



Handbook on Appointment,
Reappointment, and Promotion
(HARP)

FREDONIA, STATE UNIVERSITY OF NEW YORK

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I. About This Handbook

I.A. Definitions of Terms as Used in This Document

Academic employee: An employee in the Professional Services Negotiating Unit with academic or qualified academic rank.

Academic Personnel Committee (APC): Nine faculty who hold continuing appointment, jointly appointed by the Provost and the UUP Chapter President.

Academic rank: Rank held by faculty having the titles of Professor, Associate Professor, Assistant Professor, Instructor, Assistant Instructor, Librarian, Associate Librarian, Senior Assistant Librarian, and Assistant Librarian.

Adjunct faculty: Those faculty members in the Professional Services Negotiating Unit at Fredonia who are not on the tenure track.

Agreement: The collective bargaining Agreement between the State of New York and UUP.

Chancellor: The Chancellor of the State University of New York.

Chancellor's Advisory Committee (CAC): A three-person committee who reviews decisions by the college President to not grant permanent or continuing appointment, and issues a recommendation to the Chancellor. The employee designates one committee member, Fredonia's President designates another, and the two designees chose a third from a list jointly created by the campus and UUP chapter presidents.

Chief Administrative Officer: The President of the State University of New York College at Fredonia.

College Committee on Professional Evaluation (CCPE): Three Fredonia professional employees elected at large by the local UUP chapter and two professional employees appointed by Fredonia's President who review a Performance Evaluation issued to a professional employee that contains a final/summative evaluation characterized as "Unsatisfactory."

College Review Panel (CRP): A committee of no fewer than five and no more than seven Fredonia professional employees elected at large by the local UUP chapter to review a professional employee's promotion or in-grade salary increase that is denied at a level below Fredonia's President. From among this group, a committee chair shall be selected.

Contingent Faculty - Part-time and full-time non-tenure track faculty.

Continuing appointment (tenure): An appointment to a position of academic rank which shall continue until resignation, retirement, or termination.

COS: Change of Status is an electronic workflow system used at Fredonia to document employee appointments, reappointments, separations, and changes of status.

Dean: An academic administrative title which, for the purposes of this document, includes the Library Director.

Department: The local academic unit, which includes the School of Music as an academic unit. The School of Business is comparable to a college in its structure, with two departments reporting to a Dean. For the purposes of this document, the Library is a department.

Department Chair: An academic title for the unit head of an academic department, including the Director of the School of Music and the Chair of the Library Faculty Committee.

Departmental Personnel Committee (DPC): The departmental body that reviews applications and makes recommendations for reappointment, continuing appointment, and promotion. This includes the Library Personnel Committee (LPC).

Distinguished Faculty: An academic title that shall herewith be inclusive of Distinguished Teaching Professor, Distinguished Service Professor, Distinguished Professor, and Distinguished Librarian.

Distinguished Faculty Promotion Committee (DFPC): The local selection committee that solicits nominations, conducts an evaluation of proposed candidates to Distinguish ranks, prepares the final nomination portfolio, and forwards recommendation(s) to the President.

Faculty: An employee with academic or qualified academic rank, including library faculty.

File of evaluative material: For academic faculty this file shall include the dossier, reappointment statement, signed ballots, all recommendation letters, responses, and appeal letters. For professionals this file shall include performance programs, evaluations, responses, and recommendations.

Handbook: This Handbook on Appointment, Reappointment and Promotion (HARP).

Local title: An employee's Fredonia title.

Management Advisory Committee on Classification and Compensation (MACCC) Guide: The guide to UUP bargaining unit titles and position descriptions.

Permanent appointment: An appointment of a professional employee in a professional title which is eligible for a permanent appointment, which shall continue until a change in such title, resignation, retirement, or termination.

Policies: The SUNY *Policies* of the Board of Trustees.

President: The President of the State University of New York College at Fredonia (Fredonia).

Professional budget title: The official State title of a position in the Professional Services Negotiating Unit, other than a position of academic or qualified academic rank.

Professional employee: A professional employed in the Professional Services Negotiating Unit, other than an employee with academic or qualified academic rank.

Professional Services Negotiating Unit (PSNU): The bargaining unit for all UUP-represented positions.

Qualified academic rank: Rank held by faculty having titles of lecturer, or titles of academic rank preceded by the designation “visiting” or other similar designations.

Qualified professional rank: Rank held by professional employees having a title preceded by the designation “special.”

Temporary appointment: An appointment to a position in the PSNU for a specified period of time that may be terminated at any time.

Term appointment: Except as provided in Article XI Title D, Section 6 of the *Policies*, a term appointment is an appointment for a specified period of not more than three years, unless terminated earlier because of resignation, retirement, or termination. A term appointment may be given to any person appointed to or serving in a position designated as being in the PSNU.

University: The State University of New York.

University Review Board (URB): A three-person board of Management Confidential employees assigned by SUNY who review denials by Fredonia’s President of professional employees’ requests for promotions and issue a recommendation to the Chancellor.

United University Professions (UUP): United University Professions is the state-wide union representing all faculty and professional employees.

I.B. Development of This *Handbook*

This *Handbook* outlines the rationales, definitions, procedures, and processes for personnel reviews of term (tenure-track) and contingent faculty¹ and professional employees in the PSNU² at Fredonia. In compliance with the *Policies* of the Board of Trustees of the State University of New York (2009)³ and the *Agreement* between the State of New York and UUP (July 2, 2007 – July 1, 2011), this *Handbook* defines and clarifies institutional standards and expectations at Fredonia.

They are based in part on the work of the Task Force on Personnel Policies,⁴ which was

¹ Except where otherwise noted, the term “faculty” in this document includes department/school faculty and library faculty.

² Represented by the United University Professions (UUP), the State University Professional Services Negotiating Unit is comprised of faculty and professional employees within the State University system.

³ http://www.suny.edu/board_of_trustees/pdf/policies.pdf

⁴ Members of this Task Force who were approved by the University Senate (April 30, 2007) and served for all or part of 2007-08 were Richard Reddy and Maggie Bryan-Peterson (co-Chairs); Nancy Hagedorn, Tom Loughlin, Larry Maheady, Averl Otis, Jodi Rzepka, Monica White, Kerrie Wilkes, and Julia Wilson.

appointed by the Vice President for Academic Affairs in Spring 2007 as partial fulfillment of the Memorandum of Understanding between Fredonia and the State University of New York. This Task Force met throughout the 2007-08 academic year and submitted in May 2008 a report of findings and recommendations for tenure-track faculty and professional employees in the PSNU. The recommendations of the 2002 Task Force on the Evaluation of Teaching⁵ were also adapted and included in this *Handbook*, which replace previous versions of personnel policies in the Campus Handbook and on the Human Resources website. The Academic Affairs Vice President's Council⁶ provided a draft of personnel policies in academic year 2008-09, building on these earlier documents.

In 2009-10, three subcommittees of the Faculty and Professional Affairs Committee (FPAC) were charged with developing recommendations for personnel policies to FPAC⁷, which then provided an initial draft to the University Senate. Several forums and discussions were held with VP Council, University Senate, the Chairs of the Colleges of Arts and Humanities and Natural and Social Sciences, and tenured and tenure-track faculty while the subcommittees and FPAC created their recommendations. A subsequent draft was discussed in the University Senate on February 8, 2010, and March 1, 2010, and approved on March 1, 2010. Subsequent to the Senate approval of the personnel policies draft, the UUP chapter leadership sought and obtained approval to negotiate this *Handbook* from Phillip Smith, the state-wide President of UUP.⁸

This *Handbook* is the result of those negotiations and shall remain in full force and effect unless modified by written, mutual agreement of UUP and Fredonia administration. This *Handbook* shall be reviewed every two years commencing 5/1 with the expectation that negotiations be completed by 9/1 of that same year for the purpose of changing language, clarifying procedures, updating forms or other such modifications that UUP and Fredonia Administration deem appropriate.⁹ The review process shall follow the same process of negotiations that was

⁵ Members of this Task Force who served in Spring 2002 were Jack Berkley and Joan Burke (co-Chairs); Bob Booth, Roger Byrne, Bill Jungels, Barbara Mallette, Richard Reddy, Joe Straight, and Paul Schwartz.

⁶ Members of this administrative Council in 2008-09 were Virginia Horvath (facilitator); David Ewing, Randy Gadikian, Christine Givner, Melinda Karnes, Kevin Kearns, John Kijinski, Karen Klose, Beez Schell, and Eric Skowronski.

⁷ Members of the FPAC Faculty Subcommittee were Rob Deemer (Chair), Raymond Belliotti, Ann Carden, Michael Jabot, Adrienne McCormick, Samantha Kenney, Beez Schell, John Staples, and Kim Tillery.

Members of the FPAC Professionals Subcommittee were Christopher Taverna (Chair), Shari Miller, Beez Schell, Idalia Torres, and Jefferson Westwood. Members of the FPAC Librarians Subcommittee were Barbara Kittle (Chair), Darryl Coleman, Jeremy Linden, and Beez Schell.

⁸ A The UUP was represented by Edward Giblin and Tara Singer-Blumberg, Janet Mayer, Bridget Russell, and Kathleen Sacco. The campus administration was represented by Michael Daley, David Herman, Virginia Horvath, and John Kijinski.

⁹ The 2017 negotiations were completed on 8/18/2017. The next round of negotiations will begin on or about 5/1/2019 for completion on or about 9/1/2019.

followed for the creation of HARP, and can be commenced by either party. UUP Statewide President, Fred Kowal, has authorized the local UUP chapter to negotiate revisions to this document on or about May 1, 2017.¹⁰

The procedures for professionals, which mirror those in the *Agreement*, are effective August 20, 2012. All faculty hired for the 2013-14 academic year and thereafter, along with tenured faculty seeking promotion to full professor in the 2013-14 academic year, shall follow the guidelines and timelines outlined in this *Handbook*. Faculty already on the tenure-track prior to 9/1/2013 are grandfathered and shall indicate in writing in their dossiers whether they want to be evaluated using the pre-HARP guidelines and timelines or those outlined in this *Handbook*. In such cases, faculty shall notify their Chair by August 20.

I.C. Rationales and Principles for This *Handbook*

This *Handbook* was developed with these rationales in mind:

- To clarify in a single document—after broad discussion and formal negotiation—the expectations and policies for personnel reviews for term faculty and professional employees;
- To clarify for term-appointed faculty and professional employees the processes and policies for their reappointment, continuing/permanent appointment, and promotion, as well as the relationships among these forms of personnel review;
- To clarify for term-appointed faculty and professional employees the ways Fredonia defines key terms related to faculty and professional performance and the criteria for evaluation;
- To clarify for term-appointed faculty and professional employees the documentation needed for personnel reviews;
- To clarify for term-appointed faculty and professional employees the career timetable for personnel reviews and the annual/periodic reviews that lead to continuing/permanent appointment;
- To clarify the processes for appointing, evaluating, and reappointing adjunct faculty;
- To clarify for academic departments, library, and administrative units the processes and policies for conducting personnel reviews;
- To provide, where possible, institutional consistency in processes and policies so that each term-appointed faculty and professional employee, regardless of department or unit, is afforded the same rights and opportunities for fair review;
- To provide a framework to guide the library, academic departments, and administrative

¹⁰ On 05/25/2017, UUP was represented by Tara Singer-Blumberg, Ziya Arnavut, Bruce Simon, Cynthia Smith, Derrick Decker, Amber Powell, Michael Gerholdt, and Daniel Smith. The campus administration was represented by Michael Daley, Terry Brown, Christine Givner, Andy Karafa, Judy Horowitz, and Jodi Rzepka.

units in reviewing and revising the personnel review policies in their department/unit handbooks.

This *Handbook* outlines the way Fredonia rewards and retains its valued teacher-scholars and professionals, sustains excellence in teaching, scholarship, and service, and ensures the intellectual vitality of Fredonia. This *Handbook* provides clear, equitable, and transparent processes so that individuals, departments, units, library, and colleges are aware of expectations and standards for reappointment, continuing/permanent appointment, and promotion.

This *Handbook* is intended to ensure these principles:

- **Equity:** This *Handbook* shall be used to evaluate all full-time individuals eligible for reappointment, continuing/permanent appointment, and promotion, regardless of department, unit, or college affiliation. This *Handbook* also shall be used to evaluate adjunct faculty eligible for reappointment.
- **Transparency:** This *Handbook* and any subsequent revisions shall be publicly available and reviewed by all new full-time faculty and professional employees.
- **Non-bias:** In all cases, reappointment, continuing/permanent appointment, and promotion reviews and decisions shall be made without regard to race, religion, gender, gender identity and expression, age, disability, political beliefs, sexual orientation, national origin, personal relationships, and other potential bases for overt or covert discrimination. All evaluations shall be based on objective information, evidence supplied by the candidate, and reviews of peers.
- **Review:** All individuals shall have the right to review and respond to recommendations for their reappointment, continuing/permanent appointment, and promotion and to correct errors of fact in evaluation.
- **Strategic Planning and Priority-Setting:** Departments should regularly review their contingent faculty staffing levels for the purposes of strategic planning and priority-setting, particularly with respect to student needs, faculty workloads, and future requests for tenure-track lines.

I.D. The Goals of Personnel Review

Fredonia engages in careful, rigorous, and fair processes of personnel review so that term-appointed faculty and professional employees have clear ideas of their roles and responsibilities; several opportunities to demonstrate the ways their contributions benefit their department, unit, library, and the campus; and several opportunities for feedback at multiple levels. Effective personnel review also ensures that term-appointed faculty who are granted continuing appointment (the SUNY term for *tenure*) and term-appointed professionals who are granted permanent appointment meet the standards of their departments/units and show promise of continued effective contributions to the educational, scholarly/creative, community engagement, and operational missions of Fredonia. The continuing strength of academic

programs and institutional effectiveness depends in large part on careful review of those entrusted with implementing the mission of Fredonia.

I.E. Conflict of Interest

To ensure that the policies set forth in this *Handbook* are applied fairly to all candidates under review, and also to avoid even the appearance of conflict of interest, candidates shall not be reviewed by anyone who has any of the following relationships with the candidate.

The potential reviewer shall not be

- a member of the candidate's immediate family;
- a partner in an external business;
- an intimate partner with the candidate (current or past).

In such cases, the potential reviewer shall self-identify a conflict of interest and is then excluded from the review process.

I.F. Academic Freedom

It is the policy of the university to maintain and encourage full freedom, within the law, of inquiry, teaching and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the classroom; they may not, however, claim as their right the privilege of discussing in their classroom controversial matter which has no relation to their subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their role as citizens, employees' have the same freedoms as other citizens. However, in their extramural utterances employees have an obligation to indicate that they are not institutional spokespersons (see *Agreement*, Article 9).

I.G. Prevailing Policies

In the event of any inconsistency or conflict between provisions of this *Handbook* or departmental policies and the UUP-State of NY collective bargaining *Agreement*, and/or the *Policies* of the Board of Trustees, the provisions of the collective bargaining *Agreement* and/or *Policies* shall apply and take precedence.

II. Application Process and Pre-Employment Screening

Fredonia uses an applicant tracking system for all applicants to facilitate review by the department and administrative offices, and to capture information and maintain accurate records and of applicants and hires.

Fredonia prides itself on an outstanding workforce and protects its students and the university community by contracting with a professional service to conduct pre-employment screenings on all potential employees. The applicant tracking system informs candidates about this practice and seeks their consent before any screening is initiated. All faculty and staff shall be cleared through this screening before being offered an appointment at Fredonia.

III. Appointment, Reappointment, Review and Promotion of Tenure-Track Faculty¹¹

III.A. Career Timelines for Faculty Reviews

III.A.1. Regular Timeline for Reappointments Leading to Continuing Appointment

Consistent with the *Policies*, reappointment reviews for a term-appointed Assistant Professor or Senior Assistant Librarian occur according to this timeline:

Year of service	Review for
1 st	2 nd -year reappointment
2 nd	3 rd - and 4 th -year reappointments (simultaneous)
3 rd	5 th - and 6 th -year reappointments (usually simultaneous)
5 th	7 th -year reappointment
6 th	Continuing Appointment (takes effect at the start of the 8 th year)

In the third year of service, departments may recommend reappointing candidates to a one-year term, instead of two years, as a means of providing further guidance to the candidate. In that case, during the candidate's fourth year of service, s/he shall be reviewed for the 6th-year reappointment. In addition to these formal reviews, candidates are encouraged to seek regular input from their departmental colleagues.

If a term-appointed faculty member is initially appointed by Fredonia as Associate Professor, Professor, Associate Librarian, or Librarian, this timeline for reviews is in effect:

Year of service	Review for
1 st	2 nd - and 3 rd -year reappointments
2 nd	Continuing Appointment (takes effect at the start of the 4 th year)

III.A.2. Timeline Based on Prior Service Credit

According to the *Policies*, term-appointed faculty may request up to three years of credit toward review for continuing appointment, based on satisfactory full-time prior service in academic rank at another accredited institution of higher education (see *Policies* XI.B.3.d). Prior service credit should be negotiated at time of hire however, within one month of the initial appointment, eligible term faculty may request Prior Service Credit by submitting a completed

¹¹ This section of the *Handbook* clarifies appointment, reappointment, review and promotion for term-appointed faculty in academic departments, the School of Music, and the Library.

form¹² to the office of Human Resources. Once eligibility is confirmed, the Director of Human Resources forwards the verified document to the appropriate Dean, who recommends to the Provost the number of years (0-3) of Prior Service Credit. The Provost notifies the faculty member of the approved number of years credit and sends a copy of the adjusted timeline for review to the Chair, Dean, President, and Director of Human Resources.

As an example, with two years of Prior Service Credit, the regular timeline shall be adjusted to reflect continuing appointment review in two fewer years:

Year of Service	Review For
1 st	2 nd -year reappointment
2 nd	3 rd - and 4 th - year reappointments
3 rd	5 th -year reappointment
4 th	Continuing Appointment (takes effect at the start of the 6 th year)

III.A.3. Regular Timeline for Promotion to Associate Professor/Associate Librarian

At Fredonia, reviews for continuing appointment and promotion to Associate Professor or Associate Librarian shall occur at the same time, in the 6th year of appointment. Although continuing appointment is granted beginning with the 8th year of service, promotion to the rank of Associate Professor or Associate Librarian is in effect at the beginning of the 7th year. In rare circumstances, continuing appointment may be granted without promotion.

III.A.4. Regular Timeline for Promotion to Professor/Librarian

At Fredonia, review for promotion to Professor or Librarian may occur after five or more years in rank as Associate Professor or Associate Librarian. If granted, promotion will take effect September 1 of the following year.

III.A.5. Timeline for Promotion to Distinguished Rank

According to [SUNY Policies & Procedures for Distinguished Faculty Rank](#), “candidates must have held the rank of full professor for five years, must have at least three years of full-time service at the nominating institution, and must have completed at least ten years of full-time service in the State University of New York.”

III.A.6. Timeline for Alternative Department Process for Reappointment or Promotion

¹² <http://fa.fredonia.edu/sites/fa/files/section/humanresources/files/Request%20for%20Prior%20Service%20-%20Academic.pdf>

When the department Chair is a candidate or has a conflict of interest, the timeline is modified to include a step of defining an alternative process and having approval from the Dean. If there are any other reasons for an alternative process, this modified timeline is in effect.

III.A.7. Early Review for Continuing Appointment or Promotion in Rank

Only in exceptional cases shall early continuing appointment or early promotion be granted. The expectations for early continuing appointment and promotion can be found in section IV.B. Expectations for Successful Review) of this *Handbook*. In such cases, the review shall normally occur no more than one full year early, and shall be in accordance with Article XI of the Policies of the Board of Trustees.

II.B. Modified Reappointment or Tenure Timeline & Adjustments to Professional Obligation

Fredonia recognizes the need for all term-appointed faculty members to balance the commitments of family and work. Special circumstances can cause substantial alterations to one's daily routine, thus creating a possible need to pause the tenure clock, fulfill an alternative work assignment, and/or create a flexible schedule for a period of time.

Term-appointed faculty members have several options when such circumstances arise. New York State law, the *Policies*, the *Agreement*, and the Federal Family and Medical Leave Act (FMLA) all provide options for faculty members to pursue paid leave (e.g., through accruals, President-approved sick leave, or Title F leaves), unpaid leave, and/or an adjustment of the professional obligation to gain flexibility.

