricted to the Department/School Personnel Committee, the Department Chair/School Dean, the Faculty Personnel Committee, the Provost, and the President.

\_\_\_\_\_  
Candidate's signature acknowledging this notification

\_\_\_\_\_  
Date

# PERSONNEL EVALUATION REPORT (PER)

## PER Form Instructions

### The Teacher-Scholar:

Geneseo's faculty is a diverse community of teacher-scholars with individual strengths, who work together to advance the College's Mission. Through dedication to teaching, scholarly and creative work, and service to the campus and wider communities, faculty promote Geneseo values of excellence, innovation, diversity, and community. Faculty roles are in consonance with the Mission, evaluation is aligned with these roles, and the reward structure is consistent with evaluation. The evaluation system acknowledges the importance of a diverse faculty (intellectually, pedagogically, and socially). Evaluation is clearly aligned with accepted faculty roles, the most valued of which is teaching. Because Geneseo is a community of teacher-scholars, the faculty is expected to participate in scholarly and creative endeavors, and in institutional governance. (abridged from Geneseo's Conceptual Framework for Faculty Roles, Rewards, and Evaluation).

In decisions involving personnel evaluation, Geneseo faculty members are expected to show evidence of excellence as teacher-scholars and active engagement in service to the College, their discipline, and/or the public.

Productivity will be evaluated according to teaching (50%), contributions to the discipline (35%), and service (15%). Departments have established departmental guidelines for evaluating their respective faculty members.

The Personnel Evaluation Report (PER) is divided into three evaluative categories corresponding to these roles. The purpose of this form is to assist the Department Chair and Department Personnel Committee in presenting evidence for or against renewal, continuing appointment, or promotion.

The first category, "Contributions to Teaching," concerns the role of the faculty member as an instructor. Excellence as a teacher includes activities that are both directly and indirectly focused on students. In addition to classroom effectiveness, a faculty member can contribute to student learning through efforts to improve teaching methods, mentoring activities (e.g., directed study, academic organization advisement, thesis supervision, research supervision, independent research or creative work, group community projects, and performances), high-impact practices (e.g., participation in living-learning communities; place-based learning, including community-based inquiry, fieldwork, study abroad, and study away; interdisciplinary teaching; problem-focused or project-focused pedagogies; service learning programs; supervision of internships, practicums, and other types of applied learning), academic advisement, course development, college curriculum development, and college activities that enrich student learning.

The second category, "Contributions to the Discipline," concerns the role of the scholar. Excellence as a scholar includes activities related to the faculty member's academic expertise. Contributions to the discipline may include creation of new knowledge or products, interdisciplinary scholarly work, integrative assessment of information, the scholarship of teaching and learning, and/or the application of knowledge or products.

The third category, "Contributions to Service," concerns the role of the faculty member as an engaged member of the College community, his or her respective professional community, and the public. Excellence as a civically engaged community member includes activities that directly and indirectly serve the College and the respective professional disciplines and discipline-related

activities that serve the general public. Contributions to service may include involvement in departmental, institutional, and professional committees or governance; involvement in campus events or organizations; peer reviewing or editing of professional publications; guest lecturing; and involvement in public outreach activities that are directly related to the individual's scholarly expertise.

Suggested activities that may be considered for the three evaluative categories are found in the Appendix. The Appendix is a resource for academic employees and evaluators, NOT a checklist of items that every candidate must achieve. Departmental Guidelines, the needs of the College, and the candidate's stage of career will determine which activities are appropriate for an academic employee's evaluation. In some departments, sources of information other than those in the Appendix may also be appropriate.

### **Ratings and Narrative**

For each of the **three** categories on the PER, evaluators should provide a rating of "Unacceptable performance," "Needs improvement," "Acceptable performance," or "Model performance." Expectations for performance are defined by the Guidelines of each school or department.

Narrative comments must be provided to support each recommendation, including commendations for excellent performance as well as suggestions for improvement. These comments should give quality feedback to the candidate concerning his or her status relative to the departmental guidelines, and, for term renewals, his or her status with respect to eventually achieving continuing appointment. Narrative comments should include supporting evidence. If a need for improvement is identified, provide specific suggestions for type and method of improvement. If suggestions for improvement were included in previous evaluations, note progress toward improvement. Ratings other than "Model performance" must be given with

- 1) specific feedback as to which standards of professional performance were not met,
- 2) suggestions for improvement, and
- 3) a written commitment to assist the individual in accessing resources required for improvement.

The Conclusions section at the end of the document is to be used to summarize key points of the narrative to justify the final decision of "Recommended" or "Not recommended," particularly in cases where the candidate's performance in one or more categories was rated "Unacceptable performance."