III.B.1. Pausing the Tenure Clock

III.B.1.a. Policy. Term-appointed faculty members may request that the tenure clock be paused for a period of time when any of the circumstances listed below would seriously impair the faculty member's capacity to build the record of accomplishment s/he judges appropriate for professional satisfaction and continuing appointment review. A faculty member may request to pause the tenure clock either in conjunction with or separate from a request for an adjustment of the professional obligation, or leave granted pursuant to other provisions of the *Policies*. The decision by Fredonia to grant a pause of the tenure clock shall be separate from any decision regarding proposed adjustments to the professional obligation or approval of leave.

This *Handbook* recognizes that a variety of circumstances and conditions can occur that would make it beneficial to the faculty member and Fredonia to pause the tenure clock in academic-year increments. This list of circumstances is intended to be illustrative, not exhaustive:

- Physical or mental illness or other medical condition
- Pregnancy, adoption, or foster child placement
- Substantial caregiver responsibility for someone with whom the tenure-track faculty

- member has an important relationship
- Military service or obligations for self or partner
- Legal concerns, such as the settling of estates or the processing of divorce, custody deliberations or disputes, or civil suits
- Pursuit of an advanced degree
- Title F leave or grant-related work

Candidates who are granted such requests are not expected to produce more work commensurate to the additional time that will accrue in their total time in appointment as a tenure-track faculty member. Candidates for continuing appointment shall be evaluated on equal terms with candidates who did not pause the tenure clock.

The Departmental Personnel Committee [see III.E.2. Departmental Personnel Committee (DPC)] does not review requests to pause the tenure clock. These requests are reviewed by the Chair, Dean, Provost, Director of Human Resources, and President.

Candidates who have received a notice of non-renewal from the President may not then petition for a pause in the tenure clock.

III.B.1.b. Application and Review Procedure

All requests for an extension of a faculty member's pre-tenure period shall be submitted on the Request to Pause the Tenure Clock form¹³ (see Appendix G: Request to Pause the Tenure Clock) and forwarded through the appropriate chain of review as outlined below.

For department faculty, the Request to Pause the Tenure Clock application shall be reviewed and recommended by the faculty member's Chair, Dean, the Provost, and the Director of Human Resources. The final approval is granted by the President.

For library faculty, the Request to Pause the Tenure Clock application shall be reviewed and recommended by the Library Director, the Provost, and the Director of Human Resources. The final approval is granted by the President.

If the faculty member's request for a pause of the tenure clock is denied at any point in the process prior to reaching the President, the reasons for denial shall be included as an attachment to the application form.

If the request is denied, the applicant may write a letter of appeal to the President within five working days from the receipt of the denied application form and attached reason for denial. The President makes the final decision and notifies the candidate within ten working days of receiving the appeal letter from the candidate.

If the request to pause the tenure clock is approved, the faculty member shall not be reviewed until the tenure clock is restarted. During the time that the tenure clock is paused, the faculty member is appointed as Visiting Assistant/Associate Professor or Visiting Senior

¹³ www.fredonia.edu/humanresources/forms/tenure_clock_form.pdf

Assistant/Associate Librarian.

After the requested pause is over, the faculty member resumes the title held previous to pausing the tenure clock. All time accrued toward continuing appointment prior to the pause remains in effect. A pause of the tenure clock shall not be held against candidates when they resume the reappointment process.

III.B.1.c. Methods for Pausing the Tenure Clock. Current practice under the *Policies* allows two mechanisms for pausing the tenure clock: moving the individual from academic rank to qualified academic rank, or decreasing the individual's status to part-time (e.g. 99%). In either case, the Provost shall confirm in writing to the applicant that s/he shall be moved back to academic rank or full-time status after the period of time during which the tenure clock is paused.

III.B.2. Temporary Adjustments to Professional Obligation

In accordance with Appendix A-42 of the *Agreement*, Faculty who seek flexibility in balancing their work schedule while on the tenure track may apply for an adjustment to their professional obligation. Academic faculty requests for adjustments shall be submitted to the Chair who then recommends to the Dean an appropriate course of action. The Dean then recommends to the Provost.

Library faculty shall submit requests for adjustments to the Library Director, who then recommends to the Provost.

The Provost sends a copy of the decision to the candidate, Chair, Dean or Library Director, Human Resources Director, and President.

An adjustment to the professional obligation does not affect the timeline for reappointment or continuing appointment. Such adjustments include a full-time work equivalent and thus do not involve a reduction in pay.

III.C. Annual Timelines for Faculty Reviews for Reappointment, Continuing Appointment, and Promotion

Each July, the Provost publishes the *Academic Affairs Calendar* for the upcoming year. The calendar includes the following timelines for review of term faculty. The *Calendar* also includes the timelines for term faculty who were appointed on the tenure-track before this *Handbook* was in effect and who request in writing to be reviewed according to the previous timeline.

III.C.1. Timeline for Reappointment Review in the First Year of Service

<i>December 1</i>	Candidate submits the Reappointment Statement and current <i>curriculum vitae</i> (described in II.D.1.a) to the department Chair or the Chair of the Library Faculty for review by the DPC or LPC.
<i>December 15</i>	DPC submits recommendation, signed ballots, and reappointment statement to the department Chair and candidate. The candidate has five working days to appeal to the Chair. LPC submits recommendation, signed ballots, and reappointment statement to the Chair of the Library Faculty and candidate. The candidate has five working days to appeal to the Chair of the Library Faculty.
<i>January 15</i>	Chair submits recommendation, signed ballots, and reappointment statement to the Dean with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Dean. Library Faculty Chair submits recommendation, signed ballots, and reappointment statement to the Library Director with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Library Director.
<i>February 1</i>	Dean submits recommendation, signed ballots, and reappointment statement to the Provost with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Provost. Library Director submits recommendation, signed ballots, and reappointment statement to the Provost with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Provost.
<i>February 15</i>	Provost submits recommendation, signed ballots, and reappointment statement to the President with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the President.

March 15 President notifies candidate of reappointment decision with a copy to the Provost/Vice President, Dean, Director, Chair, and Human Resources

III.C.2. Timeline for Reappointment Review Process after the First Year of Service

- August 20..... Faculty on the tenure-track prior to 9/1/2013 shall notify Chair in writing of their intent to use pre-HARP or HARP guidelines and timelines.
- September 1 Chair submits to Dean or Library Director any proposed alternative structure of the DPC.
- September 15 Dean or Library Director, after consultation with the Provost, approves or amends the proposed alternative and sends a letter to the candidate, Chair, and Provost.
- October 1 Candidate submits dossier to the department Chair or the Chair of the Library Faculty for review by the DPC or LPC.
- November 1 DPC submits recommendation, signed ballots, and dossier to the department Chair and candidate. The candidate has five working days to appeal to the Chair.
LPC submits recommendation, signed ballots, and dossier to the Chair of the Library Faculty and candidate. The candidate has five working days to appeal to the Chair of the Library Faculty.
- November 15 Chair submits recommendation, signed ballots, and dossier to the Dean with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Dean.
Library Faculty Chair submits recommendation, signed ballots, and dossier to the Library Director with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Library Director.
- December 15 Dean submits recommendation, signed ballots, and dossier to the Provost with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Provost.
Library Director submits recommendation, signed ballots, and dossier to the Provost with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Provost.
- February 15 Provost submits recommendation, signed ballots, and dossier to President with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the President.

March 15 President notifies candidate of reappointment decision with a copy to the Provost/Vice President, Dean, Director, Chair, and Human Resources.

III.C.3. Timeline for Continuing Appointment and Promotion Review Processes

August 20.....*Faculty on the tenure-track prior to 9/1/2013 shall notify Chair in writing of their intent to use pre-HARP or HARP guidelines and timelines for continuing appointment or promotion to Associate Professor.*

Faculty shall notify Chair of intent to submit dossier for promotion to Professor.

September 1 Chair submits to Dean or Library Director any proposed alternative structure of the DPC.

September 15 Dean or Library Director, after consultation with the Provost, approves or amends the proposed alternative and sends a letter to the candidate, Chair, and Provost.

October 1 Candidate submits dossier to the department Chair or the Chair of the Library Faculty for review by the DPC or LPC.

The UUP Chapter President and the Provost appoint the nine academic employees to the APC.

November 1 DPC submits recommendation, signed ballots and dossier to the department Chair and candidate. The candidate has five working days to appeal to the Chair.

LPC submits recommendation, signed ballots and dossier to the Chair of the Library Faculty and candidate. The candidate has five working days to appeal to the Chair of the Library Faculty.

November 15 Chair submits recommendation, signed ballots, and dossier to the Dean with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Dean.

Library Faculty Chair submits recommendation, signed ballots, and dossier to the Library Director and candidate. The candidate has five working days to appeal to the Library Director.

December 15 Dean submits recommendation, signed ballots, and dossier to the Provost and candidate. The candidate has five working days to appeal to the Provost.

Library Director submits recommendation, signed ballots, and dossier to the Provost and candidate. The candidate has five working days to appeal

to the Provost.

December 20

The recommendations, signed ballots, and dossier are available for review by the APC.

February 15

Chair of the APC submits recommendations, signed ballots, and dossier to the Provost with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the Provost.

April 15

Provost submits recommendation, signed ballots, and dossier to the President with a copy of the recommendation to the candidate. The candidate has five working days to appeal to the President.

May 15

President notifies the candidate of continuing appointment and promotion decisions with a copy Provost/Vice President, Dean, Director, Chair, and Human Resources, and submits recommendations on continuing appointment to the Chancellor of the State University of New York.

Fall

Chancellor notifies the candidate of continuing appointment decision.

III.D. Process and Documentation for Review (including faculty with or anticipating Prior Service Credit)

III.D.1. Reappointment Statement for First-year Review

By December 1, the first-year faculty member shall submit a 2-3 page Reappointment Statement and an updated *curriculum vitae* to the department. The Reappointment Statement shall address the following questions:

- What experiences, credentials, and scholarly/creative interests will be especially helpful as you define and continue in your role in your department?
- What will you be doing in the next year to continue to develop as an instructor and advisor or library professional?
- What scholarly/creative activities are you planning for the next year? How do these activities fit into your goals for establishing a record of scholarship/creative activity that will lead to continuing appointment?
- In what service roles—such as committees, curriculum, and assessment—do you see yourself making the greatest contributions?

Whereas candidates in their first year may share, at their discretion, any such materials they are collecting for the review that begins in October of their second year, the only materials the department shall require the candidate to submit during the first-year review are the updated *curriculum vitae* and the Reappointment Statement.

III.D.2. Using the Reappointment Statement for Planning

Throughout the first academic year the candidate should look for opportunities to refine the plan set out in the Reappointment Statement. The candidate should meet with the department Chair and her/his mentor to discuss a professional development plan, seek peer review of courses, and seek professional development opportunities on campus and in the discipline.

III.D.3. Preparing the Dossier (see Appendix D) in Subsequent Reviews

At the beginning of the following fall semester the faculty member begins to follow the appropriate timeline outlined in section III.C.2. Timeline for Reappointment Review Process after the First Year of Service, submitting a full dossier to the department, including copies of recommendation letters from the most recent review. Because this dossier provides an overview of accomplishments in the prior year, throughout the academic year the faculty member should collect and reflect upon materials that show what is being done in teaching, scholarship/creative activity, service, and professional development.

III.E. Review by the Department¹⁴

III.E.1. Department Handbook

Each department shall have a handbook that outlines the procedures at the department level for reappointment, continuing appointment, and promotion. To ensure consistency with this *Handbook*, department handbooks, as they relate to items addressed in this *Handbook*, are approved by the Provost in consultation with the appropriate Dean every three years. The section in a department handbook that deals with the department review clarifies and refines the procedures set out in this *Handbook* (e.g., how many times the DPC meets, how the work of members of the DPC is divided, and so on). All department handbooks shall conform to the terms of the *Agreement*, the *Policies*, and this *Handbook* negotiated between the local chapter of UUP and Fredonia. In the event of any inconsistency or conflict between provisions of a departmental handbook and this *Handbook*, the provisions of this *Handbook* shall apply and take precedence.

III.E.2. Departmental Personnel Committee (DPC)

III.E.2.a. Role of the DPC. The role of the DPC is to review candidates from a broad disciplinary perspective, to vote on candidates, and to make their recommendations to the department Chair.

III.E.2.b. Composition of the DPC. The committee is comprised of all UUP-represented members of the department who hold continuing appointment, excluding the department Chair and those UUP-represented members serving in an administrative

¹⁴ In this *Handbook*, “department” includes Reed Library and the School of Music.

assignment of more than 50% of their professional obligation. For promotions, DPC members shall be at or above the rank under consideration for candidates. Any department member who is on sabbatical or is unable to attend may participate in this process and vote, as long as that person reviews the candidate's dossier and is at or above the rank under consideration. Absence from the DPC deliberation shall be recorded on the ballot.

If there are not at least three people in the department available at this rank, the department Chair, in consultation with the members of the DPC, shall select an appropriate alternate from another department. The selection of the alternate(s) is submitted to the Dean or Library Director for approval by September 1 as indicated in the timelines for reviews (see section III.A. Career Timelines for Faculty Reviews).

III.E.2.c. Chair of the DPC. For purposes of calling meetings, collecting ballots, and summarizing DPC activities and recommendations, the participating committee members select one of its members as Chair based on the promotion title under consideration.

III.E.2.d. DPC Review of Materials. Each member of the committee shall review all materials, including copies of the most recent reappointment recommendation letters from the DPC, Chair, Dean, Provost, and President, all of which are to be submitted by the candidate under review.. The committee shall not interview the candidate.

III.E.2.e. DPC Ballots. After deliberation, each DPC member shall complete and sign a written ballot for each personnel action under consideration: reappointment, continuing appointment, and promotion. The ballot has these options: Strongly Recommend; Recommend; Recommend with Reservations; Do Not Recommend. Each ballot includes commentary on the decision. All signed ballots become part of the record that is available to the candidate and subsequent reviewers.

III.E.2.f. DPC Recommendations. The Chair of the DPC shall forward the signed ballots to the department Chair, with a cover letter that summarizes the discussions and recommendations of the DPC. The DPC Chair shall provide a copy of the cover letter to the DPC members, and copies of the cover letter and all signed ballots to the candidate. Candidates who wish to comment on the ballots or summary of the DPC submit comments in writing to the department Chair within five working days of receiving the signed ballots from the DPC.

III.E.3. Review by Department Chair¹⁵

III.E.3.a. Review Process. The department Chair, regardless of rank, reviews the candidate's dossier, the DPC ballots, the summary letter from the DPC Chair, and any written appeal from the candidate. The Chair shall then write a recommendation, addressed to the Dean, with the following components: statement on the vote of the committee and a summary

¹⁵ For library faculty, the "department Chair" is the Library Faculty Chair. The "Dean" is the Library Director.

of the committee's process and comments; the Chair's own review of the candidate's case for promotion and/or continuing appointment; and a recommendation for or against the personnel action. The department Chair shall also forward all dossier materials, as well as the signed ballots and summary letter from the DPC, to the Dean. The Chair's letter is copied to the candidate and the Director of Human Resources. The Chair shall forward the dossier to the Dean, along with the department Chair's recommendation, and the signed ballots and summary from the DPC.

III.E.3.b. Appeal of Department Recommendation. If the candidate wishes to appeal the recommendation of the department Chair or to comment on the Chair's letter, s/he shall submit a letter of appeal to the Dean. This letter shall be submitted within five working days of receiving the Chair's letter and become part of the dossier that moves forward.

III.E.3.c. Exception When the Department Chair is a Candidate. All of the procedures in section III. Review of Term-Appointed (Tenure-Track) Faculty of this *Handbook* are followed if a department Chair or LPC Chair is a candidate for continuing appointment or promotion, with the following differences. A full professor/librarian within the department shall assume all duties normally assigned to the department Chair. This person shall be selected by the DPC and the Dean or library director. If there is no one in rank in the department to assume this role, the DPC and the Dean shall select a professor from outside the department. The person designated as "department Chair" for this purpose is not a part of the DPC.

III.F. Academic Personnel Committee (APC)

Because decisions to promote and to confer continuing appointment upon academic employees represent a commitment beyond the individual department, evaluation of faculty for continuing appointment and promotion shall include a review by and recommendation from the Academic Personnel Committee (APC).

As permitted in Article XI Title A of the *Policies* and Appendix A-4 of the *Agreement*, the APC shall review and make recommendations regarding applications of academic employees for continuing appointment and promotion.

The role of the APC is to ensure another level of faculty input in the review process, to provide a campus-wide perspective on candidates being reviewed for continuing appointment and promotion, and to ensure that stated department criteria were applied to the evaluation of the candidate's record.

III.F.1. Composition of the Academic Personnel Committee (APC)

III.F.1.a. Representation. The APC consists of nine faculty who hold continuing appointment, jointly appointed by the Provost and the UUP Chapter President. In the event that the UUP Chapter President is the candidate or has another conflict of interest, the UUP Vice President for Academics shall appoint a replacement to preside over the applicable

case(s). There shall be one member of the APC appointed for a staggered, two-year term from each of the following areas:

- Business
- Education
- Humanities
- Library
- Music
- Natural Sciences
- Social Sciences
- Visual and Performing Arts (other than Music)
- One member (any discipline) appointed from a list of nominees proposed by the Senate

III.F.1.b. Rank of APC Members. All members of the APC shall have attained continuing appointment and hold academic rank with the title of Associate Professor, Associate Librarian, Professor, Librarian, Distinguished Professor, or Distinguished Librarian. At least three members of the APC shall have the rank of Professor, Distinguished Professor, or Librarian. Only those APC members at the rank of Professor, Librarian, Distinguished Professor, or Distinguished Librarian participate in the reviews for promotion to Professor or Librarian. If there are not at least three people available at these ranks, the APC Chair shall request of the Provost and the UUP Chapter President, the appointment of an agreed upon alternate.

III.F.1.c. Vacancies. Any vacancies on the APC shall be filled by an appointee jointly determined by the Provost and the UUP Chapter President.

III.F.2. APC Chair

At the first meeting, APC members shall elect an APC Chair from among their members. The APC Chair shall serve in that role for a period of two years. The Chair convenes the APC as necessary to fulfill its responsibilities.

III.F.3. Ballots

Each member of the APC, including those who voted on a DPC, shall, after the APC discussion of candidates, complete and submit a signed ballot form (see *Appendix B: APC Ballot*) for each candidate. The ballot has these options: Strongly Recommend, Recommend, Recommend with Reservations and Do Not Recommend. APC members shall check one of the recommendations on the ballot; there shall be no abstentions except in the case of a conflict of interest (see I.E. Conflict of Interest). Following the APC discussion and submission of signed ballots, the Chair of the APC shall transmit the ballots of the APC with a cover letter that summarizes the discussions and recommendations of the APC to the Provost and the candidate, in accord with the timetable in section III.C.3. Timeline for Continuing Appointment and Promotion Review

Processes. The candidate has five working days to submit a written appeal to the Provost.

IV. Criteria for Evaluating Tenured/Tenure-Track Faculty at Fredonia

IV.A. Context for Evaluating Faculty at Fredonia

The criteria for faculty review at Fredonia are based on the broad criteria in the *Policies*, as well as the specific institutional interpretations, commitments, and priorities defined in the sections below. Because each faculty member has an important role in fulfilling Fredonia's mission, faculty reviews should be guided in part by Fredonia's identity as a comprehensive, regional institution that educates, challenges, and inspires students to become skilled, connected, creative, and responsible global citizens and professionals, and is aligned with the following values stated or implicit in the mission statement, baccalaureate and graduate goals:

- Commitment to student success
- Teaching and learning in formal and informal settings, including advising and co-curriculum
- Centrality of general education in the arts, humanities, and natural and social sciences
- Scholarly/creative activity, broadly defined
- Involvement of students in scholarly/creative activity
- Knowledge and inquiry that cross disciplinary boundaries
- Support of campus community
- Engagement and collaboration with communities beyond the campus
- Incorporation of global and cultural diversity in curricula, programs, and campus environments

Faculty are evaluated primarily in the areas of teaching, scholarship/creative activity, and service, with an understanding that continued mastery of subject matter and continuing growth occur in each of these areas. All areas shall be considered in all faculty personnel reviews.

IV.A.1. Teaching and Learning

Fredonia has a long history of valuing strong teaching, and all faculty are expected to be regularly engaged in practices that encourage and support student learning. These practices include not only effective classroom delivery but work with students inside and outside the classroom, innovative use of virtual learning environments, and academic advising. Strong teaching also involves scholarly inquiry about one's own practices, knowledge of pedagogies in one's discipline, understanding of student learning, attention to course design, and assessment of student learning outcomes within and beyond the major.

Aspects of teaching and learning may include a wide variety of activities, such as these examples:

- Classroom/studio/laboratory/online instruction

- Supervision of student research, performance, and creative activity
- Individual and group advising
- Supervision of independent study, clinical practice, service-learning projects, field experiences, and internships
- Course design, assignment/project design, and course management
- Effective librarianship that positively affects student learning outcomes
- Professional development, which allows faculty to stay current in the discipline and in pedagogy
- Curriculum development, revision, and review
- Development of new modes of instruction, such as active learning strategies, integration of technology in the classroom and in assignments, and development of online tools for learning

Appendix D: Suggestions for Preparing a Dossier for Reappointment, Continuing Appointment, or Promotion provides further information about how such work can be documented.

IV.A.2. Scholarship and Creative Activity

Fredonia defines scholarship based upon the *Policies*, the standards of the specific academic disciplines, the mission and values of Fredonia, and the role of specific departments/schools and the Library.

Each discipline shares a framework of inquiry that is understood and practiced by scholars and artists in that field, and Fredonia expects faculty members to be engaged with the broader work of their disciplines. Lee Shulman, former President of the Carnegie Foundation, defined scholarship as having these characteristics:

It should be *public*, susceptible to *critical review and evaluation*, and accessible for *exchange and use* by other members of one's scholarly community. We thus observe, with respect to all forms of scholarship, that they are acts of mind or spirit that have been made public in some manner, have been subjected to peer review by members of one's intellectual or professional community, and can be cited, refuted, built upon, and shared among members of that community. Scholarship properly communicated and critiqued serves as the building blocks for knowledge growth in a field.¹⁶

Scholarship, then, is evident in publications, presentations, exhibits, grants, and performances, but may also include a variety of actions and products that may become such “building blocks” of knowledge. In *Scholarship Assessed* (1997), Charles Glassick, Mary Huber, and Gene Maeroff argued that six qualitative standards are used to evaluate many types of scholarship, including

¹⁶ Shulman, L. S. (1999). Course anatomy: The dissection and analysis of knowledge through teaching. In P. Hutchings, Ed., *The course portfolio: How faculty can examine their teaching to advance practice and improve student learning*. Washington, DC: AAHE, p.5.

scholarship of teaching and learning and scholarship of engagement:

- clear goals
- adequate preparation
- appropriate methods
- significant results
- effective presentation
- reflective critique

This approach to evaluating scholarship—broadly defined—is valuable in understanding Fredonia’s view of scholarly and creative work in faculty reappointment, continuing appointment, and promotion processes. Regardless of the type of scholarship, these standards encourage faculty and committees to assess the *quality* of each contribution.

As a regional, public liberal arts institution, Fredonia values a wide variety of scholarly and creative activities, undertaken alone or with student or peer collaborators¹⁷:

- Basic research that provides new foundations upon which others can build;
- Original works of art, music, dance, creative writing, and theatre;
- Applications of basic theories and research that solve problems in the discipline or in practice;
- Interdisciplinary scholarship that brings together perspectives from two or more fields;
- Scholarly approaches to teaching and learning that go beyond practice to contribute to the pedagogy of one’s field or to significant curricular or assessment initiatives;
- Community-based research (scholarship of engagement) that may include partnerships with others in addressing regional issues.

Department handbooks shall clarify the way each of these kinds of activities might be weighted and what evidence or scholarly/creative products are expected. Each department might have faculty working in several of these areas, although individuals are not likely to focus across all of these kinds of scholarship. The review process encourages faculty members to work with their departments in developing their research agendas in a variety of ways. Furthermore, individual faculty should be able to vary the form their scholarly and creative activity takes over the course of their careers, as long as their agendas are appropriate to the discipline to which the faculty member belongs and the mission of the academic department within Fredonia.

These are some typical examples of the kinds of scholarly/creative products that Fredonia values, representing any of the categories of scholarship noted above:

- Juried exhibitions and performances
- Refereed publications (books/articles/chapters/essays/reviews/textbooks)
- Presentations at scholarly/artistic conferences

¹⁷ These kinds of scholarship correspond roughly to those articulated by Ernest Boyer in *Scholarship Reconsidered* (1990), a text that was explicitly noted in the Task Force report on personnel policies and in several drafts of these policies.

- Invited publications (articles, reviews, opinion pieces), exhibitions, and performances
- Writing and funding of grants
- Editorships
- Scholarly websites, blogs, and electronic tools
- Organizing sessions at scholarly conferences
- Fellowships, awards, and residencies
- Development of curricula and assessment tools
- Engaged scholarship that involves collaborative community efforts to solve problems

Appendix D: Suggestions for Preparing a Dossier for Reappointment, Continuing Appointment, or Promotion provides further information about how such work can be documented.

IV.A.3. Service

Service—defined as those professional activities that aid the department, college/school/library, university, profession, or community—is an important part of faculty work at Fredonia. Beyond their individual roles in teaching and learning and scholarship/creative activity, faculty share responsibility for the academic mission of Fredonia and therefore play significant roles in curriculum development, recruitment of students and faculty, personnel reviews, accreditation, academic initiatives, governance, and community engagement.

Department, college/library, and university service may include many kinds of activities, such as these examples:

- Participation on committees, advisory boards, task forces, councils, unions, or governance groups
- Participation in faculty meetings
- Initiation of campus programs and projects, including international activities
- Advising student organizations, honorary societies, and living-learning communities
- Assisting with recruitment, orientation, and retention of students
- Volunteering in professional development activities, such as mentoring programs, rengas, and workshops for colleagues
- Academic and co-curricular program development

Faculty also share their expertise with professional and community organizations. In some instances, collaboration with community partners may represent engaged scholarship; in other cases, volunteering one's time and expertise is valued service. Department handbooks may offer clear examples specific to the discipline. The following list—by no means comprehensive—includes professional and community service which may be evaluated as part of tenure-track faculty work:

- Serving as an officer in a professional organization

- Reviewing proposals for funding agencies
- Serving as a referee for publications, conference presentations, or awards
- Organizing a professional meeting or session at a conference
- Speaking as an expert to civic, public, business, or professional organizations
- Serving in a professional capacity on boards of organizations
- Working with colleagues in the P-12 schools
- Organizing or participating in public concerts, exhibitions, productions, lectures, performances, or readings
- Working with groups that promote the understanding of a discipline in the community
- Serving as a consultant (paid or unpaid)

All tenure-track faculty are expected to contribute to the service workload of the department, college/library, and campus. No amount of professional or public service shall excuse a faculty member from taking on the tasks that are essential to the academic enterprise.

IV.B. Expectations for Successful Review

Teaching, research, and service are integrated faculty obligations. They all serve to enrich the educational experience of students and to strengthen the standing of Fredonia. The value of these activities is determined according to how well they contribute to the central mission of Fredonia, which is to help students succeed. Department handbooks shall offer discipline-specific criteria for teaching, scholarship/creative activity, and service.

IV.B.1. Expectations for Reappointment

These are the expectations for successful review for reappointment of term faculty:

- The candidate develops and offers courses and engages in other teaching activities, such as advising, that contribute to the successful learning outcomes of students;
- the candidate takes an appropriate role in working with the department on issues that impact student learning (e.g., curriculum development, assessment, academic program review);
- the candidate has mapped out and is following an appropriate scholarly/creative agenda and contributes to scholarly/creative work within the candidate's field;
- the candidate engages in appropriate department, university, community, and professional service; and
- the candidate is progressing toward expectations for continuing appointment.

These are the expectations for successful review for reappointment of library faculty:

- The candidate shows growth in the field of librarianship;
- the candidate engages in professional scholarship/creative activity and planning future scholarship/creative activity;
- the candidate engages in appropriate library, university, community, and professional service; and

- the candidate is progressing toward expectations for continuing appointment.

IV.B.2. Expectations for Continuing Appointment and Promotion to Associate Professor

Continuing appointment and promotion are separate personnel recommendations but are normally decided simultaneously. These are the expectations for successful review for continuing appointment and promotion to the rank of Associate Professor:

- The candidate shall have held the rank of Assistant Professor for six years at Fredonia or has been granted prior service credit;
- the candidate has developed and offered courses and has engaged in other teaching activities, such as advising, that improve student learning outcomes;
- the candidate has made use of assessment results to improve his/her work with students;
- the candidate has made improvements and changes in his/her performance in response to recommendations noted in reappointment reviews;
- the candidate has established a record of scholarly/creative achievement, which has grown over the years and shows promise of continuing development, and which has been recognized by experts in the field beyond Fredonia;
- the candidate has made substantial contributions in appropriate department, university, community, and professional service; and
- the candidate's record indicates that professional growth and contributions in all professional areas are likely to continue.

IV.B.3. Expectations for Continuing Appointment and Promotion to Associate Librarian

Continuing appointment and promotion are separate personnel recommendations but are normally decided simultaneously. These are the expectations for successful review for continuing appointment and promotion to the rank of Associate Librarian:

- The candidate is an innovative librarian and actively continues to develop as a librarian;
- the candidate has consistently engaged in and completed scholarly/creative activity that has been recognized by experts in the field beyond Fredonia;
- the candidate engages in significant library, university, and professional service and will continue to do so; and
- the candidate has made improvements and changes in his/her performance in all applicable areas in response to recommendations noted in reappointment reviews.

IV.B.4. Expectations for Early Continuing Appointment and/or Promotion to Associate Professor

Continuing appointment and promotion to Associate Professor are granted based on sustained accomplishments across years of review; these distinctions are not awarded as soon as one

demonstrates a minimal threshold of achievement. Candidates are normally considered for promotion to Associate Professor and continuing appointment in their 6th year of appointment. Candidates may apply for early promotion and/or continuing appointment only if they have achieved an extraordinary record of accomplishment in all three professional areas: teaching, research/creative activity, and service. Candidates may apply for early continuing appointment and/or early promotion to Associate Professor only once. If denied early continuing appointment and/or promotion, the candidate may apply for continuing appointment and promotion under the regular reappointment schedule.

IV.B.5. Expectations for Early Continuing Appointment and/or Promotion to Associate Librarian

Most library faculty are reviewed for continuing appointment and promotion to Associate Librarian in the sixth year of appointment. Continuing appointment is granted based on sustained accomplishments across the years of review; it is not awarded as soon as one demonstrates a minimal threshold of achievement. Candidates may apply for early promotion and/or continuing appointment only if they have achieved an extraordinary record of accomplishment in all three professional areas: librarianship, research/creative activity, and service. Candidates may apply for early continuing appointment and early promotion to Associate Librarian only once. If denied early continuing appointment and/or promotion, the candidate may apply for continuing appointment and promotion under the regular reappointment schedule.

IV.B.6. Expectations for Promotion to Professor

These are the expectations for successful review for promotion to the rank of Professor:

- Ordinarily, the candidate will have held the rank of Associate Professor for at least five years at Fredonia;
- the candidate is a leader in promoting and achieving student success, both within and outside the classroom;
- the candidate has established an outstanding record of scholarly/creative achievement, which has grown over the years and been recognized by experts in the field beyond Fredonia through peer-reviewed or juried work;
- the candidate has taken a leadership role in appropriate department, university, community, and professional service; and
- the candidate's record indicates that professional growth and contributions in all professional areas are likely to continue.

IV.B.7. Expectations for Promotion to Librarian

These are the expectations for successful review for promotion to the rank of Librarian:

- Ordinarily, the candidate will have held the rank of Associate Librarian for at least five years at Fredonia;
- the candidate is a leader in promoting and achieving student success within the field of librarianship;
- the candidate is an innovative librarian and is likely to continue to develop in the profession;
- the candidate has continued to be engaged in professional scholarly/creative activities that have been peer-reviewed; and
- the candidate has continued to be engaged in significant library, university, and professional service and has taken leadership roles in some service activities.

IV.B.8. Expectations for Early Appointment to Professor and/or Librarian

Promotion to Professor and/or Librarian is granted based on sustained accomplishments across years of review; this distinction is not awarded as soon as one demonstrates a minimal threshold of achievement. A candidate may apply for promotion to Professor and/or Librarian before s/he has completed at least five years in rank as Associate Professor or Associate Librarian only if the candidate has achieved an extraordinary record of accomplishment in all three professional areas: teaching/librarianship, research/creative activity, and service.

IV.B.9. Expectations for Those Who Have Paused the Tenure Clock

Please refer to section III.B.1. Pausing the Tenure Clock.

IV.B.10. Expectations for Promotion to Professor/Librarian for Those Who Have Taken Significant Administrative Assignments

An Associate Professor or Associate Librarian who has taken on significant administrative responsibilities, 50% appointment or more, shall at the employee's request, ideally at the time of appointment, meet with their new supervisor and the department Chair in the department in which promotion is granted, and Dean, to clarify in writing how expectations for promotion shall be evaluated for promotion to Professor or Librarian. The department Chair shall consult with the DPC in drafting the adjusted expectations. Using the department promotion guidelines as a benchmark, the teaching, service, and research expectations shall be adjusted according to the administrative demands placed upon the candidate. This written agreement shall become part of the candidate's dossier.

IV.C. Promotion to Distinguished Faculty Ranks

Created by the State University Board of Trustees as a prestigious system-level distinction, the Distinguished Faculty Rank (DFR) programs recognize and reward SUNY's finest and most accomplished faculty. The Distinguished Professorship (DP), Distinguished Service Professorship (DSP), Distinguished Teaching Professorship (DTP), and Distinguished Librarian (DL) designations constitute the highest system tribute conferred upon SUNY faculty.

IV.C.1. Criteria for Promotion to Distinguished Ranks

Criteria for selection as well as expectations for successful review can be found in the [SUNY Policies And Procedures on Distinguished Faculty Rank](#). In the case of a conflict between the eligibility criteria defined in this section and the SUNY Policies and Procedures, SUNY Policies and Procedures shall apply.

Distinguished Professor shall herewith be inclusive of Distinguished Teaching Professor, Distinguished Service Professor, Distinguished Professor, and Distinguished Librarian.

IV.C.2. Timeline for Distinguished Rank Nomination and Promotion Review Process

<i>April 1</i>	The President and University Senate Chairperson agree to the composition of DFPC. University Senate approves the composition no later than the first Senate meeting of the Academic Year.
<i>September 1</i>	The President's Office sends call-out for nominations consistent with SUNY Policies and Procedures .
<i>September 30</i>	Nomination letters are due to the President's Office. The President's Office confirms nominees' eligibility (e.g., years in rank) and nominees'

acceptance of nomination and notifies the DFPC.

- October 5* DFPC requests nominees' updated vitae and names and contact information of at least 8 potential internal references and at least 8 potential external references. DFPC notifies the Dean/Director of Library of nominations in their area. DFPC solicits a letter of recommendation from each confirmed nominee's Department Chair/Director of Library. In the event the Department Chair/Director of Library is the nominee, see HARP III.E.3.C.
- October 15* Nominee submits updated vitae and contact information of at least 8 potential internal references and at least 8 potential external references. DFPC begins requesting letters of recommendation from internal and external references and external reference vitae consistent with [SUNY Policies and Procedures](#).
- November 15* Department Chair's letter of recommendation is submitted to Dean and DFPC.
- December 1* Dean/Director of Library submits letter of recommendation to DFPC. Nominee and external reference vitae and internal and external letters of recommendation are due to DFSC. DFSC begins reviewing nomination materials.
- January 25* DFPC Chair submits selection(s) and nomination portfolio(s), if any, subject to SUNY limitations, to the Provost.
- February 1* Provost submits letter(s) of recommendation to the President.
- February 8* President submits endorsements/transmittal letters to Chancellor by the second Friday in February. The President's Office notifies nominees of nomination status.
- May* Chancellor notifies the President of the Distinguished promotion decision. The President's Office notifies the nominees of the Chancellor's decision.

IV.D. Composition of the Distinguished Faculty Promotion Committee (DFPC)

IV.D.1. Representation

The Distinguished Faculty Promotion Committee (DFPC) consists of 9 voting members jointly recommended by the President and University Senate Chairperson and approved by the University Senate. According to [SUNY Policies & Procedures](#) for Distinguished Faculty Ranks, the local selection committee "shall be structured to include the Chair (or designee) of the campus faculty governance organization, and one member, designated by the campus President, to act

in an *ex-officio* capacity.” The DFPC should be representative of the diversity of disciplines and should include tenured faculty at the rank of Professor or above. If possible, the DFPC “should include those already holding Distinguished rank.” According to SUNY Policy for the review of Distinguished Teaching Professor, the DFPC shall also include, as a 10th voting member, a student. There shall be one member appointed for a staggered, three-year term from each of the following areas:

- Arts
- Business
- Education
- Humanities
- Library
- Natural Sciences
- Social Sciences

IV.D.2. DFPC Chair

At the first meeting, DFPC members shall elect a DFPC Chair from among their members. The DFPC Chair shall serve in that role for a period of one year. The Chair convenes the DFPC as necessary to fulfill its responsibilities.

V. Appointment, Reappointment, and Promotion of Contingent Faculty

V.A. Definition of Contingent Faculty

Part-time and full-time non-tenure track faculty provide vital service in fulfilling Fredonia's core mission. They are important members of their academic departments: their contributions are essential in delivering the curriculum, assessing the department's instructional effectiveness, and achieving student learning outcomes. The policies regarding the appointment, reappointment, and promotion of contingent faculty are intended to ensure fair and consistent employment practices, provide departments with stability in meeting their staffing needs, and ensure that students receive the highest quality of instruction.

[The American Association of University Professors](#) recommends the term "contingent" to refer to both full-time and part-time faculty members who are not on the tenure track. The term reflects the contingent nature of departmental staffing needs, which may fluctuate with changes in enrollment or changes in staffing. The contributions of contingent faculty vary. Some contingent faculty teach a single section, while others may teach several sections. Some contingent faculty provide professional services to Fredonia for one semester, intermittently, or for a full-year; others may continue beyond one year; others have had a long association with the University.

The policies regarding contingent faculty herein conform to *Policies* (i.e., Article II and Article XI Titles D, F, and H). SUNY Human Resources is the authority for definitions of titles for all employees, including part-time and full-time, non-tenure track faculty which it refers to as "qualified academic ranks." *Policies* stipulate that "these titles may be on the basis of temporary or term appointments but cannot be on the basis of continuing appointment."

Members of the faculty on contingent appointments are expected to maintain the institution's high standards for professional conduct and to adhere to the University's academic and institutional policies.

All contingent faculty are represented by UUP and enjoy the rights, privileges, and benefits defined in the *Agreement*. The policies herein conform with the *Agreement* (i.e., Article 30, Article 32, and Appendix A-30).

All contingent faculty are eligible to participate in university-wide shared governance activities, as defined in the *Faculty & University Senate Bylaws*. Their specific roles, if any, in department-level shared governance activities for different kinds of decisions should be defined in the *University Handbook* and in department handbooks.

V.B. Appointment of Contingent Faculty

V.B.1. Temporary Appointments

According to *Policies*, temporary appointments are typically granted when service is to be part-time . . . or anticipated to be for a period of one year or less (IX.F). Temporary appointments “may be terminated at any time.” Both part-time and full-time contingent faculty may be employed on a temporary appointment.

For part-time contingent faculty, initial appointment is on a temporary basis, except in the case of a faculty member, part-time or full-time, who previously achieved the status of term and has not had a break in service or change in title.

V.B.2. Term appointments

Both part-time and full-time contingent faculty may be employed on a term appointment. According to *Policies*, “a term appointment shall be an appointment for a specified period of not more than three years which shall automatically expire at the end of that period unless terminated earlier because of resignation, retirement, or termination” (XI.D.1). For part-time contingent faculty, the initial appointment is on a temporary basis, but after serving four consecutive semesters at Fredonia, further appointments must be made on the basis of term appointment (XI.D).

Both the *Policies* and the *Agreement* recognize that part-time faculty “who have been granted a term appointment, but for whom classroom enrollment proves inadequate, shall have no further right to salary, benefits, or any other rights or privileges” (*Policies* XI.D[2].b.1; *Agreement*, Appendix A-30).

V.C. Appointment & Reappointment Notice

In accordance with the *Agreement* (Article 30), all contingent faculty shall, at the time of appointment and reappointment, receive notice containing the following information on required assignments, if applicable:

1. Campus title and official State title;
2. Type of appointment (temporary or term);
3. Duration of appointment;
4. Basic annual salary, if appropriate, or rate of compensation;
5. Effective date of appointment;
6. Teaching;
7. Advisement;
8. Service (specify);
9. Research, scholarship, creative activity;

10. Eligibility for benefits (health, leave, and other.);
11. Supervisor; and
12. Other (specify).

Contingent faculty are not subject to the same expectations as tenure-track faculty. They may choose, but are not required, to perform functions or undertake responsibilities other than those specifically stated in their appointment letter.