### **Feedback to Candidate**

Upon completion of the PER form, the Department Personnel Committee and the Chair/Dean shall provide a copy to the candidate. The Department Personnel Committee and the Chair/Dean may meet with the candidate to review the completed PER forms.

# Personnel Evaluation Report

## Contract Renewal, Continuing Appointment, or Promotion of Academic Employees

Candidate's Name \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name/Rank: \_\_\_\_\_

Action Considered (check one):

\_\_\_\_\_ Contract Renewal from \_\_\_\_\_ (date) to \_\_\_\_\_ (date)

\_\_\_\_\_ Continuing Appointment starting \_\_\_\_\_ (date)

\_\_\_\_\_ Promotion from \_\_\_\_\_ to \_\_\_\_\_

### I. Evaluation of Contributions to Teaching

*(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each of the following topics and other topics specific to the department as stated in the Department Guidelines.)*

Preparation for Teaching

Classroom Effectiveness

Mentoring Activities and High Impact Practices

Contributions to Curriculum

Professional Development

Academic Advisement

**Performance rating:** \_\_\_\_\_ **Unacceptable performance**

\_\_\_\_\_ **Needs improvement**

\_\_\_\_\_ **Acceptable performance**

\_\_\_\_\_ **Model performance**

### II. Evaluation of Contributions to the Discipline

*(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each applicable topic and other topics specific to the department as stated in the Department Guidelines.)*

Original Work

Integration

Application

Scholarship of Teaching

Professional Development

Performance rating:  Unacceptable performance  
 Needs improvement  
 Acceptable performance  
 Model performance

### III. Evaluation of Contributions to Service

*(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each applicable topic and other topics specific to the department as stated in the Department Guidelines.)*

Professional Service  
Department and College Service  
Public Service

Performance rating:  Unacceptable performance  
 Needs improvement  
 Acceptable performance  
 Model performance

### IV. Conclusions

*(Please provide narrative summary and comments.)*

Summary Decision:  Recommended for current personnel action  
 Not recommended for current personnel action

**SIGNATURE(S) OF DEPARTMENT/SCHOOL CHAIR/DIRECTOR/HEAD OR  
DEPARTMENT/SCHOOL COMMITTEE**

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## **PER Form Appendix: Suggested Sources and Types of Information**

The following appendix is intended to assist in the identification of activities that could be considered in personnel evaluation. This Appendix is neither exhaustive nor exclusive. Departmental guidelines will contain more specific information concerning relative importance of various activities.

### **Sources of information relevant to evaluation:**

Potential sources of information vary by discipline. These may include, but are not limited to:

- A portfolio of teaching materials, including course syllabi, course outlines, lecture outlines, class activities, homework assignments, representative exams, etc.;
- A written self-appraisal of successes and efforts to improve as a teacher-scholar;
- Peer and Department Chair reports of classroom observations ;
- Copies of publications, presentations, creative activities (or other appropriate evidence such as letters from editors, reviewers, or other discipline-related experts);
- Detailed list of committee or administrative work, and discipline-related community activity;
- Letters of support from colleagues, external research collaborators, service-related organizations, etc.;
- Student evaluations (from survey responses, interviews, or letters from students).

For most types of information listed below, peers, supervisors, or experts in the field are the appropriate evaluators. Student evaluations can be applied appropriately only for assessment of classroom effectiveness, advisement, or mentoring.

## **Contributions to Teaching**

### **Preparation for Teaching**

Holds terminal degree (or licensing, if applicable) that is appropriate for discipline. Constructs syllabi that meet Senate requirements. Clearly identifies student evaluation procedures and learning outcomes. Sets expectations for students that are appropriately challenging for the course level. Chooses textbook, readings, or other materials at an appropriate level for the course. Meets department expectations for material in course outlines. Maintains currency in course content. Makes assignments that are appropriate for course level. Uses assessment procedures of appropriate format for course. Uses assessment procedures of appropriate difficulty for course level.

### **Classroom Effectiveness**

Conducts well-organized class meetings. Clarifies purposes and procedures of small-group, laboratory, practica, or studio activities (if used). Clearly presents topics and key points of lectures (if used). Clarifies relevance and contributions to course objectives for lectures and/or activities. Invites students' questions and/or comments as appropriate. Responds to students' questions appropriately. Considers and adapts to the needs of a diverse population of students. Provides timely feedback on student performance.

### **Mentoring Activities and High Impact Practices**

Mentoring activities (e.g., directed study, research supervision, independent research or creative work, group community projects, academic organization advisement) and High Impact Practices (e.g., participation in living-learning communities; place-based learning, including community-based inquiry, fieldwork, study abroad, and study away; interdisciplinary teaching; problem-

focused or project-focused pedagogies; service learning programs; supervision of internships, practicums, and other types of applied learning).