V.D. Part-Time Contingent Faculty

V.D.1. Professional Obligation

Part-time temporary or term contingent faculty may teach no more than 24 credits or the equivalent within an academic year. Under certain circumstances, exceptions may be requested, in writing, and approved by the Provost or designee. They are compensated on a rate per credit or equivalent. Fredonia has established a minimum per credit compensation rate for its part-time contingent faculty. The teaching obligation is comprised of the following:

- Teaching and assessment of learning in the part-time faculty member's course(s) consistent with the approved curriculum;
- Providing assessment and accreditation data upon request; and
- Maintaining office hours consistent with university policies.

Required duties beyond the teaching obligation defined above shall be compensated and stated in the appointment letter. Such duties may be negotiated by the Chair but must be approved by the Dean at time of appointment. Voluntary service is not compensated but should be documented in writing (i.e., email, memo, etc.). Service activities that are essential to a department, program, or unit shall not be considered voluntary service and shall be included in the appointment letter. The university strives to achieve fairness and consistency across departments and colleges in its compensation of contractual service.

V.D.2. Appointment

Part-time contingent faculty may be employed on either temporary or term appointments. Part-time *temporary* contingent faculty are typically appointed by semester. In accordance with the *Agreement* (Appendix A-30), departments are encouraged to appoint part-time *term* faculty to full-year appointments "where they are in a position to do so."

After serving four consecutive semesters in a part-time temporary appointment at Fredonia, the fifth consecutive appointment becomes term. Further employment at any college of any individual who has been employed at that college on a part-time basis for four consecutive semesters . . . shall be on the basis of a term appointment (*Policies*, XI.D.2.[2]a). At Fredonia,

part-time contingent faculty who teach at least one semester per year for four consecutive years shall be reappointed on the basis of a term appointment upon their next semester of part-time appointment.

V.D.3. Notification

Whereas employment is contingent on the department's need, part-time term faculty must receive notice of non-renewal "forty-five calendar days prior to the end of a part-time service term appointment" (*Policies*, XI.D.5.a).

V.D.4. Benefits

According to the *Agreement*, "part-time academic employees who teach two or more courses in any one semester shall be eligible to receive the benefits contained in Article 39 during that semester" (39.9.3). For further information regarding benefits, please see Fredonia's [Human Resources website](#).

V.D.5. Titles

The budget title, approved by SUNY HR, for part-time contingent faculty is Adjunct Instructor. However, with approval of this document, Fredonia has elected to use the campus title Adjunct Lecturer for all part-time contingent faculty. Adjunct Lecturers who have received the [Chancellor's Award for Excellence](#) in Adjunct Teaching will be awarded the local title of Senior Adjunct Lecturer. Adjunct Lecturers who have received the Chancellor's Award while employed at another SUNY campus shall be granted Fredonia's local title of Senior Adjunct Lecturer.

V.E. Full-Time Contingent Faculty

V.E.1. Professional Obligation

The professional obligation of full-time contingent faculty includes teaching at least 24 credits or the equivalent in an academic year, with additional duties and expectations defined according to departmental needs. Such duties, which may include attending department meetings, serving on committees, and advising students, shall be made explicit, to the extent possible, in the appointment letter. Full-time contingent faculty are paid an annual salary. Only in special circumstances when full-time contingent faculty are under contractual obligation to conduct research, scholarship or creative activity will they be compensated or rewarded for such activity.

V.E.2. Appointment Status (Temp and Term)

Full-time contingent faculty may be employed on a temporary or term appointment.

Full-time *temporary* contingent faculty teach at least 24 credits or the equivalent with an appointment of one year or less. Full-time *term* contingent faculty teach at least 24 credits or

the equivalent with an appointment of one, two, or three years. Unlike part-time term contingent faculty, full-time term contingent faculty are eligible for promotion according to procedures in this chapter.

Full-time *term* contingent appointments are typically used when a department has a predictable, ongoing instructional staffing need. According to *Policies*, “term appointments may be renewed for successive periods of not more than three years each” (XI.D.4).

When a full-time contingent employee has served two consecutive years on temporary appointments, the next consecutive full-time appointment shall be a term appointment for no less than one year. Given the term status and renewal notification requirements, these term appointments may be simultaneously non-renewed.

V.E.3. Notification

While the university encourages department Chairs and Deans to make timely reappointment decisions, it is sometimes necessary to non-renew contingent faculty to meet the required notification provisions in the *Agreement*. This does not preclude, however, the reappointment of the contingent faculty at a later time. Whereas appointment of full-time term faculty is contingent on staffing needs, notification of termination or non-renewal depends on length of uninterrupted service:

Three months prior to the end of a term expiring at the end of an appointee’s first year of uninterrupted service within the university. For employees serving on the basis of an academic year professional obligation, notice shall be given no later than March 31. (*Policies*, XI.D.5.b).

Six months prior to the end of a term expiring after the completion of one, but not more than two, years of an appointee’s uninterrupted service within the university. For such employees serving on the basis of an academic year professional obligation, notice shall be given no later than December 15. (*Policies*, XI.D.5.c).

Twelve months prior to the expiration of a term after two or more years of uninterrupted service within the university. (*Policies*, XI.D.5.d).

Employees who intend to leave the employ of the university shall give 30-days notice to the chief administrative officer or their representative. In the event that an employee fails to provide the full 30-days notice, it shall be within the discretion of the chief administrative office or their representative to withhold from such employee’s final check an amount equal to the employee’s daily rate of pay for each day less than the required 30 days. (*Policies*, XI.D.5.f).

V.E.4. Benefits

According to the *Agreement*, “all employees with full-time appointments shall be eligible to receive benefits contained in Article 39” (39.9.1). For further information regarding benefits, please see Fredonia’s [Human Resources website](#).

V.E.5. Titles

The approved SUNY budget title for full-time contingent faculty, temporary or term, is Lecturer. With approval of this *Handbook*, the university shall implement the following title structure for full-time contingent faculty effective with their next appointment following the effective date of this *Handbook*. Full-time contingent faculty on multiple year appointments who have completed six consecutive years in a full-time service title may apply for Senior Lecturer at any time during their current appointment period.

Lecturer - This title will be used for full-time temporary or term appointed contingent faculty.

Senior Lecturer - This title will be used for full-time term appointed Lecturers who have been teaching at that rank for at least six consecutive years and who have demonstrated significant, notable, ongoing contributions to the university. The process for awarding the title Senior Lecturer is outlined in V.L.3.

Visiting Assistant/Associate/Professor - These titles may be used for full-time appointments, for up to two years, in the event approval is granted to temporarily replace a tenured or tenure-track faculty member on leave.

V.F. Contingent Faculty Hiring Procedures

Prior to filling a vacancy with an external applicant, Chairs are expected to communicate course staffing needs to all members of the department, including those appointed in the most recent two semesters, and to consider their qualifications. Current part-time contingent faculty interested in teaching in other Fredonia departments are encouraged to apply directly to that department’s continuous recruitment posting using Fredonia’s applicant tracking system (i.e., Interview Exchange).

V.F.1. Posting

To meet anticipated student needs, to be transparent and consistent in posting and hiring practices, and to encourage diversity in hiring, all contingent faculty positions shall be posted using the university applicant tracking system (i.e., Interview Exchange). All postings and advertisements shall meet the requirements of Human Resources and the Office of Diversity, Equity, and Inclusion.

V.F.2. Part-Time Contingent Faculty

All departments will have a “continuous recruitment” posting created in the applicant tracking system (i.e., Interview Exchange) for part-time contingent faculty. When the current part-time contingent pool does not meet the course staffing needs of the department, the Chair shall use the university applicant tracking system to review candidate qualifications and fill the vacancy.

V.F.3. Full-Time Contingent Faculty

The Chair shall post all full-time contingent faculty positions using the university’s applicant tracking system (i.e., Interview Exchange). The filling of full-time contingent faculty positions shall follow the selection process in this Handbook.

V.G. Qualifications

Contingent faculty ordinarily shall have at least a degree above the level that they are teaching, master’s degree for undergraduate level teaching or terminal degree for graduate level teaching. However, in some cases professional, performance, or clinical experience, or professional certification, may be considered as an appropriate equivalent, as approved by the Dean.

V.H. Selection Process

The university is committed to selection processes that are open, fair, transparent, and clearly communicated. Timely communication regarding the status of candidates and appointees is also a priority.

V.H.1. Part-Time Contingent Faculty

The Chair shall make recommendations on the appointment of all new part-time temporary contingent faculty members to the Dean. To make the recommendation, the Chair completes a Request to Hire requisition in the applicant tracking system, and forwards it to the Dean's Office and Human Resources for approval.

V.H.2. Full-Time Contingent Faculty

The Chair, in consultation with the current DPC Chair, shall identify an appropriate review committee to evaluate the qualifications of candidates for full-time contingent faculty vacancies. This committee shall make recommendations to the Chair on the appointment of all new full-time contingent faculty. The Chair then makes a recommendation to the Dean. In emergency situations that preclude formal consultation, Chairs shall gain permission from the Dean to seek input from available faculty with expertise in the area to be hired and shall document and report their actions and decisions to the DPC and the Dean. The Chair completes a Request to Hire requisition in the applicant tracking system, and forwards it to the Dean's Office and Human Resources for approval. Upon approval by the Dean's Office and Human Resources, the Chair may extend an offer to the applicant.

V.I. Review of Contingent Faculty

The purpose of contingent faculty review is to provide collegial feedback recognizing good work and to offer suggestions for continuous improvement. Regular review of teaching and learning effectiveness helps the university to maintain focus on excellent instruction. Temporary appointed Adjunct Lecturers and Lecturers shall be reviewed at least once per year. Upon achieving term appointment, all Adjunct Lecturers, Lecturers, and Senior Lecturers shall be reviewed at least once within a three year period. By September 15, Human Resources shall compile and distribute a master spreadsheet of contingent faculty review cycles to the Deans and department Chairs. By May 1, department Chairs shall complete the review process, as described in Section V.J.

Section IV.A.1 of this *Handbook*, on Teaching and Learning, states “. . . all faculty are expected to be regularly engaged in practices that encourage and support student learning.” Departments, knowing their disciplines and departmental culture, may include in their handbooks specific criteria for effective teaching in that field.

These are the general criteria for all contingent faculty reviews:

- effectiveness in teaching and learning, demonstrated through multiple measures (not only the student survey/evaluation);
- participation in department assessment and accreditation activities;

- understanding of the contingent faculty member’s course within the curriculum and of shared pedagogies, approaches, or priorities; and
- effectiveness in carrying out other responsibilities (i.e., service, advising, grant activity, etc.) as defined by the appointment letter.

V.J. Contingent Faculty Review Process

The department Chair is responsible for ensuring that reviews are conducted according to the provisions of this *Handbook*. As part of the review, the Chair or his/her departmental designee(s) (a tenured faculty member including tenured faculty in other departments or in administration) will observe each contingent faculty member in the classroom, lab, or studio.¹⁸ By October 1 (Fall semester), or February 15 (Spring semester), the Department Chair notifies the contingent faculty member that they will be observed and who will be conducting the observation. For online courses, observation shall consist of limited guest access to the course’s learning management system for a mutually agreed-upon span of time no longer than two weeks. The Chair or designee will send review comments on the observation to the faculty member within two weeks of the date of observation. The faculty member will acknowledge receipt by signing and returning the observation form to the Chair or designee, and may submit a response if s/he desires. Sample Classroom Observation forms (i.e. Pre-Visit Questionnaire¹⁹, Classroom Observation Feedback Form²⁰, and Classroom Observation Post-Visit Questionnaire²¹) are included in *Appendix L-N*.

Following the observation, the Chair schedules a meeting with the contingent faculty member to discuss teaching effectiveness, including perceived strengths and areas for improvement. The basis of the conversation may include the following items if available to the Chair through departmental recordkeeping:

- a syllabus from each course being taught;
- student evaluations from courses taught in the previous semester;
- annual report(s);
- classroom teaching observation commentary from the Chair or his/her designee, and a response from the faculty member, if one was submitted.

¹⁸ All contingent faculty may also request that colleagues at Fredonia review their course design/syllabus, their assignment design, their comments on student work, their ability to lead discussion or integrative learning approaches, etc. If this is to be included in the review process, contingent faculty should consult with and seek approval from the department Chairperson in advance.

¹⁹ <http://fa.fredonia.edu/humanresources/forms#HARP> (HARP Classroom Observation Pre-Visit Questionnaire)

²⁰ <http://fa.fredonia.edu/humanresources/forms#HARP> (HARP Classroom Observation Feedback Form)

²¹ <http://fa.fredonia.edu/humanresources/forms#HARP> (HARP Classroom Observation Post-Visit Questionnaire)

The faculty member:

- should provide an example of how the faculty member assesses student learning in each course (e.g., exam, paper, assignment);
- may provide a self-evaluation of teaching, other examples of teaching effectiveness, and campus and community contributions (if not already included in annual report).

Following the review meeting, and no later than December 15 (Fall) or May 1 (Spring), the department Chair shall write a review letter that addresses the general criteria for contingent faculty review in Section V.I, including the results of the review meeting. This letter shall be shared with the contingent faculty member in writing, and signed by the Chair and the faculty member, with a copy forwarded to the contingent faculty member and the Dean, as well as a copy of the signed observation letter. The Dean shall forward these materials to Human Resources to be placed in the contingent faculty member's Official Personnel File (OPF) and for revision of the master spreadsheet. The faculty member may submit a written response to the Dean to the review document within two weeks of receipt of the Chair's review letter, with a copy to Human Resources to be placed in the OPF.

V.K. Reappointment/Non-Renewal Process for Contingent Faculty

Reappointment and non-renewal decisions are contingent on review of teaching effectiveness as well as available resources, budget considerations, operating needs, curricular needs, student enrollment, etc. in any given year or semester.

For each department, the Chair recommends reappointment or non-renewal of all contingent faculty members to the Dean. For full-time contingent faculty members, the Chair's recommendation is made in consultation with the DPC.

V.L. Title Awards for Full-Time Term Contingent Faculty

V.L.1. Award Title of Senior Lecturer

The local title of Senior Lecturer at Fredonia may be awarded to full-time contingent faculty teaching at Fredonia for at least six years. The purpose of the Senior Lecturer title is to recognize and express the university's appreciation for the faculty member's significant, notable, ongoing contribution to the missions of the department and the university.

V.L.2. Benefits of the Senior Lecturer Title Award

Upon receipt of the award of the title of Senior Lecturer, the Lecturer shall carry the local title of Senior Lecturer in the Fredonia department to which the faculty member was appointed as Lecturer. Senior Lecturers shall receive a one-time standard increase to their base annual salary. Senior Lecturers typically are appointed on multiple-year contracts, not to exceed the

three-year maximum appointment length permitted by *Policies*.

Once awarded, the campus title of Senior Lecturer at Fredonia shall remain in effect for the duration of the faculty member's full-time service in the SUNY approved rank of Lecturer at the university. Senior Lecturers shall participate in the DPC consultation with the Chair during the reappointment/non-renewal process of full-time contingent faculty and candidacy review for the Senior Lecturer award title.

V.L.3. Procedure for the Selection of the Senior Lecturer Award

Application for the award title of Senior Lecturer may occur no earlier than the sixth year of full-time contingent employment. The candidate for the title award of Senior Lecturer shall prepare and submit a portfolio of materials to the Chair by February 15 for review by the Department Personnel Committee (DPC), Chair, Dean, and Provost, with the final decision resting with the President. Senior Lecturer title awards are not reviewed by the Academic Personnel Committee (APC). The portfolio shall include, at minimum, the same documents required during the contingent faculty review process. Notification of decision will be provided by May 15.

An unsuccessful nomination for the award title of Senior Lecturer shall have no bearing on the status or reappointment as Lecturer, or future consideration for the award title of Senior Lecturer.

VI. APPOINTMENT, REAPPOINTMENT, REVIEW AND PROMOTION OF PROFESSIONAL EMPLOYEES

VI.A. Types of Appointments for Professionals

VI.A.1. Temporary

A temporary appointment at Fredonia is customarily a period of one year or less. It may be terminated at any time. Temporary appointees are typically employed for a finite period of time to work on a specific project.

VI.A.2. Term

A term appointment is for a specified period of time not to extend beyond 3 years per term that shall expire at the end of that period, subject to non-renewal notice. At Fredonia, full-time term appointments usually run one to two years per term. Term appointments do not create any manner of legal right to, interest in, or expectancy of any future appointment or renewal.

VI.A.2.a. Full-time Professionals

When a full-time temporary professional employee has served two consecutive years on temporary appointments, the next consecutive full-time appointment shall be a term appointment for no less than one year. Given the term status and renewal notification requirements, these term appointments may be simultaneously non-renewed.

VI.A.2.b. Part-time Professionals

After serving four consecutive semesters in a part-time temporary professional appointment at Fredonia, the fifth consecutive appointment becomes term. Further employment at any college of any individual who has been employed at that college on a part-time basis for four consecutive semesters shall be on the basis of a term appointment. At Fredonia, part-time temporary professionals appointed for one semester per year for four consecutive years shall be reappointed on the basis of a term appointment upon their next semester of part-time appointment.

VI.A.3. Appendix A Titles

A professional employee serving in a title listed in Appendix A of the *Policies* shall be granted term appointment for the first three years of employment in such title. Upon completion of three consecutive years of service, renewal of employment shall be on a term basis for a period

of five years.

VI.A.4. Appendix B Titles

A professional employee serving in a title listed in Appendix B of the *Policies* shall be granted a term appointment consistent with Article XI Title D of the *Policies*. At Fredonia, Appendix B appointments are reserved for professional employees who coach Fredonia's Division III athletic teams. A coach is a professional employee who spends 75% or more of his/her professional obligation in coaching or coaching-related duties.

VI.A.5. Appendix C Titles

A professional employee serving in a title listed in Appendix C of the *Policies* shall be granted a term appointment consistent with Article XI Title D of the *Policies*.

VI.A.6. Permanent

Permanency is the Board of Trustees' equivalent to "tenure" for professional employees at Fredonia. It is normally achieved after seven consecutive years of full-time service in a title eligible for permanency, provided the last two years have been served in a title eligible for permanent appointment. Permanent appointment is granted by the Chancellor following a positive recommendation by the campus President. Once achieved, permanent appointment shall continue until resignation, retirement, or termination. See *Policies*, Article XI Title C.

VI.A.7. Probationary

A one-year probationary appointment is granted to a professional employee already holding a term appointment or a permanent appointment who is then appointed to a different professional title. See *Policies*, Article XI Title E.

VI.B. Timelines for Professional Reviews for Reappointment and Permanent Appointment

VI.B.1. Prior Service Credit

In determining eligibility for permanent appointment, the *Policies* (Article XI Title C) provide that a professional employee may petition²² for Prior Service Credit for up to a maximum of three years in recognition of service at another SUNY campus in a professional title in which permanency may be granted. This credit, however, should be negotiated at the time of hire. Such service, if recognized by Fredonia, truncates the time to permanent appointment based

²² http://fa.fredonia.edu/sites/fa/files/section/humanresources/_files/Request%20for%20Prior%20Service%20-%20NTP.pdf

upon the amount of Prior Service Credit approved by the appropriate vice president. The professional employee is responsible for requesting Prior Service Credit and is encouraged to do so as quickly as possible. A waiver of all or part of the Prior Service Credit must be requested within six months of the initial appointment.

VI.B.2. Timeline for Reappointments

All professionals shall have a common reappointment date of September 1. To achieve this, when appointments begin throughout the year, the initial appointment shall be granted for one year or longer so that the initial term appointment ends on August 31. The reappointment process starts with the evaluation of the professional employee pursuant to Appendix A-28 of the *Agreement*.

June 15 -

July 15 The performance program and evaluation process is completed (see VI.D. Annual Timeline for Performance Program and Evaluation)

July 15 Supervisor submits reappointment recommendation letter to his/her immediate supervisor, copying the employee and the Director of Human Resources.

July 30 Intermediate supervisor (next level, if applicable) submits reappointment recommendation to the next-level supervisor, copying the employee and the Director of Human Resources.

August 15 Intermediate supervisor (next level, if applicable) submits reappointment recommendation to the appropriate vice president, copying the employee and the Director of Human Resources.

August 15 Vice president sends reappointment recommendation to the President, copying the employee and the Director of Human Resources.

If at any level, the recommendation is for non-renewal, the employee shall be given 5 working days' notice to examine the file of evaluative materials and respond (pursuant to Article 31.6 of the *Agreement*).

August 31 President notifies the employee of the decision and copies all levels and the Director of Human Resources. If the President denies permanent appointment, the employee may have the right to appeal the denial to the Chancellor pursuant to Article 33 of the *Agreement*.

VI.B.3. Timeline for Non-Renewal

Consistent with Article 32 of the *Agreement*, in the event that a full-time term appointment is **not** to be renewed, the President of Fredonia or designee shall notify the affected professional employee in writing no later than

- Three months before the end of the first year of service.

- Six months for professional employees who have completed one but not two years of service.
- 12 months prior to the expiration of the term for employees who have completed two or more years of uninterrupted service within the University.

In the event that a part-time term appointment is **not** to be renewed, the President of Fredonia or designee shall notify the affected professional employee in writing no later than 45 days before the end of the term appointment.

VI.B.4. Timeline for Consideration of Permanent Appointment

Typically, a professional employee on track for permanent appointment serves a seven-year, full-time consecutive period. A decision about granting permanent appointment shall be made at the conclusion of the professional employee's sixth consecutive year of full-time service, provided the last two years of such service are in a title eligible for permanency and that the employee has been serving in a term appointment.

VI.B.5. Pausing the Permanent Appointment Clock

A professional serving in a title that could lead to permanent appointment may petition his/her vice president to have the "permanency" clock stopped. The professional completes the Request to Pause the Permanent Appointment Clock form²³ (see Appendix H: Request to Pause the Permanent Appointment Clock) and submits it to his/her immediate supervisor for review. It shall specify the reason(s) for the request and shall not be considered approved until authorized by the respective divisional vice president.

Prior to considering this option, the professional employee is encouraged to talk to his/her immediate supervisor, divisional vice president, and the Director of Human Resources. See *Policies* Article XI Title C.

If the professional employee's request for a pause of permanent appointment clock is denied at any point in the process prior to reaching the President, the reasons for denial shall be included as an attachment to the application form.

If the request is denied, the applicant may write a letter of appeal to the President within five working days from the receipt of the denied application form and attached reason for denial. The President makes the final decision and notifies the candidate within ten working days of receiving the appeal letter from the candidate.

²³ http://www.fredonia.edu/humanresources/forms/permanent_clock_form.pdf

If the request to pause the permanent appointment clock is approved, the professional employee shall not be reviewed until the permanent appointment clock is restarted. During the time that the permanent appointment clock is paused, the professional employee is appointed to a title with the prefix “Special.”

After the requested pause is over, the professional employee resumes the title held previous to pausing the permanent appointment clock. All time accrued toward permanent appointment prior to the pause remains in effect. Time served in Special status shall extend the employee’s date to permanency on a month/year for month/year basis. A pause of the permanent clock shall not be held against candidates when they resume the reappointment process.

VI.B.6. Review for “Early” Permanent Appointment

It is possible in exceptional circumstances for a professional employee whose last two years have been in the professional title in which they are requesting permanency to secure permanent appointment prior to the customary seven-year process. Applications shall be made by the employee within the first three months after the end of the third or fourth year of employment. The appointment is either granted, or the employee is non-renewed. Prior to considering this option, the professional employee is encouraged to talk to his/her immediate supervisor, divisional vice president, and the Director of Human Resources. See *Policies* Article XI Title C.

VI.B.7 Temporary Adjustments to Professional Obligation

In accordance with Appendix A-42 of the *Agreement*, professionals who seek flexibility in balancing their professional obligation (e.g. reduction in FTE, 12 month to 10 month appointment, etc.) while on the permanent appointment track may apply for an adjustment. Requests for adjustments shall be submitted to the immediate supervisor who then recommends to the Director an appropriate course of action. The Director then recommends to the Vice President.

The Vice President sends a copy of the decision to the employee, immediate supervisor, Director, Human Resources Director, and President.

An adjustment to the professional obligation may affect the timeline for reappointment notification or permanent appointment.

VI.C. Changes in Professional Title (see *Policies* Article XI Title C)

A Fredonia professional employee holding a term appointment or permanent appointment in a professional title who is appointed to a different professional title shall be given a probationary appointment in the different professional title.

A professional employee holding permanent appointment in a professional title who completes a probationary appointment in a different professional title shall be granted a permanent appointment in the different title only, and once granted permanency in the new title shall not retain permanent appointment in the former title.

A professional employee who is serving on a term appointment in a professional title and completes a probationary appointment in a different professional title shall be granted a new term appointment and shall not retain a term appointment in the former professional title. The new term appointment shall be for a duration not less than the unexpired term of the previous term appointment.

At any time during the probationary period, Fredonia may require the employee to return to his/her former professional title.

A professional employee holding a permanent appointment in a professional title and serving a probationary appointment in a different title who returns to his/her former professional title resumes permanent appointment in the former professional title.

A professional employee holding a term appointment in a professional title and serving a probationary appointment in a different professional title who returns to the employee's former professional title shall have his/her service in the probationary appointment counted towards the satisfaction of the eligibility requirements for permanent appointment except as provided in the *Policies*.

VI.D. Annual Timeline for Performance Program and Evaluation

Newly hired and promoted employees shall receive a Performance Program within 30-days of the effective date of hire or promotion. This program shall be in effect through 7/14/YY.

- | | |
|----------------|--|
| <i>June 15</i> | Supervisor requests from the employee an <i>optional</i> one-page summary of performance accomplishments achieved during the current evaluation cycle. Supervisors are encouraged to contact the secondary sources in the performance program to secure their perspectives regarding the employee's performance. |
| <i>June 30</i> | Supervisor prepares draft Performance Evaluation and Performance Program forms and schedules a mutually convenient time to meet with the professional employee to discuss the evaluation and program. |
| <i>July 5</i> | Supervisor meets with the employee to review and discuss the draft Performance Evaluation form and Performance Program. As necessitated by information exchanged in the meeting, the supervisor modifies the Performance Evaluation and Performance Program. |
| <i>July 10</i> | The supervisor secures the employee's signature on the Evaluation and Performance Program forms, provides the employee with a signed copy of both |

forms, forwards the original forms to Human Resources, and provides copies as per the distribution list on the forms. The employee's signature signifies only that the employee has received and discussed the evaluation with the immediate supervisor, and it does not represent agreement or disagreement with the performance evaluation and/or performance program (*Agreement*, Appendix A-28). The employee may, if s/he so elects, submit written commentary to the forms, and such commentary shall travel with the forms into the Official Personnel file. If the employee elects to offer written commentary, s/he shall do so within 10 calendar days of receipt of the forms.

VI.E. Criteria to be Used to Evaluate Professional Employees

The Performance Program outlines the criteria to be used in the evaluation of professional employees. The *Policies* outline five major criteria to be used by the supervisor in developing the Performance Program. Professional employees shall receive a summary evaluation that characterizes their performance as either satisfactory or unsatisfactory.

VI.E.1. Effectiveness in Performance

The *Policies* define effectiveness in performance "as demonstrated, for example, by success in carrying out assigned duties and responsibilities, efficiency, productivity, and relationship with colleagues" (Article XII C.5.a.).

VI.E.2. Mastery of Specialization

The *Policies* define mastery of specialization "as demonstrated, for example, by degrees, licenses, honors, awards, and reputation in the field" (Article XII C.5.b.).

VI.E.3. Professional Ability

The *Policies* define professional ability "as demonstrated, for example, by invention or innovation in professional, scientific, administrative, or technical areas; i.e., development or refinement of programs, methods, procedures, or apparatus" (Article XII C.5.c.).

VI.E.4. Effectiveness in University Service

The *Policies* define effectiveness in university service "as demonstrated, for example, by such things as college and university public service, committee work, and involvement in college or university related student or community activities" (Article XII C.5.d.).

Fredonia expects all Professional employees to engage in service activities that support the campus mission.

Department and university service may include many kinds of activities, such as:

- Participation on committees, advisory boards, task forces, councils, unions, or

governance groups

- Participation in department meetings
- Initiation of campus programs and projects
- Advising student organizations, honorary societies, and living-learning communities
- Assisting with recruitment, orientation, and retention of students
- Volunteering in professional development activities, such as mentoring programs, rengas, and workshops for colleagues

Professional employees also share their expertise with professional and community organizations. Department handbooks may offer clear examples specific to the profession. The following list—by no means comprehensive—includes professional and community service which may be considered as part of an employee’s professional obligation:

- Serving as an officer in a professional organization
- Reviewing grants/proposals for funding agencies
- Organizing or leading a professional meeting or session at a conference
- Speaking as an expert to civic, public, business, or professional organizations
- Serving in a professional capacity on boards of organizations
- Working with colleagues in the P-12 schools
- Organizing or participating in public concerts, exhibitions, productions, lectures, performances, or readings
- Working with groups that promote the understanding of a profession in the community
- Serving as a consultant (paid or unpaid)

All professional employees are expected to contribute to the service workload of the department, college/library, and campus. No amount of professional or public service shall excuse a professional employee from taking on the tasks that are essential to the academic enterprise.

VI.E.5. Continuing Growth

The *Policies* define continuing growth “as demonstrated, for example, by continuing education, participation in professional organizations, enrollment in training programs, research, improved job performance and increased duties and responsibilities” (Article XII, C.5.e.).

VI.F. Process and Documentation for Annual Evaluation of Professionals

Per Article XII Title C of the *Policies*, professional employees shall be evaluated “by the employee’s immediate supervisor, formally, in writing, once each year during the term of appointment.”

VI.F.1. Performance Program

The Performance Program (Program) is the document²⁴ that records the goals and objectives that the employee is to achieve during the evaluation period as well as “Appropriate criteria for evaluating the degree to which objectives are met” (*Agreement*, Appendix A-28). The Program codifies the objectives to be accomplished during the next evaluation cycle. It focuses the employee’s talents and expertise on agreed-upon goals to facilitate his/her successful completion within the prescribed timeframe. The Program serves as the foundation for the next year’s evaluation. Well-crafted Programs serve to support both university and department missions, motivate employees, remove ambiguity, and ensure compliance with the *Agreement*. To the extent possible, the document should be mutually agreed upon.

The Program is developed at the time of the annual employee evaluation. Following the conclusion of the formal Evaluation process, the immediate supervisor and the professional employee shall review and discuss the Program and its performance objectives for the next evaluation cycle. If agreement can be reached during the meeting, the immediate supervisor and the employee should sign the Program and forward it to the Director of Human Resources. If, based on information shared between the parties, another meeting is required, it shall be scheduled so that the Program can be finalized by no later than July 1.

As circumstances warrant (e.g., new supervisor, change in duties based on new assignment, etc.), the immediate supervisor and the professional employee shall meet to review the appropriateness of items in the Program. Modification to the Program shall be effected by the immediate supervisor and the professional employee co-signing an updated Program. Such revised Program shall be sent to the Director of Human Resources.

VI.F.2. Performance Evaluation

Professional employees shall have their job performance evaluated on an annual basis. Employee evaluation should be an ongoing process that eliminates surprise, provides mentoring, and culminates in a formal evaluation. Such performance shall be characterized in summary as either “Satisfactory” or “Unsatisfactory” (*Policies*, Article XII Title C) using the form²⁵ provided.

The purposes of performance evaluation include the following:

- Reinforcing positive work habits
- Increasing employee engagement
- Identifying areas to improve

²⁴ The Performance Program Form is available online: http://www.fredonia.edu/humanresources/perf_prog_eval.asp.

²⁵ The Performance Evaluation Form is available online: http://www.fredonia.edu/humanresources/perf_prog_eval.asp.

- Demonstrating respect and commitment
- Promoting professional development
- Recognizing and memorializing achievements
- Establishing a baseline for potential promotions
- Ensuring contractual compliance

The evaluation process measures performance against agreed-upon objectives. It commences with the supervisor scheduling a mutually convenient time with the professional employee to meet and discuss the evaluation. If the professional submits the optional “self-reflection,” the supervisor shall consider the input along with perspectives shared by the agreed-upon secondary sources. The immediate supervisor shall prepare a draft evaluation and share the document with the professional employee prior to the evaluation meeting. At the meeting, the supervisor shall share his/her rating on how well the professional employee did in meeting the stated objectives. For each individual goal contained in the Program, the immediate supervisor shall confirm whether the professional employee achieved one of the following outcomes:

- Completed the objective
- Achieved satisfactory progress
- Did not achieve satisfactory/sufficient progress
- The goal/objective was deleted/modified

The supervisor has the option of using optional ratings for each individual goal: highly effective, effective, some improvement needed, or unsatisfactory.

VI.F.3. Unsatisfactory Evaluation

A professional employee whose chooses to appeal a final evaluation characterized as “Unsatisfactory” shall inform the immediate supervisor in writing, the Chair of the College Committee on Professional Evaluation (CCPE), and the President or his/her designee within 10 working days of receipt of the Evaluation.

Upon being notified that the professional employee is requesting a review, the immediate supervisor shall, within five working days, provide the Chair of the CCPE a signed/dated copy of the final evaluation report.

If the final evaluation report contains recommendations affecting a professional employee's employment status or is to be reviewed by the CCPE, it shall be sent to the President or designee.

If the employee chooses not to appeal the unsatisfactory evaluation, the President shall take such action as is deemed appropriate with respect to the recommendations. Otherwise, action shall be delayed until the CCPE has completed its review and submitted its recommendations to the President or designee; however, failure of the Committee to initiate and complete a timely review shall not prevent the President from acting upon recommendations in the final evaluation report to conform with notice requirements in the event of non-renewal of term

appointments.

VI.F.4. College Committee on Professional Evaluation (CCPE) (*Agreement*, Appendix A-28, VI)

The CCPE shall consist of three professional employees elected at large by the professional employees in accordance with local UUP chapter practice. In addition, two professional employees shall be selected by the President. A Chair of the committee shall be elected from among the members.

The CCPE shall, upon the timely request of a professional employee, review a final evaluation report characterized as "Unsatisfactory."

Committee review shall address both the procedures and substance of the unsatisfactory evaluation.

As part of its review, the Committee at its discretion

- shall have access to all previous formal evaluations of the professional employee concerned;
- may request and consider any additional comments by either the immediate supervisor or the professional employee;
- may request information pertinent to the review from secondary sources;
- may request that the immediate supervisor and/or the professional employee meet with the CCPE and respond to inquiries;
- shall be free to call upon any other individual whom they believe has information relative to the evaluation. All individuals shall be encouraged to cooperate with the CCPE if so requested.

The CCPE shall complete the written recommendations within 25 working days from the date of appeal, with copies to the professional employee, the immediate supervisor, the evaluator's supervisor and the President. Within 10 working days of the issuance of the written recommendations, the President shall take such action as s/he deems appropriate and shall give written notice of such action to the professional employee, the immediate supervisor, the evaluator's supervisor and the CCPE.

VI.G. Process for Promotion and In-Grade Salary Increases for Professional Employees

VI.G.1. Scope

This section coincides with A-28 of the *Agreement* and does not include requests for promotions or salary increases to address equity, merit, or a change in credentials.

VI.G.2. Titles and Job Descriptions

The Management Advisory Committee on Classification and Compensation²⁶ (MACC) is the Guide to UUP bargaining unit Titles and Job Descriptions.

VI.G.3. Promotion Requests (*Agreement*, Appendix A-28, I)

According to Appendix A-28 (I) of the *Agreement*, promotion may be warranted based on “a permanent significant increase or change in the employee’s duties and responsibilities as a consequence of movement from one position to another of greater scope and complexity of function or resulting from a permanent significant increase in the employee’s duties and responsibilities as a consequence of a permanent increase in the scope and complexity of function of the employee’s [current] position” (*Policies*, Article XII C.2.a). At Fredonia, request for promotion as described above, except for Cabinet-approved reorganizations, shall be made at the time of the annual performance program and evaluation by either the supervisor or the employee.

VI.G.4. In-Grade Salary Increase (*Agreement*, Appendix A-28, IV)

According to Appendix A-28 (IV) of the *Agreement*, “an employee who has been assigned a permanent and significant increase in duties and responsibilities as demonstrated by the employee’s performance program may apply for a salary increase provided that the employee first requested a recommendation for such a salary increase from the employee’s immediate supervisor and has been denied at an organizational level below that of the college President.” Appendix A-28 requests do not include requests for merit or equity adjustments. At Fredonia, A-28 requests for salary increases shall be made at the time of the annual performance program and evaluation by either the supervisor or the employee.

VI.G.5. Process for Appeals (*Agreement*, Appendix A-28, III)

Requests for A-28 related promotion and/or salary increases shall be made at the time of the annual performance program and evaluation using the Request for Appendix A-28 Promotion and/or Salary Increase form (see Appendix O). Requests may be made for promotion and for in-grade salary increases. An employee may initiate the process by stating the case for the promotion and/or salary in writing to their immediate supervisor for review and recommendation. The employee’s supervisor may initiate the process, or may forward the employee’s request, by stating the case for promotion and/or salary increase in writing to the Dean/Director for review and recommendation. The Dean/Director will review based on the criteria for promotion and salary increases and provide written recommendation to the Director of Human Resources. The Director of Human Resources will review based the criteria for promotion and salary increases in Appendix A-28 Section III Paragraph D and will provide

²⁶ The list of MACC Titles is available online: <http://www.uupinfo.org/reports/intro10.php>

written recommendation to the Dean/Director and appropriate Vice President. The Vice President shall approve or deny the request based on the analysis provided by the Director of Human Resources. If approved, the request would be forwarded to the President for consideration. If denied, the employee may appeal as outlined in HARP VI.G.6. and VI.G.7.

VI.G.6. Timeline for A-28 Promotion & Salary Increase Requests

- June 15 - July 15 Employee may initiate process by stating the case for promotion and/or salary increase in writing to their immediate supervisor using the Request for Appendix A-28 Promotion and/or Salary Increase form. The current performance program and the next most recent performance program is attached to the request.

- July 30 Supervisor initiates process OR forwards employee’s request using the Request for Appendix A-28 Promotion and/or Salary Increase form. This form, the supervisor’s written justification, and copies of the current and most recent performance programs are sent to the Dean/Director with a copy to the employee.

- August 15 Dean/Director reviews and forwards the Request for Appendix A-28 Promotion and/or Salary Increase, the supporting documentation, and a written justification to the Director of Human Resources with a copy to the employee and the employee’s supervisor.

- September 15 Director of Human Resources provides written analysis of request to the appropriate Vice President with a copy to the employee, the employee’s supervisor, and Director/Dean.

- September 30 The Vice President provides written recommendation of the request to the President with a copy to the employee, the employee’s supervisor, the Director of Human Resources, and Director/Dean.

- October 15 The President notifies the employee of the decision regarding promotion and/or salary increase with a copy to the supervisor, the Director/Dean, the Director of Human Resources, and the Vice President.

Temporary, significant increases or changes in employee’s duties and responsibilities that occur outside of this timeline shall be considered for Extra Service.

VI.G.7. Process for A-28 Appeals

Consistent with Appendix A-28 of the *Agreement*, if a professional employee’s promotion or in-grade salary increase request is denied at any step below the level of the university President, or if no written response is received by the employee at any step below the level of the

university President within 45 days, the employee may appeal the denial to the College Review Panel (CRP), in writing, with a copy to Human Resources. The CRP shall, within 60 calendar days of receiving the appeal from the employee, prepare a written summary codifying their position on the employee's request and shall forward same to the College President with a copy to the employee, supervisor, Dean/Director, Director of Human Resources, and the appropriate Vice President.

The President shall, within 90 calendar days of receiving the recommendation from the CRP, prepare a written recommendation on the merits of the petition and reply to the employee with a copy to the supervisor, Dean/Director, Director of Human Resources, the appropriate Vice President, the Vice President of Finance and Administration, and the Chair of the CRP.

If no response is received from the President within 90 calendar days from the date of CRP recommendation, or if the President denies the promotion, the employee may appeal to the University Review Board. Such written appeal may be prepared by the employee and sent to the URB with a copy to the university President and Human Resources.

VI.H. Process for Internal Searches

If, following Cabinet approval, a professional SL2-SL5 position is designated as one that can be opened up to an internal search only, then the Human Resources Director shall designate it as such and post it on campus for 10 working days. If the position is not successfully filled by a current on-campus employee, then the search shall be broadened to a regional, SUNY, or national search.

VII. Emeritus Status

VII.A. Process

Faculty and Professionals, full and part-time, who retire in good standing are eligible for Emeritus status pursuant to the *Policies* (Article XV Title D). This is the process used at Fredonia to confirm this title:

- The employee completes the Emeritus Application²⁷ at the time of completing retirement paperwork. The application provides an opportunity to request specific privileges. Employees who apply for Emeritus status after they complete their retirement paperwork may experience an interruption of electronic services.