### **Contributions to Curriculum**

Proposes new or revised courses or programs. Uses innovative course materials, teaching techniques, or learning technology. Contributes to committee work relevant to curriculum development or revision. Participates in interdisciplinary curriculum development, team teaching, programs, and/or grants.

### **Professional Development**

Attends conferences, workshops, lectures, or other programs designed to improve pedagogy or curriculum development. Participates in roundtable, brown bag, or other forms of collaboration or faculty development.

### **Academic Advisement**

Maintains advisee load that meets expectations of the department. Provides sufficient availability to meet academic advisement responsibilities. Participates in department-wide and/or college-wide advisement activities (e.g., workshops for students and/or faculty, orientation sessions). Meets department expectations of student satisfaction with academic advisement.

### **Contributions to the Discipline**

#### **Original Work**

Maintains an active program of research or creative work. Publishes original research results in peer-reviewed journals. Publishes original research results in monographs. Presents original research results at peer-reviewed professional conferences. Shows original creative work in juried presentations. Presents original music or theatrical work in an appropriate forum. Publishes articles relevant to teaching. Presents papers/symposia at teaching conferences. Produces grant proposals for internal funding. Produces grant proposals for external funding.

#### **Integration**

Publishes reviews of scholarly literature in professional journals. Publishes scholarly textbooks. Organizes and/or leads symposia at professional conferences.

#### **Application**

Publishes discipline-relevant articles for public dissemination. Presents discipline-relevant lectures, speeches, workshops, and/or symposia to community groups. Represents discipline through public media (e.g., newspaper articles or interviews, radio/television appearance). Serves on advisory boards or similar groups to provide discipline-relevant service. Provides direct services relevant to a clinical, educational, or other applied discipline. Provides consultation services relevant to applied disciplines. Presents competitively reviewed papers at professional conferences to communicate service or governance-related activities.

#### **Scholarship of Teaching**

Produces research and writing about the methodology of college instruction in a specific area (pedagogical content knowledge). Develops materials to support innovative pedagogy. Implements and evaluates the results of innovative pedagogy



### **Professional Development**

Participates in professional organizations. Attends disciplinary or interdisciplinary conferences and symposia. Maintains currency in knowledge of the discipline.

### **Contributions to Service**

#### **Professional Service**

Participates in professional organization governance. Organizes conferences, shows, or conference sessions. Serves as a referee for scholarly publications. Serves as external review at other colleges and universities. Serves as editor or on editorial board for a professional journal. Writes book reviews or articles for the general public. Maintains professional organization membership.

#### **Department and College Service**

Serves as departmental chair. Works on departmental tasks and departmental committees. Contributes to departmental operations. Advises departmental student clubs. Manages departmental resources such as learning centers or colloquia.

Serves as coordinator for minors or interdisciplinary majors. Serves on College Senate, College-wide committees, or Task Forces. Participates in union governance. Mentors other faculty. Attends college ceremonies. Advises or organizes campus wide student groups or clubs. Participates in Residence Life programs.

#### **Public Service**

Develops or participates in public outreach activities directly related to field of expertise. Serves as a consultant in field of expertise.

## LECTURER EVALUATION REPORT (LER)

### Instructions:

- Chairs/Deans should share this document with newly appointed lecturers.
- Chairs/deans and personnel committees should use this form when evaluating lecturers and all other renewable term faculty holding qualified academic rank (QAR) for term renewal.
- The candidate faculty member under consideration for renewal should prepare and submit a dossier (portfolio) of evaluative materials for consideration by the chair/dean and department/school personnel committee following similar guidelines and the same timeline as for tenure track faculty up for renewal. The evaluative dossier submitted by the candidate should include a CV, a reflective statement focusing on teaching and service contributions, and supportive documents including teaching observations by peers. Candidates may include other items in their dossier including evidence of contributions to the discipline.
- The chair/dean and the department personnel committee should prepare independent evaluations, following the same procedures and timelines as for term renewal of tenure track faculty.
- A recommendation for renewal of appointment should be for a period not to exceed three years.
- The completed LERs should be shared with the candidate no later than at the time they are submitted to the Office of the Provost. It is recommended that the chair/dean use this opportunity to meet with the colleague for the purpose of improving instructional quality and maintaining consistency with departmental expectations for academic standards.