The Emeritus Application is submitted to the Office of the President.

The President's assistant schedules an exit interview. The President interviews the retiring employee.

After the interview, the President sends a letter confirming Emeritus status which indicates approved services. The letter is copied to the department Chair, Dean, Provost, HR, and ITS as well as any other department associated with services.

HR indicates this status, date granted, and services granted in the employee database.

VII.B. Privileges

There are privileges that an Emeritus employee is granted automatically, and there are privileges that have to be approved by the President.

VII.B.1. Automatic Privileges for Emeritus Employees

Access to the following privileges is automatically granted with Emeritus Status:

- Campus Network Access (including printing quota)
- Learning management system
- NEWS Listserv
- Email and collaboration suite
- U-Drive
- Fredcard
- Access to library computers, databases, interlibrary loan
- Parking sticker

VII.B.2. Discretionary Privileges for Emeritus Employees

²⁷ http://fa.fredonia.edu/sites/fa/files/section/humanresources/_files/Emeritus%20Application%202015.pdf

Access to the following privileges may be granted by the President in consultation with the department/unit:

- Shared office space
- Authorization to work on grants for Fredonia, provided that a Co-Principal Investigator is a current employee
- The use of copier codes, long-distance codes, postage, and department mailbox for university service
- Card and/or key access to buildings and rooms

Appendix

Appendix A: DPC Ballot

Appendix B: APC Ballot

Appendix C: COI Form

Appendix D: *Suggestions for Preparing a Dossier for Reappointment, Continuing Appointment, or Promotion*

Appendix E: Performance Program

Appendix F: Performance Evaluation

Appendix G: Request to Pause the Tenure Clock

Appendix H: Request to Pause the Permanent Appointment Clock

Appendix I: Emeritus Application

Appendix J: Request for Prior Service Credit – Academic Employees

Appendix K: Request for Prior Service Credit – Professional Employees

Appendix L: Classroom Observation Pre-Visit Questionnaire

Appendix M: Classroom Observation Feedback Form

Appendix N: Classroom Observation Post-Visit Questionnaire

Appendix O: Request for Article 28 Promotion and/or Salary Increase

Appendix A: DPC Ballot

Link to DPC Ballot:

<http://www.fredonia.edu/humanresources/DepartmentPersonnelCommitteeBallot.pdf>

Department Personnel Committee Ballot

Name of Candidate:

Department/School:

- Candidate for:
- Reappointment
 - Continuing Appointment
 - Promotion to Associate Professor/Associate Librarian
 - Promotion to Professor/ Librarian

- Recommendation:
- Yes, strongly recommend
 - Yes, recommend
 - Yes, recommend with reservation
 - No, do not recommend

Explain the reason(s) for your recommendation:

Signature

Name (typed)

Date

This completed form (including signature) shall become part of the candidate's review process and shall be shared with the candidate and all subsequent reviewers.

In attendance at DPC deliberation Yes No

Appendix B: APC Ballot

Link to APC Ballot:

http://www.fredonia.edu/humanresources/forms/APC_Ballot.pdf

Academic Personnel Committee Ballot

Name of Candidate:

Department/School:

- Candidate for:
- Continuing Appointment
 - Promotion to Associate Professor/ Associate Librarian
 - Promotion to Professor/ Librarian

- Recommendation:
- Yes, strongly recommend
 - Yes, recommend
 - Yes, recommend with reservation
 - No, do not recommend

Explain the reason(s) for your recommendation:

Signature

Name (typed)

Date

This completed form (including signature) shall become part of the candidate's review process and shall be shared with the candidate and all subsequent reviewers.

Appendix C: COI Form

Link to COI Form:

http://www.fredonia.edu/humanresources/forms/COI_Form.pdf

Conflict of Interest Form

Name of Candidate:

Department/School:

- Candidate for:
- Continuing Appointment
 - Promotion to Associate Professor/ Associate Librarian
 - Promotion to Professor/ Librarian

Explanation:

Explain the reason(s) for your conflict of interest:

Signature

Name (typed)

Date

This completed form (including signature) shall become part of the candidate's review process and shall be shared with the candidate and all subsequent reviewers.

Appendix D: Suggestions for Preparing a Dossier for Reappointment, Continuing Appointment, or Promotion²⁸

Suggestions for Preparing a Dossier for Reappointment, Continuing Appointment, or Promotion

These suggestions are intended to assist faculty candidates in preparing materials for personnel review. Ultimately, it is the candidate's choice of what is included. Although you may think of this as an onerous clerical task, treat it as you would other aspects of your faculty work: all scholarly projects require reflection, gathering of appropriate evidence, good writing, and professionalism. The dossier is your opportunity to introduce your work to colleagues and to make a reasoned, well-supported argument about the value of this work. In addition to providing information that is the basis of personnel decisions, the dossier demonstrates how your work complements the overall work of the department and university.

A. General Suggestions

B. Audience. Remember that although one level of review involves your disciplinary colleagues, some of whom may have a direct knowledge of your work, some readers of this dossier will be from outside your specialty. Just as you would for a grant proposal, write as clearly and specifically as possible for a general audience. Show respect for readers' time by presenting materials in an organized, concise, professional way.

C. Central Questions. Prepare your dossier as an answer to the questions that review committees will use in their evaluations:

- *(for reappointment)* In the past year, how does this faculty member's work demonstrate that he/she should be reappointed for next year?
- *(for continuing appointment)* How does this faculty member's work demonstrate that he/she is someone the university should retain indefinitely?
- *(for promotion)* How does this faculty member's work demonstrate that he/she has met at least the minimum requirements for promotion to a more senior rank?

D. Organization. Each dossier may be organized in slightly different ways, based on the nature of the work being presented, the discipline, varying departmental guidelines, and the faculty member's own preferences. The outline in this handout is a general recommendation for organizing dossiers, likely to be modified based on individual records and departmental

²⁸ A draft of these suggestions was developed by the Vice President for Academic Affairs, Virginia Horvath, and revised by the SUNY Fredonia and UUP team negotiating the *Handbook*. Based on her experience in evaluating faculty dossiers from all disciplines and as a member of a six-year AAHE-Carnegie Foundation project on documenting faculty work, these suggestions are intended to assist faculty in developing dossiers that are clear, coherent, concise, and grounded in appropriate data.

guidelines.

- E. Format.** Although Fredonia does not currently have a standard system for electronic portfolios, faculty who wish to present their materials in an electronic format are certainly encouraged to do so. Print or electronic dossiers should be compact, professional looking and easy to navigate, with apparatus that allows browsing and quick reference. For a print dossier, there should be room to turn pages, clearly labeled sections, and easy cross-references. Many readers prefer an overview, with supporting materials presented in an appendix or link.
- F. Bulk.** Assume that the same principles that guide your responses to student work, websites, or professional writing are appropriate here: you would not want to read raw data, poorly organized or written documents, or reports that seem padded with unnecessary materials. Before including anything in the dossier, ask whether it is necessary to your overall argument and whether the material you include documents an activity that the committee needs to look at in detail or would misunderstand if the documentation were not included.

There is never a reason to submit an entire crate of materials. In fact, even if you include all elements of the outlines here, a print dossier could be completely contained in a 1" binder (with any published books also submitted). Use good professional judgment, and show respect for readers' time.

Here are some typical dossier fillers that you *should not* include:

- manuscripts of work in progress;
- drafts submitted for publication;
- notes on an uncompleted project;
- proposals for grants that were not funded (unless the department is interested in seeing these so that colleagues can be more helpful in revising and resubmitting);
- every handout for every course;
- every page of completed student evaluations (finding a way to include results in a concise, easy-to-read format is essential, but no reviewer needs to look at all raw data and decipher hand-written comments)
- student papers or completed tests/exams (*see Teaching and Learning section below for exceptions*)
- conference proposals submitted;
- personal correspondence from students or colleagues, unless they have given permission and the correspondence documents claims in the dossier;
- memos or minutes that show you were appointed to committees or present at meetings;
- perfunctory thank-you letters and notes;
- routine correspondence about materials already in print (such as acceptance letters).
- conference programs (including the presentation slides or text would be useful; showing your name in the program would not)

- performance programs alone (colleagues may wish to see your name on a program, but more important is something that allows them to evaluate the performance or exhibition)

- A. Tone.** The writing you do for this dossier reflects your attitude toward your work, your students, your colleagues, and your profession. Be careful about the tone you use: committees can be confused or annoyed by chatty diction, sarcasm, fluff, hyperbole, and defensiveness. You may feel oppressed by this process or angry at letters you received the previous year, but the file is not the place to vent such frustrations, criticize your colleagues or the administration, request financial support, or make a case for changing departmental or university policies.
- B. Time.** Doing this process well requires time for both thinking and assembling materials. Start as early as possible, and seek feedback from trusted colleagues as you work out sections of the narratives. Others will be able to ask questions or let you know where you have not been clear. Although many people delay compiling materials until just before the deadline, finishing well in advance of the due date will give you ample time for reflection and revision, as well as more energy for the start of the fall semester.

1. Frequently Asked Questions. Here are answers to some typical questions candidates ask:

- A. How can I keep a review committee from missing something important in my record?** Make sure it's easy to find, not buried in a jumble of other things. An effective letter of transmittal is another way to let committees see the highlights of your record, and most readers appreciate when that letter summarizes the most important pieces of the file.
- B. Why do I have to include narratives about my courses?** Review committees will not be in your classrooms or have any other way of knowing whether the objectives outlined on your syllabus were actually met in your courses. More importantly, there is a significant difference in the ways we explain our courses to our students (on handouts, syllabi, etc.) and the ways we can explain our process and resulting student learning to our colleagues. Valuing teaching and learning means that we include reflective writing, evidence of effectiveness, connections to other scholarly work, and evidence of scholarly inquiry about teaching and learning in our practice.
- C. How can I possibly explain very complex ideas in my discipline to people who are from other fields?** You won't be able to explain, in this dossier, the elegance of your approach to a performance or problem you've worked out in an article written for disciplinary colleagues. But a brief explanation of your inquiry—the central questions your research or creative activity asks—will probably be understood by your colleagues in different fields. The dossier is being read by other faculty and by administrators with academic credentials: trust that they can know the environments of scholarly work, even if they do not share your disciplinary expertise. Colleagues outside your discipline (and those in other subfields) may not know the significance of particular journals, presses, performance venues, and conferences in your field, so it's a good

idea to let them know if, for example, your work appears in a journal with a 10% acceptance rate or you are selected for a prestigious juried exhibition. It's not bragging; it's helping readers to understand the ways peers have valued your work.

- D. I'm not much of a writer. Why should that matter here?** All scholarship comes down to writing, whether it results in an article, book, report, or abstract. No one is hoping for flowery prose or elaborate autobiography here, but readers do expect to find efficient, literate writing. It is the basis of our measurement of literacy and professionalism, and, as in any other profession, writing matters. It's not fair, perhaps, but a lack of attention to such boring tasks as proofreading, spelling, and mechanics will be noticed by committees—perhaps raising questions about a candidate's standards or academic credentials. The last response you would want from a committee would be doubt about your ability to teach and evaluate students, to reflect on teaching and learning, or to produce publishable research, but poorly organized or articulated writing raises such doubts. If you know you have trouble with editing, work out the drafts of the file early, and ask trusted colleagues to review drafts.
- E. How do I respond to negative student or peer evaluations, or is it better not to mention these at all?** You can't ignore these. Your review committees will not. And it is tricky to respond without being dismissive, sarcastic, or overly defensive. It's all right to explain why certain comments do not trouble you or cause you to revise the courses, why others have caused concern and possibly adjustments. Everyone has some negative comments from students from time to time; committees will be looking for evidence of how you respond to these, how you use course evaluations, midterm evaluations, or other assessments to guide your thinking about how students learn. No one wants you to "water down" courses or make pleasing students your aim: the goal is for students to learn, and a thoughtful instructor who is able to challenge and support students in their learning is essential. With peer evaluations, it is essential that you comment in some way to the praise and criticism you receive. Keep your tone respectful and explain how you are using the evaluator's comments as you consider your course design or delivery.
- F. I have a significant publication that came out the year before I was hired at Fredonia. Shouldn't this be part of my first reappointment file? Shouldn't it "count" for continuing appointment?** When you step onto the tenure track, the clock begins again. So although your *curriculum vitae*—included in each year's dossier—lists this publication, you would not include it among your accomplishments in the year under review. It "counts" in that it may have been significant in your being hired, but is not part of the review period. It is part of the overall record that is reviewed for continuing appointment, but committees at that point are looking for sustained work through the reappointment years as well.
- G. Should I respond to letters I received in the previous reappointment?** If previous reappointment letters from Chairs and administrators have suggested or insisted upon certain actions, be sure to show how you've responded to these recommendations. If you've been advised to do something (such as seek broader venues for your research or work with a mentor on some aspect of your teaching), committees will be looking to see that you've done this and

will be hoping for good results. Make sure that your efforts to respond to suggestions are not lost in the file. If you have not followed some specific recommendation from a Chair or Dean, there is no hiding; explain this directly. There is no need, however, to respond to specific comments on committee members' ballots: these can sometimes be contradictory, and they represent an individual's response, not the official advice from the academic unit.

H. Should I seek external reviews of my work? At Fredonia, no external reviews are required for continuing appointment or promotion decisions. But especially because departments can be small, there may be very few people on campus who work in your specialty area. Having the perspective of those who teach the same courses, perform in similar ways, or engage in similar scholarly work may strengthen your dossier. You can invite people to comment on a publication or a teaching portfolio. Avoid a letter campaign, however. A few letters by people knowledgeable in the field is far more valuable than a stack of testimonials solicited by the candidate.

2. Suggested Outline of the Dossier

This outline of suggested sections and contents of your dossier might be useful in organizing your materials in print or electronic format.

- A. Letter of transmittal.** Address a letter, on letterhead and in standard business letter format, to the department Chair and Departmental Personnel Committee. It should present the central argument of the dossier and thank colleagues for reading and evaluating. Reviewers find it very helpful when a candidate uses this letter to summarize the highlights of the record during the review period: this can be accomplished in a brief (1- or 2-page) letter with bullet lists. Think of this letter as providing a clear, brief response to the question the committee will ask (such as how your work in the past year demonstrates that you should be reappointed).
- B. Policies for Reappointment/Tenure/Promotion.** So that all reviewers have quick access to the policies that govern your personnel action, include copies of these policies: appropriate pages from the departmental handbook policies for reappointment, continuing appointment, or promotion; appropriate pages from the Fredonia *Handbook*.
- C. Curriculum Vitae.** Include an updated *curriculum vitae* that outlines all completed professional work—even that which pre-dates your hire at Fredonia. If you keep your material updated in Digital Measures—Activity Insight, you can easily generate the *c.v.* Include full information for scholarly/creative work, following the citation conventions of your discipline. It may be helpful to reviewers if your *c.v.* highlights those accomplishments completed within the time period under review.
- D. External Reviews (if included).** External review is not required; however, if you do have letters of evaluation or support, include them in this section.
- E. Teaching and Learning.** See the details in Section 4 below for suggested organization of

materials related to Teaching and Learning.

- 1) Narrative overview
- 2) Courses taught in the review period
- 3) Curricula/program/accreditation materials developed
- 4) Assessments and evidence of student learning
- 5) Goals for future courses
- 6) Supporting materials

F. *Scholarly and Creative Activity.* See the details in Section 5 below for suggested organization of materials related to Scholarly and Creative Activity.

- 1) Narrative overview
- 2) Annotated bibliography/list of work completed during the review period
- 3) Work in progress
- 4) Goals for future scholarship and creative activity
- 5) Supporting materials

G. *Service.* See the details in Section 6 below for suggested organization of materials related to Service.

- 1) Narrative overview
- 2) Annotated listed of service completed during the review period
- 3) Goals for future service contributions
- 4) Supporting materials

3. Documenting Teaching and Learning

This section of the dossier is very important at Fredonia, with our commitment to student success. It is a chance to reflect upon and provide evidence for an essential part of your faculty role, so this section needs to include more than syllabi and course evaluation scores, which reveal only a small part of the picture.

Reviewers of the dossier want to know how you approach and design your courses, how you engage students in and outside of class, how you evaluate student work and use multiple forms of assessment to improve teaching/learning, how your teaching complements the work of your departmental or program colleagues, and how you connect your courses to the critical questions of your discipline. Excellent teaching goes far beyond content mastery of one's field or the ability to organize and deliver a clear lecture: it includes deep understanding of the curriculum and ways students learn best, course designs with high expectations and rigor, assignment and project designs that scaffold learning, appropriate uses of technology, attention to inclusion and diversity, and guidance and feedback as students are challenged to learn.

At Fredonia, excellent teaching also includes effective academic advising (course selection, career guidance, and other issues), collaboration on curriculum development and assessment, willingness to assist students inside and outside class, and extending learning beyond the classroom through service-

learning, experiential learning, and collaborative research/creative activity.

The following outline might be a way to organize the Teaching and Learning section of your dossier:

- A. **Narrative overview.** Begin this section with a brief narrative about your teaching in the review period and how it is *scholarly*, as well as effective. This is different from a more general “teaching philosophy” statement that one ordinarily includes in an application for a teaching position, and this narrative is going to change through each year of the reappointment process.

You might approach this narrative by considering what you hope to demonstrate about your teaching. These are some typical questions the narrative might answer—although you would certainly not attempt to address all of these:

- How did your teaching develop or change over the review period?
- How has your field changed, and how do your courses reflect those changes?
- What have you discovered about Fredonia students and the ways they learn best?
- What is innovative about your courses?
- How do you attend to and measure student learning?
- How do your courses complement other efforts to achieve departmental, program, or institutional goals (such as global focus, attention to diversity, environmental stewardship, community engagement, undergraduate research)?
- How does your teaching connect to other forms of scholarship?
- What questions do you ask of your own teaching?
- What are your scholarly practices regarding teaching (inquiry, reading, collaboration, revision)?
- What texts or theories have influenced the ways you think about your discipline, the students you teach, and the ways you design your courses?
- How has new learning of your own (such as scholarly interests, participation in workshops and seminars, expertise with technology, community engagement) affected your courses and your students’ learning?

- B. **Courses taught in the review period.** List all the courses you taught during the review period, by semester. A table that includes course enrollments may be an effective way to present this simply and clearly. You may want to include a brief narrative (paragraph or two) about each of the courses you have taught during the review period, with references to course materials in the Supporting Materials section. How did the course evolve over the semesters you have taught it? What changes have you made in content, class format/delivery, assignments, uses of technology? Why? What tells you whether they worked? What is particularly challenging or rewarding about teaching a certain class?

- C. **Advising in the review period.** Indicate the number of advisees each semester, and describe your approach to advising. What are your goals with students? What do you do as an advisor, other than the required meeting for course selection? How have you refined your approach to advising through training and professional reading? How do you assess your advising sessions?

D. Curricula/program/accreditation materials developed. If you have been involved in developing new curricula, revising curricula, or developing materials for specialized accreditation review, list those contributions here. If the work is collaborative, explain your role (such as “responsible for 50% of the proposal or report”) and the scholarly contributions you made in this effort (such as “provided statistical background in developing the assessment system” or “researched models from other institutions” or “did most of the writing and editing of this report”). This helps colleagues to see the ways you brought your knowledge of your field and student learning to contribute an important part of the teaching and learning role of the department or program.

E. Assessments and evidence of student learning. Although the previous sections offer your reflection on what you are trying to do in your courses and the ways you design and deliver courses so that students learn, this section focuses on evidence of your claims and goals. No one measure—particularly student evaluations—gives the complete picture of instructor performance or student learning, so spend some time considering the many goals you have for student learning and the many ways that those goals might be measured. This list suggests evidence that you might include:

- **Peer evaluations of your teaching completed during the review period.** Try to have at least one of these for each semester before the decision for continuing appointment; this is not intended as a perfunctory requirement—just collecting the right number of “testimonials” about your delivery style—but a means of demonstrating that you are engaging colleagues from inside and outside your department in providing feedback that you can use to improve courses.

Because you probably demonstrated your effectiveness in delivering a presentation as part of your interview before hire, you don’t need to keep having more people say that you organize material well, connect with students, speak professionally, and so on. Consider the other aspects of your teaching role that your reviewers might want to see, and invite people to observe and evaluate. You can ask colleagues at Fredonia or elsewhere to review your course design/syllabus, your assignment design, your comments on student work, your ability to lead discussion or integrative learning approaches, your effectiveness in advising. The scheduled peer evaluation course visit (an announced, one-time visit to watch you deliver a lecture) doesn’t provide any information that your reviewers don’t already have. What would help you measure another part of your teaching role? What would help reviewers to have a snapshot of your work in this area?

In this section, refer your readers to the evaluations themselves (in the Supporting Materials section), but comment here on those evaluations, summarizing their main points and responding to the evaluators’ ideas and suggestions.

- **Student evaluations of your teaching completed during the review period.** Student evaluations—in many forms—are not measures of instructional effectiveness, and the

scores on such instruments should not be over-emphasized in the dossier or in review committees' discussions. They cannot measure the instructor's knowledge of the discipline or the content, and because the same students are not in all courses, they are not objective comparisons of courses. They are valuable, however, in providing student perspectives on whether the goals for a course were accomplished. No faculty member should water down courses, avoid trying new approaches, or attempt to sway students in the hopes of improving evaluation scores. Instead, the focus should be on developing rigorous courses and helping all students achieve the level of learning for each course. Evaluations provide a perspective on what is and what isn't working.

In this section of the dossier, comment on what those evaluations tell you about your teaching, possibly how they have influenced your choices about the classroom. What have students said about your courses and how you have helped them learn? How have you used information from different forms of student feedback (classroom assessments, midterm evaluations, end-of-course evaluations/surveys) to reflect upon and possibly modify your course? How have student evaluations or comments reinforced your commitments to particular approaches or learning strategies? What may have surprised you about the feedback from students? How are you using this information as you plan future courses?

- **Self assessment of your teaching during the review period.** Based on what you have observed and what you have learned from peers and students, how do you rate your teaching in the period under review? To avoid assigning yourself a letter grade, you may want to approach this using the labels most frequently seen in curriculum maps: introductory, practice, and mastery. When you try a new approach or develop a new course, your assessment might be "introductory," with a certain set of questions for evaluating your effectiveness. Some courses might be "practicing" or "developing," as you refine your approach, use new course materials, or design new assignments for engaging students in learning. You might label some courses as "mastery": you've taught them enough times to have refined your approaches, and students who do the work you've outlined for them are generally successful in learning the course material. You need not use these labels, but they give you an idea of how you might approach self assessment in a more systematic way than saying, "I think I had a great year" and "I've enjoyed my teaching."
- **Other assessments of teaching effectiveness** may include a list of these kinds activities and outcomes:
 - ◆ ways that your teaching advances the departmental/school/ college/campus or university mission;
 - ◆ evidence of improved performance, community engagement, research ability, or critical reading/writing/speaking/thinking skills for students in your courses;
 - ◆ evidence of learning beyond the classroom, studio, or laboratory;
 - ◆ evidence of ways that technology has improved student learning;

- ◆ evidence of student achievement;
 - ◆ evidence of increased learning through service-learning projects in your courses;
 - ◆ evidence that your courses have developed interdisciplinary thinking;
 - ◆ evidence that your courses have engaged students in applying scholarship to real-world problems and issues;
 - ◆ ways that you have made your teaching public and scholarly (through presentations, publications, or other forms of scholarship);
 - ◆ evidence that you have done advising effectively;
 - ◆ ways that you have improved your teaching by developing your skills (courses, certifications, engagement in peer review activities, conferences, consulting or other real-world connections to the subject of your courses)
- **Teaching awards** you received or were nominated for during the review period. Be precise about dates and awarding organizations.

F. Goals for future courses. List, with brief explanations, your primary goals for teaching and learning in the coming semesters. Show how you are planning to the results of various assessments to refine and improve your teaching. For early-career faculty, these goals should then be addressed in the following year's reappointment dossier.

G. Supporting materials. Include clearly labeled materials to which you've referred in your narrative and other parts of the Teaching and Learning section of the dossier. When possible, choose representative samples, not everything you might include. Here are examples of the materials you might include:

- course/teaching portfolios (and internal and external reviews of these, if you have them);
- syllabi;
- sample assignments and projects;
- sample tests;
- innovative classroom assessment tools and results;
- sample lecture notes, media presentations, web pages;
- sample student work (used with permission and with identifying information removed);
- curricular proposals or assessment/accreditation reports;
- peer evaluations
- student evaluations (*See below.*)

Suggestions for Student Evaluations: Include in an organized, easy-to-read format the results of any student evaluations undertaken during the review period. To eliminate the need for huge, separate folders for all those individual forms, prepare this information as a summary report. Some departments may prepare such a report for candidates, and the Course Response tool allows you to generate a report easily. You can do this yourself by summarizing scores in tables, and typing up student comments (perhaps selecting most recent or representative semesters if

the overall record is consistent). This report can be validated by having a faculty or administrative colleague sign a statement that he/she has double-checked your summaries against the original forms.

4. Documenting Scholarly and Creative Activity

This section of the dossier demonstrates the ways that you are engaging in scholarly and creative activity appropriate to your discipline and consistent with the expectations of your department. Fredonia, as a comprehensive regional university, expects faculty to be active and current in their disciplines; it is therefore important that before review for continuing appointment, faculty show that they can engage in scholarly and creative work and model scholarly inquiry for students. Scholarly and creative contributions can take many forms: compositions, publications, performances, presentations, engagement scholarship, and grants.

This outline provides suggestions for organizing this section of the dossier.

- A. *Narrative overview.*** In a few paragraphs, explain the ways that your scholarly and creative activity has changed since the last review. Because you will provide the details about the number of accomplishments in the next section, let this narrative tell readers more about the reasons for your choices. What is the focus of your scholarly and creative work? How do your current projects build on previous work? What is distinctive about the work you are doing? How does your work contribute to the discipline or to the community? What has been especially challenging in your scholarly and creative work?
- B. *Annotated list of creative/scholarly works completed in the review period.*** In this section, provide an annotated bibliography of works/activities that were completed (actually came out in print, presented, or performed) during the review period. Activity Insight (in Digital Measures) can easily generate this list in a Word document you can edit and include.
- C.** Works that are not yet in print but forthcoming (accepted but not yet published, performed, presented, or exhibit) should be noted as such with an expected date of publication. Work in progress should not be included in lists of printed/presented /accepted works but placed in a separate section; these works do not count in the current review, but they do demonstrate continuing inquiry in your field and provide some insights into your overall research or creative agenda.

Be sure not to pad this section: reviewers may well note, in subsequent reviews, whether the work in progress came to fruition. Committees become frustrated when this basic information is difficult to find or hard to understand, and they become angry when the presentation is vague or misleading. For all scholarly achievements, provide full information (including dates). Use the citation style of your discipline, being sure to preserve the priority of record for works with multiple authors. Describe each entry briefly, and include documentation in the supplementary materials. Be accurate and complete.

- 1) Publications.** List works which appeared in print during the review period. Do not list any other works, such as those completed before your Fredonia appointment. Publications include books, articles, book reviews, translations, published reports, edited books/journals, commercially available video and audio recordings, creative writing, commercially available compact discs, commercially available software. Give full bibliographic citations in the documentation style appropriate to your field. Your annotation should clarify whether the work was refereed or invited, and include the names of any co-authors. Include a statement about the nature of the journal so that those outside the specialty can have some sense of the stature of the publication. If such information is routinely reported in your discipline, tell how many times your work has been cited.
- 2) Performances, exhibitions, or other creative activities.** Faculty in fine arts and performance-based disciplines should list performances, exhibitions, or shows during the review period. Do not list events from outside this time period. Theatre and music performances, art exhibitions, juried shows, and so on should be presented in a documentation format appropriate to your discipline. Indicate whether each work was juried, invited, reproduced, cited/reviewed in publications. In addition, tell whether each work was international, national, regional/state, or local in its scope.
- 3) Grants.** List the grants both submitted and awarded during the review period. Include information about your role (such as principal writer or co-principal investigator), the granting agency, amount requested, and amount funded. Both internal and external grants should be listed here.
- 4) Scholarly presentations.** List scholarly presentations you have given during the review period. These may include keynote addresses, papers, posters, or workshops presented at academic conferences or in settings which may call for more applied scholarship (business, industry, community). Use the standard documentation style appropriate to your discipline, being sure to provide specific information about dates, titles, the nature of the conference (international, national, state, regional, local), and the nature of the presentation. Include the names of any co-authors, and tell whether the presentation was invited or refereed.
- 5) Awards and recognitions.** List any awards and recognitions for scholarly or creative activity conferred within the review period. Be sure to explain the nature of the recognition, date of award, as well as the organization sponsoring the award.
- 6) Scholarly participation at conferences/professional meetings.** List the events at professional meetings in which you have had an official role, other than presenting your own scholarship. This may include organizing a conference, developing and Chairing a session, serving as an invited respondent to others' scholarship, or participating in a panel discussion. Be clear about the nature of your role, the nature of the meeting (international, national, state, regional), and the ways that your participation was scholarly, as opposed to

being a service to your profession.

7) Professional growth:

- a. **Conferences attended.** List conferences, workshops, or other professional updating activities you attended within the review period. Provide specific information about the organization, location, and date of the meeting. Indicate whether each was international, national, regional, state, or local.
 - b. **Education/field experience.** List any formal education or field experience that you pursued during the review period. If you have attended classes, workshops, or training to further your education, note when each class was taken, and explain briefly the significance of this experience to your professional development.
 - c. **Professional memberships.** List any organizations to which you belong and in which you participate in a scholarly way (fulfill a role beyond paying your annual dues). Give the name of the organization, the dates of your membership (within the review period), and a brief explanation of the way this membership is part of your scholarship.
 - d. **Other evidence of professional growth.** Describe any aspects of your professional growth during the review period that do not fit into the above categories but which warrant consideration for tenure or promotion.
- D. Work in progress.** List briefly the projects that have been accepted or submitted, as well as those on which you are currently working. Be realistic, and avoid exaggeration here: you may be asked for documentation or expected to have this work completed by the next review.
- E. Goals for future scholarship and creative activity.** List your goals for scholarly and creative work in the future. Especially for faculty seeking reappointment, this list gives reviewers the opportunity to know about your long- and short-term plans.
- F. Supporting materials.** Include clearly labeled materials to which you've referred in your narrative and other parts of the Scholarly and Creative Activity section of the dossier. Here are examples of the materials you might include as copies (print) or scans (electronic):
- offprints of short publications;
 - copies of books (submitted to department if the dossier is electronic);
 - accessible form of creative works (such as scanned images, recordings);
 - conference presentations (paper read, PowerPoint slides, poster contents);
 - links to web-based (non-pdf) publications;
 - reports of engagement scholarship results;
 - abstracts;
 - grant proposals and grant reports;
 - performance programs;

- reviews of publications, performances, and exhibitions;
- project proposals and reports;
- citations of your work;
- appropriate correspondence (such as letters confirming acceptance of work in progress).

This section should be clean and straightforward, with the materials easy to find. Do not clutter up the dossier by including drafts, reviewers' comments, testimonials, or materials that appeared outside the review period.

5. Documenting Service

This section of the dossier need not be very long, but it's important to demonstrate the ways you are contributing to your department, the university, the community, and your profession. Fredonia, as a public, regional university, expects faculty to collaborate with colleagues in departmental matters and the curriculum and to take leadership roles on committees and in governance. Active engagement with the community (local and regional) is also valued, as is service to scholarly organizations.

The following outline might be a way to organize the Service section of your dossier:

- A) *Narrative overview.*** Begin with a very brief narrative that explains your choices about service and where you've directed your efforts during the review period.
- B) *Annotated list of service activities during the review period.*** In each category, list your committee work, leadership roles, and other responsibilities. You may want to estimate the time commitment of each of these activities, so that reviewers can easily see which activities required just a few hours, which required considerable investments of time.

For committees, clarify your role, whether you were appointed or elected, the dates of service, the nature of the work and your participation. Discipline-based citizenship may include such activities as organizing conferences, serving in an elected position, Chairing sessions, serving as a reviewer for a journal, or serving as a peer evaluator for another institution. Include community service activities related to your professional role but not those you do because you're a good citizen: for example, volunteering to assist during a blood drive is good citizenship but not professional service—unless, for example, you are a microbiologist who is on hand as a voluntary professional to advise on blood analyses and infection prevention.

If appropriate, refer readers to supplementary materials related to service, as you list the activities of each of these categories:

1. Service to the department
2. Service to the university
3. Professional service to the community

4. Service to the discipline
 5. Professional consulting, technical advising, or other appropriate, service (Indicate whether you were paid for these services. This is not held against you, but reviewers will want to know.)
 6. Any other evidence of service not covered in the other categories
- C) *Goals for future service contributions.*** Very briefly, explain your goals for service activities in the next review period. What strengths could you bring to your department and the university? What kind of service do you see as the most engaging and the best use of your time?
- D) *Supporting materials.*** Very few supporting documents are needed for this section of the dossier. Some possibilities are reports or sample materials produced by you alone or with a committee. Distinctive letters about the value of your contributions could be included, but avoid including routine thank you letters and notes.

7. Resources to Assist You

Preparing materials for personnel reviews may feel like solitary task, but there are many campus resources available to assist you. Remember that although it may seem—because this is an evaluative process—that others are against you, it is in everyone’s best interest for you to succeed in your professional work at Fredonia.

These resources may be especially valuable:

- Workshops offered by the Professional Development Center
- Connections mentoring program, through which you can be paired with someone to assist you in implementing your professional development plan and in documenting your work in the dossier
- Meetings with your department Chair well before the day you submit your dossier
- Good conversation with your colleagues about your work, their work, and the directions in which the department/campus/university are moving
- Sources on the Professional Development Center shelves in Reed Library
- Other publications about faculty work/roles, documentation, and issues in teaching/learning and scholarship. Here are some examples of works you may find useful:

Ambrose, Susan A. *et al.* *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass, 2010.

Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993.

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004.

Bakken, Jeffrey P. and Cynthia G. Simpson. *A Survival Guide for New Faculty Members: Outlining the Keys to Success for Promotion and Tenure*. Springfield, IL: Charles C. Thomas, 2011.

Banta, Trudy W., Elizabeth A. Jones, and Karen E. Black. *Designing Effective Assessment:*

- Principles and Profiles of Good Practice*. San Francisco, CA: Jossey-Bass, 2009.
- Barkley, Elizabeth F., K. Patricia Cross, and Claire Howell Major. *Collaborative Learning Techniques: A Handbook for College Faculty*. San Francisco, CA: Jossey-Bass, 2005.
- Barkley, Elizabeth F. *Student Engagement Techniques: A Handbook for College Faculty*. Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass, 2010.
- Becker, Howard. *Writing for Social Sciences: How to Start and Finish Your Thesis, Book, or Article*. 2nd ed. Chicago: University of Chicago Press, 2007.
- Belcher, Wendy Laura. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: Sage Publications, 2009.
- Boice, Robert. *Professors as Writers: A Self-Help Guide to Productive Writing*. Stillwater, OK: New Forums Press, 1990.
- Bowdon, Melody A. et al., eds. *Scholarship for Sustaining Service-Learning and Civic Engagement*. Advances in Service-Learning Research Series. Information Age Publishing, 2008.
- Branche, Jerome, John Mullennix, and Ellen R. Cohn, eds. *Diversity Across the Curriculum: A Guide for Faculty in Higher Education*. Bolton, MA: Anker, 2007.
- Brookfield, Stephen D. and Stephen Preskill. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco, CA: Jossey-Bass, 2005.
- Buller, Jeffrey L. *The Essential College Professor: A Practical Guide to an Academic Career*. San Francisco, CA: Jossey-Bass, 2010.
- Burnham, Joy J., Lisa M. Hooper, and Vivian H. Wright. *Tools for Dossier Success: A Guide for Promotion and Tenure*. New York, NY: Routledge, 2010.
- Boice, Robert. *Advice for New Faculty Members: Nihil Nimus*. Allyn and Bacon, 2000.
- Cahn, Steven M. *From Student to Scholar: A Candid Guide to Becoming a Professor*. New York, NY: Columbia University Press, 2008.
- Chism, Nancy Van Note. *Peer Review of Teaching: A Sourcebook*. 2nd ed. Bolton, MA: Anker, 2007.
- Connelly, Rachel and Kristen Ghodsee. *Professor Mommy: Finding Work-Family Balance in Academia*. Lanham, MD: Rowman & Littlefield, 2011.
- Dallalfar, Arlene, et al., eds. *Transforming Classroom Culture: Inclusive Pedagogical Practices*. New York: Palgrave MacMillan, 2011.
- Diamond, Robert M. *Designing and Assessing Courses and Curricula: A Practical Guide*. 3rd ed. San Francisco, CA: Jossey-Bass, 2008.
- Diamond, Robert M. *Preparing for Promotion, Tenure, and Annual Review: A Faculty Guide*. 2nd ed. Bolton, MA: Anker, 2004.
- Doyle, Terry. *Helping Students Learn in a Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education*. Sterling, VA: Stylus, 2008.
- Filene, Peter. *The Joy of Teaching: A Practical Guide for New College Instructors*. Chapel Hill, NC: The University of North Carolina Press, 2005.
- Finkel, Donald L. *Teaching with Your Mouth Shut*. Portsmouth, NH: Boynton/Cook, 2000.
- Garrison, D. Randy and Norman D. Vaughan. *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. San Francisco, CA: Jossey-Bass, 2008.
- Germano, William. *Getting It Published: A Guide for Scholars and Anyone Else Serious about Serious Books*. 2nd ed. Chicago: University of Chicago Press, 2008.

- Ginsberg, Margery B. and Raymond J. Wlodkowski. *Diversity and Motivation: Culturally Responsive Teaching in College*. 2nd ed. San Francisco, CA: Jossey-Bass, 2009.
- Gray, Paul and David E. Drew. *What They Didn't Teach You in Graduate School: 199 Helpful Hints for Success in Your Academic Career*. Sterling, VA: Stylus, 2008.
- Grunert Judith, Barbara J. Millis, and Margaret W. Cohen. *The Course Syllabus: A Learning-Centered Approach*. 2nd ed. San Francisco: Jossey-Bass, 2008.
- Gurung, Regan A.R., et al., eds. *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*. Sterling, VA: Stylus, 2009.
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- Hutchings, Pat, Mary Taylor Huber, and Anthony Ciccone. *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*. Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, 2011.
- Jacoby, Barbara and Associates, eds. *Civic Engagement in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass, 2009.
- Koritz, Amy and George J. Sanchez. *Civic Engagement in the Wake of Katrina: The New Public Scholarship*. Ann Arbor, MI: University of Michigan Press, 2009.
- Lang, James M. *Life on the Tenure Track: Lessons from the First Year*. Baltimore, MD: The Johns Hopkins University Press, 2005.
- Leamson, Robert. *Thinking about Teaching and Learning: Developing Habits of Learning with First Year College and University Students*. Sterling, VA: Stylus, 1999.
- Light, Greg, Roy Cox, and Susanna C. Calkins. *Learning and Teaching in Higher Education: The Reflective Professional*. 2nd ed. Los Angeles, CA: Sage, 2009.
- Luey, Beth. *Handbook for Academic Authors*. 5th ed. New York, NY: Cambridge University Press, 2010.
- Mastascusa, Edward J., William J. Snyder, and Brian S. Hoyt. *Effective Instruction for STEM Disciplines: From Learning Theory to College Teaching*. San Francisco, CA: Jossey-Bass, 2011.
- McGlynn, Angela Provitera. *Successful Beginnings for College Teaching: Engaging Your Students from the First Day*. Madison, WI: Atwood, 2001.
- McHaney, Roger. *The New Digital Shoreline: How Web 2.0 and Millennials Are Revolutionizing Higher Education*. Sterling, VA: Stylus, 2011.
- Mohrman, Susan Albers and Edward E. Lawler, III, eds. *Useful Research: Advancing Theory and Practice*. Center for Effective Organizations. San Francisco, CA: Berrett-Koeler Publishers, 2011.
- Nilson, Linda B. *Teaching at Its Best: A Research-Based Resource for College Instructors*. San Francisco, CA: Jossey-Bass, 2010.
- Ogden, Thomas E. and Israel A. Goldberg. *Research Proposals: A Guide to Success*. 3rd ed. Elsevier Science. San Diego, CA: Academic Press, 2002.
- O'Meara, KerryAnn and R. Eugene Rice. *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship*. San Francisco: Jossey-Bass, 2005.
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. 1998. San Francisco, CA: Jossey-Bass, 2007.