# Lecturer Evaluation Report (LER)

Candidate's Name \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

Action Considered:

Contract Renewal from \_\_\_\_\_ (date) to \_\_\_\_\_ (date)

## I. Evaluation of Contributions to Teaching

*(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each of the following topics and other topics specific to the department as stated in the Department Guidelines.)*

Preparation for Teaching  
Classroom Effectiveness  
Other Teaching Activities  
Contributions to Curriculum  
Professional Development  
Academic Advisement

**Performance rating:**

- \_\_\_\_\_ **Unacceptable performance**
- \_\_\_\_\_ **Needs improvement**
- \_\_\_\_\_ **Acceptable performance**
- \_\_\_\_\_ **Model performance**

Comments:

## II. Evaluation of Contributions to Service

*(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each applicable topic and other topics specific to the department as stated in the Department Guidelines.)*

Professional Service  
Department and College Service  
Public Service

**Performance rating:**

- \_\_\_\_\_ **Unacceptable performance**
- \_\_\_\_\_ **Needs improvement**
- \_\_\_\_\_ **Acceptable performance**
- \_\_\_\_\_ **Model performance**

Comments:

**III. Additional Activities**

(If the candidate has noteworthy contributions in any additional areas, please provide a brief description here.)

**IV. Conclusions**

*(Please provide narrative summary and comments.)*

**Summary Decision:** \_\_\_\_\_ **Recommended for term renewal**  
\_\_\_\_\_ **Not recommended for term renewal**

**Signatures:**

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## Additional Information Related to Continuing Appointment

### Typical Timeline to Tenure

Tenure-track faculty are hired on 1 September and are appointed for a two-year term. They undergo review during the fall semester of the academic year following their appointment date for their next two-year term. During the spring semester of their third academic year of service, they will undergo review for their next two-year term. During the spring semester of their fifth academic year of service, they will undergo review for their remaining one-year term. During the spring semester of their sixth academic year of service, they will undergo review for continuing appointment, which will be effective seven years following their appointment to the college.

Supposing you were hired on 9/1/2020.

Your first two-year term was 9/1/2020-8/31/2022. You were reviewed in Fall 2021 for your contract renewal.

Your next two-year term was 9/1/2022-8/31/2024. You will be reviewed in Spring 2023 for your contract renewal.

The next two-year term will be 9/1/2024-8/31/2026. You will be reviewed in Spring 2025 for your contract renewal.

Your final one-year term will be 9/1/2026-8/31/2027. In Spring 2026, you will undergo review for continuing appointment effective 9/1/2027.

| Description                 | Dates              | Reviews                                       |
|-----------------------------|--------------------|-----------------------------------------------|
| Hire Date                   | 9/1/2020           |                                               |
| Year 1                      | 9/1/2020-8/31/2021 |                                               |
| Year 2                      | 9/1/2021-8/31/2022 | Review Fall 2021 for contract renewal         |
| Year 3                      | 9/1/2022-8/31/2023 | Review Spring 2023 for contract renewal       |
| Year 4                      | 9/1/2023-8/31/2024 |                                               |
| Year 5                      | 9/1/2024-8/31/2025 | Review Spring 2025 for contract renewal       |
| Year 6                      | 9/1/2025-8/31/2026 | Review Spring 2026 for continuing appointment |
| Year 7                      | 9/1/2026-8/31/2027 |                                               |
| Continuing Appointment Date | 9/1/2027           |                                               |

### Actions Affecting Tenure Timeline

There are three instances that could affect this typical timeline: two that would shorten it (prior service credit and early promotion) and one that would lengthen it (pausing the tenure clock). In all cases, it is recommended that a conversation be held with the department chair/dean/library director and the vice provost prior to beginning the process.

#### **Prior Service Credit**

Faculty hired on a tenure-track line at SUNY Geneseo who previously held an academic rank (tenure-track position) at a SUNY institution may be granted those years of service towards tenure at SUNY Geneseo, thus shortening the time to continuing appointment.

Faculty hired on a tenure-track line who previously held an academic rank (tenure-track position) at a non-SUNY institution are provided an opportunity when they are hired at Geneseo to request to have up to three of those years of service counted towards tenure, thus shortening the time to continuing appointment.

### ***Early Promotion***

In the Spring following the time when an assistant professor or a senior assistant librarian has met the departmental/library and college criteria (refer to page 4) for promotion to associate professor or librarian, they may pursue promotion. Per SUNY policy, a faculty member can hold the Associate title for a maximum of three years without being tenured (there is not a minimum number of years).

**Please note:** Those pursuing early promotion will want to ensure they meet/will meet the criteria for continuing appointment within those three years, since faculty can apply for continuing appointment one time only. If denied continuing appointment, their appointment will end at the time of the expiration of their current term.

### ***Pausing the Tenure Clock***

Per SUNY policy (Article XI, Title B, §3(d)(3)), an academic employee may request a temporary cessation (one or two semesters) of the tenure clock for the birth/adoption/foster care placement of a child. A Tenure Stop Clock Form, which may be accessed on the HR Forms web page, must be filled out and submitted to the Provost, who will forward it to HR, prior to the commencement of the clock stoppage. A new continuing appointment eligibility date will be determined, thus lengthening the tenure track.