- Perlmutter, David D. *Promotion and Tenure Confidential*. Cambridge, MA: Harvard University Press, 2010.
- Rockquemore, Kerry Ann and Tracey Laszloffy. *The Black Academic's Guide to Winning Tenure—Without Losing Your Soul*. Boulder, CO: Lynne Rienner Publishers, 2008.
- Saltmarsh, John and Matthew Hartley, eds. *"To Serve a Larger Purpose": Engagement for Democracy and the Transformation of Higher Education*. Philadelphia, PA: Temple University Press, 2011.
- Seldin, Peter, and J. Elizabeth Miller. *The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service*. Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass, 2009.
- Seldin, Peter et al. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decision*. 4th ed. The Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass, 2010.
- Silvia, Paul J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, DC: American Psychological Association, 2007.
- Stanley, Christine A., ed. *Faculty of Color: Teaching in Predominantly White Colleges and Universities*. Bolton, MA: Anker, 2006.
- Strand, Kerry, et al. *Community-Based Research and Higher Education: Principles and Practices*. San Francisco, CA: Jossey-Bass, 2003.
- Strober, Myra H. *Interdisciplinary Conversations: Challenging Habits of Thought*. Stanford, CA: Stanford University Press, 2011.
- Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*. San Francisco: Jossey-Bass, 2009.
- Svinicki, Marilla and Wilbert J. McKeachie. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 13th ed. Belmont, CA: Wadsworth, 2011.
- Timpson, William M., et al. *147 Practical Tips for Teaching Diversity*. Madison, WI: Atwood, 2005.
- Vai, Marjorie and Kristen Sosulski. *Essentials of Online Course Design: A Standards-Based Guide*. New York, NY: Routledge, 2011.
- Walvoord, Barbara E. and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment in College*. San Francisco, CA: Jossey-Bass, 2010.
- Ward, Kelly. *Faculty Service Roles and the Scholarship of Engagement*. ASHE-ERIC Higher Education Report 29.5. San Francisco: Jossey-Bass, 2003.
- Weimer, Maryellen. *Learner-Centered Teaching: Five Key Changes to Practice*. San Francisco, CA: Jossey-Bass, 2002.
- Zubizarreta, John. *The Learning Portfolio: Reflective Practice for Improving Student Learning*. San Francisco: Jossey-Bass, 2009.

8. Final Comments

The dossier preparation process may seem overwhelming the first time you go through it, but it becomes easier in time. A good strategy is to develop the habits that will assist you in the review process:

- routinely collecting materials in an organized way;
- updating your Digital Measures—Activity Insight data so that it's easy to download a current *curriculum vitae* or bibliography or course information;
- regularly meeting with your department Chair so that you have a clear understanding of expectations and perceived areas to improve;
- allowing regular time to reflect not only on your day-to-day work but also on your career trajectory and your own ideas of success;
- relying on your skills as a scholar and a writer to prepare materials that demonstrate your professionalism;
- allowing more time than you think you'll need to do this well.

If you were hired in a tenure-track position, Fredonia wants you to succeed and to develop the kind of record that leads to continuing appointment. Be confident, do good work, and give your colleagues a clear picture of how your work helps the department and Fredonia advance its mission.

Appendix E: Performance Program Form

Link to Performance Program Form:

http://fa.fredonia.edu/sites/fa/files/section/humanresources/files/UUP_PerfProgForm_03_2014.docx%20w%20MD%20comments%203.13.14.docx

Link to Additional Performance Goals Sheet:

http://fa.fredonia.edu/sites/fa/files/section/humanresources/files/UUP_Eval_AddlGoals_and_Ratings_Locked.docx



Professional Employees Performance Program Form



I. Identifying Information

Employee: _____

Review Cycle: From: _____ To: _____

Budget Title: _____ Salary Level: _____

Campus Title: _____

Department: _____

Supervisor: _____ Title: _____

II. Secondary Sources (if any) to be consulted as part of the Evaluation process. *The supervisor, after consultation with the employee, shall identify the individuals, departments, other offices or agencies (if any) which are involved with the performance of the employee and may affect the employee's ability to achieve the stated Performance Goals set forth below, and which may be consulted as part of the evaluation process. The supervisor shall also identify the relationship between each secondary source and the employee.*

**List
secondary
sources
(if any)**

Secondary Source	Relationship with Employee

III. Performance Goals and Measures

Individual Goal & Measure:

Individual Goal & Measure:

Individual Goal & Measure:

Check here if additional Individual Goals & their Measures are attached.

IV. Signatures

Supervisor : _____ Date: _____

Employee: _____ Date: _____

The employee's signature acknowledges receipt of the Performance Program. If the supervisor and the employee do not concur on the Performance Program, the employee has the right to attach a statement to the Performance Program within 10 working days from receipt.

Copies: Employee

Immediate Supervisor

Unit Supervisor(s)

Divisional Vice President

Human Resources (Original)

Rev. 7/11/11

Appendix F: Performance Evaluation Form

Link to Performance Evaluation Form:

[http://fa.fredonia.edu/sites/fa/files/section/humanresources/ files/UUP EvalForm Locked 3 23 14.docx](http://fa.fredonia.edu/sites/fa/files/section/humanresources/files/UUP_EvalForm_Locked_3_23_14.docx)

Link to Additional Goals and Ratings Sheet:

[http://fa.fredonia.edu/sites/fa/files/section/humanresources/ files/UUP Eval AddlGoals and Ratings Locked.docx](http://fa.fredonia.edu/sites/fa/files/section/humanresources/files/UUP_Eval_AddlGoals_and_Ratings_Locked.docx)



Professional Employees Performance Evaluation Form

Instructions for Supervisors:

1. Schedule a mutually convenient time with the employee to meet and discuss the Evaluation.
2. Prior to preparing a draft Evaluation, provide an opportunity for the employee, if the employee so desires, to give the supervisor a one-page summary of accomplishments and challenges.
3. Secure input from secondary sources.
4. Prepare a draft Evaluation form and share it with the employee prior to the Evaluation meeting.
5. Meet with the employee to review and discuss the Evaluation.
6. As necessitated by the information exchanged in the evaluation meeting, modify the Evaluation form.
7. Ensure that the Evaluation includes a *summary characterization* of the employee's performance as either "**Satisfactory**" or "**Unsatisfactory**."
 - The supervisor may also utilize the *optional* evaluation rating (e.g.: "Highly Effective," "Effective," etc.) provided on the form.
8. If considering an overall evaluation of Unsatisfactory, contact Human Resources prior to assigning the rating.
9. Secure the employee's signature and sign the Evaluation form.
10. Provide the employee with a final dated copy. Forward the original dated and signed Evaluation form to Human Resources.
11. If a renewal, non-renewal, or permanent appointment recommendation is checked, complete a COS and route for approval.
12. Prepare a Performance Program for the next cycle (begin with the end date of the previous Performance Program and extend for a one-year period).

I. Identifying Information

Employee: _____

Review Cycle: From: _____ To: _____

Budget Title: _____ Salary Level: _____

Campus Title: _____

Department: _____

Supervisor: _____ Title: _____

II. Secondary Sources (if any) consulted as part of the Evaluation process

- List secondary sources (if any):
- ⑩ _____
 - ⑩ _____
 - ⑩ _____

III. Performance rating on goals contained in the Performance Program

Individual Goal & Measure:
Status: <input type="checkbox"/> completed <input type="checkbox"/> satisfactory progress <input type="checkbox"/> unsatisfactory/insufficient progress <input type="checkbox"/> goal was deleted/modified
Rating: <input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some improvement needed <input type="checkbox"/> unsatisfactory
Comments:
Individual Goal & Measure:
Status: <input type="checkbox"/> completed <input type="checkbox"/> satisfactory progress <input type="checkbox"/> unsatisfactory/insufficient progress <input type="checkbox"/> goal was deleted/modified
Rating: <input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some improvement needed <input type="checkbox"/> unsatisfactory
Comments:
Individual Goal & Measure:
Status: <input type="checkbox"/> completed <input type="checkbox"/> satisfactory progress <input type="checkbox"/> unsatisfactory/insufficient progress <input type="checkbox"/> goal was deleted/modified
Rating: <input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some improvement needed <input type="checkbox"/> unsatisfactory
Comments:
Individual Goal & Measure:
Status: <input type="checkbox"/> completed <input type="checkbox"/> satisfactory progress <input type="checkbox"/> unsatisfactory/insufficient progress <input type="checkbox"/> goal was deleted/modified
Rating: <input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some improvement needed <input type="checkbox"/> unsatisfactory
Comments:
Individual Goal & Measure:
Status: <input type="checkbox"/> completed <input type="checkbox"/> satisfactory progress <input type="checkbox"/> unsatisfactory/insufficient progress <input type="checkbox"/> goal was deleted/modified
Rating: <input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some improvement needed <input type="checkbox"/> unsatisfactory
Comments:
Individual Goal & Measure:
Status: <input type="checkbox"/> completed <input type="checkbox"/> satisfactory progress <input type="checkbox"/> unsatisfactory/insufficient progress <input type="checkbox"/> goal was deleted/modified
Rating: <input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some improvement needed <input type="checkbox"/> unsatisfactory
Comments:

Check here if additional Individual Goals & their Measures are attached.

IV. Summative Rating (check either Satisfactory or Unsatisfactory)

<input type="checkbox"/> <u>Satisfactory</u>	Optional Satisfactory Rating:	
	<input type="checkbox"/>	Highly Effective – The employee meets and frequently exceeds the performance expectations for all tasks. The employee is recognized as a particular asset to the department and college community. The employee is performing better than expected for many of the tasks.
	<input type="checkbox"/>	Effective – The employee meets many performance expectations and performs in a competent manner. <i>This is the expected and usual level of performance for most employees.</i>
	<input type="checkbox"/>	Some Improvement Needed – The employee meets many performance expectations, but needs improvement in others. Some tasks may require extra direction by the supervisor.
<input type="checkbox"/> <u>Unsatisfactory</u> The employee’s performance needs significant improvement and is below a minimally acceptable level. Such employee lacks a basic understanding of position duties and responsibilities. Many tasks require extra direction by the supervisor, or the supervisor may find it necessary to avoid assigning tasks to the employee.		

V. Recommendation from Immediate Supervisor (check one)

- Renewal
- Non-Renewal
- Permanent Appointment
- Annual Professional Evaluation

VI. Signatures

Supervisor: _____ Date: _____

Employee: _____ Date: _____

I have reviewed this Evaluation with my immediate supervisor. My signature means that I have been advised of the Performance Evaluation. I understand that I have a right to a review of this Evaluation by the College Committee on Professional Evaluation if my performance has been characterized as unsatisfactory and, if I request such a review, that I must inform, in writing, my immediate supervisor, the Chair of the College Committee on Professional Evaluation, and the College President or designee within 10 working days of receipt of this Evaluation report. (This statement is from the Memorandum of Understanding between the State of New York and United University Professions Relating to a System of Evaluation for Professional Employees.)

Irrespective of the aforementioned right to appeal to the College Committee on Professional Evaluation, the employee has a right to attach comments to this evaluation, and the employee's comments shall become part of the employee's Official Personnel File. If the employee wishes to comment, the employee's comments must be sent to the employee's immediate supervisor and the College's Director of Human Resources.

Copies: Employee

Immediate Supervisor

Unit Supervisor(s)

Divisional Vice President

Human Resources (Original)

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Appendix G: Request to Pause the Tenure Clock

Link to Request to Pause the Tenure Clock form:

http://www.fredonia.edu/humanresources/forms/Tenure_Clock_Form.pdf

Request to Pause the Tenure Clock

Pausing the tenure clock may be requested either in conjunction with or separate from a request for a leave or an adjustment of professional obligation. This form is solely for the purpose of requesting a stop to the tenure clock for a fixed period of time; requests for Title F leaves or adjustments of professional obligation are handled in separate processes. If the request is approved, the faculty member will not be reviewed during the stoppage. During the time that the tenure clock is paused, the faculty member is appointed as a Visiting Assistant/Associate Professor or Visiting Senior Assistant/Associate Librarian.

Before completing this application, faculty should read carefully Fredonia's *Handbook on Appointment, Reappointment, and Promotion* for information about the process of pausing the tenure clock.

Full Name: [Type FIRST and LAST name here]

Department: [Type DEPARTMENT here]

Current Rank: [Type RANK here]

BASIS OF ELIGIBILITY

Start Date of Academic Appointment (full-time, tenure-track) at Fredonia: [Type date here]

Start Date of Requested Pause of Tenure Clock: [Type date here]

End Date of Requested Pause of Tenure Clock: [Type date here]

PURPOSE

Indicate the purpose(s) for which a pause to the tenure clock is being requested:

- Physical or mental illness or other medical condition
- Pregnancy, adoption, or foster child placement
- Substantial caregiver responsibility
- Military service or obligations for self or partner
- Legal concerns

Pursuit of an advance degree

Other

Provide here a brief description (up to 250 words) of the reason for the requested pause of the tenure clock. Attach any supporting documentation.

Type description of reason for request here.

ACKNOWLEDGMENT

It is understood, in requesting that the tenure clock be paused, that

- 1) I am progressing well toward review for continuing appointment but would like to pause the tenure clock so that I can attend to the personal situation described above.
- 2) If this request is approved, my title will be changed to Visiting Assistant / Associate Professor or Visiting Senior Assistant / Associate Librarian for the time that the tenure clock is paused. My salary and benefits will remain the same, and I will continue to be in the United University Professions (UUP).
- 3) Accomplishments during the time that the tenure clock is paused (including courses developed/taught, service responsibilities, and scholarly/creative work) will be part of the record I bring forward in review for continuing appointment.
- 4) Any change in this request (following its approval) must be submitted in writing to the Chair and then approved by the Chair, Dean or Library Director, Provost, and President.
- 5) If my circumstances at that time prevent me from returning to the tenure clock, I would need to complete a new request and have approval for the dates of the extension.
- 6) I've consulted with Human Resources and agree with the below revised timeline for review toward continuing appointment (rework this process so that timeline is included in the letter and not in this form). Also need HR sign-off.

[Type signature(s) here or delete to allow for written signature(s)]

[Type date here]

Faculty Signature

Date

Chair Recommendation

- I support this request for a pause of the tenure clock for the time period requested.
- I support this request for a pause of the tenure clock but with the exceptions/changed noted in the comments below.
- I do not support this request for a pause of the tenure clock.

Additional Comments from the Chair:

[Type Chair's comments here]

[Type signature here or delete to allow for a written signature]

[Type date here]

Chair Signature

Date

Dean or Library Director Recommendation

- I support this request for a pause of the tenure clock for the time period requested.
- I support this request for a pause of the tenure clock but with the exceptions/changed noted in the comments below.
- I do not support this request for a pause of the tenure clock.

Additional Comments from the Dean or Library Director:

Type comments here:

[Type signature here or delete to allow for a written signature]

[Type date here]

Dean or Library Director's Signature

Date

Provost Recommendation

- I support this request for a pause of the tenure clock for the time period requested.
- I support this request for a pause of the tenure clock but with the exceptions/changed noted in the comments below.
- I do not support this request for a pause of the tenure clock.

Additional Comments from the Provost:

Type Provost's Comments here

[Type signature here or delete to allow for a written signature]

[Type date here]

Provost Signature

Date

Revised Timeline for Continuing Appointment

President Decision

- I approve this request for a pause of the tenure clock for the time period requested.
- I approve this request for a pause of the tenure clock but with the exceptions/changed noted in the comments below.
- I do not approve this request for a pause of the tenure clock.

Additional Comments from the President

Type President's Comments here

[Type signature here or delete to allow for a written signature]

[Type date here]

President Signature

Date

This entire completed document is to be forwarded to the President, with copies sent to the Employee, Chair, Dean/Library Director, Provost and Vice President for Academic Affairs, and Director of Human Resources.

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Appendix H: Request to Pause the Permanent Appointment Clock

Link to Request to Pause the Permanent Appointment Clock form:

http://www.fredonia.edu/humanresources/forms/Permanent_Clock_Form.pdf

Request to Pause the Permanent Appointment Clock

Pausing the permanent appointment clock may be requested either in conjunction with or separate from a request for a leave or an adjustment of professional obligation. This form is solely for the purpose of requesting a stop to the permanent appointment clock for a fixed period of time; requests for Title F leaves or adjustments of professional obligation are handled in separate processes. If the request is approved, the professional employee will not be reviewed during the stoppage. During the time that the clock is paused, the professional employee is appointed to a title preceded by the designation "special."

Before completing this application, professional employees should read carefully SUNY Fredonia's *Handbook on Appointment, Reappointment, and Promotion* for information about the process of pausing the permanent appointment clock.

Full Name:

[Type FIRST and LAST name here]

Department:

[Type DEPARTMENT here]

Title:

[Type TITLE here]

DATES AND DURATION

Start Date of Professional Appointment (full-time, term) at Fredonia:

[Type date here]

Start Date of Requested Pause of Permanent Appointment Clock:

[Type date here]

End Date of Requested Pause of Permanent Appointment Clock

[Type date here]

PURPOSE

Indicate the purpose(s) for which a pause to the permanent appointment clock is being requested:

- Physical or mental illness or other medical condition
- Pregnancy, adoption, or foster child placement
- Substantial caregiver responsibility
- Military service or obligations for self or partner
- Legal concerns
- Pursuit of an advance degree
- Other

Provide here a brief description (up to 250 words) of the reason for the requested pause of the permanent appointment clock. Attach any supporting documentation.

Type description of reason for request here.

ACKNOWLEDGMENT

It is understood, in requesting that the permanent appointment clock be paused, that

- 1) I am progressing toward review for permanent appointment but would like to pause the permanent appointment clock so that I can attend to the personal situation described above.
- 2) If this request is approved, the designation "Special" will be added to my title for the time that the permanent appointment clock is paused. My salary and benefits will remain the same, and I will continue to be in the United University Professions (UUP).
- 3) Accomplishments during the time that the permanent appointment clock is paused (performance program objectives achieved, service provided, etc.) will be part of the record I bring forward in review for permanent appointment.
- 4) Any change in this request (following its approval) must be submitted in writing to my supervisor and approved at all levels up to and including the President.
- 5) The permanent appointment clock will be restarted at the date on this signed request. If my circumstances at that time prevent me from returning to the permanent appointment clock, I would need to complete a new request and have approval for the dates of the extension.

[Type signature(s) here or delete to allow for written signature(s)]

[Type date here]

Employee Signature

Date

Supervisor Recommendation (if applicable)

- I support this request for a pause of the permanent appointment clock for the time period requested.
- I support this request for a pause of the permanent appointment clock, but with the exceptions/changed noted in the comments below.
- I do not support this request for a pause of the permanent appointment clock.

Additional Comments from the Supervisor:

Type Supervisor's Comments here

[Type signature here or delete to allow for written signature]

[Type date here]

Supervisor Signature

Date

Director Recommendation (if applicable)

- I support this request for a pause of the permanent appointment clock for the time period requested.
- I support this request for a pause of the permanent appointment clock, but with the exceptions/changed noted in the comments below.
- I do not support this request for a pause of the permanent appointment clock.

Additional Comments from the Director:

Type Director's Comments here

[Type signature here or delete to allow for written signature]

Director's Signature

[Type date here]

Date

Associate Vice President Recommendation (if applicable)

- I support this request for a pause of the permanent appointment clock for the time period requested.
- I support this request for a pause of the permanent appointment clock, but with the exceptions/changed noted in the comments below.
- I do not support this request for a pause of the permanent appointment clock.

Additional Comments from the Associate Vice President:

Type Associate Vice President's Comments here

[Type signature here or delete to allow for written signature]

Associate Vice President's Signature

[Type date here]

Date

Vice President Recommendation

- I support this request for a pause of the permanent appointment clock for the proposed activities and in the time period requested.
- I support this request for a pause of the permanent appointment clock, but with the exceptions/changed noted in the comments below.
- I do not support this request for a pause of the permanent appointment clock.

Additional Comments from the Vice President:

Type Vice President's Comments here

[Type signature here or delete to allow for a written signature]

[Type date here]

Vice President Signature

Date

President Decision

- I approve this request for a pause of the permanent appointment clock for the proposed activities and in the time period requested.
- I approve this request for a pause of the permanent appointment clock, but with the exceptions/changed noted in the comments below.
- I do not approve this request for a pause of the permanent appointment clock.

Additional Comments from the President:

Type President's Comments here

[Type signature here or delete to allow for a written signature]

[Type date here]

President Signature

Date

This entire completed document is to be forwarded to the President, with copies sent to the employee, all signatories and the Director of Human Resources.

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Appendix I: Emeritus Application

Link to Emeritus Application:

http://www.fredonia.edu/humanresources/forms/Emeritus_Application.pdf



Application for Emeritus Privileges

In accordance with Fredonia's *Handbook on Appointment, Reappointment, and Promotion*, faculty and professional employees who retire in good standing are eligible for Emeritus status. At the time of completing other paperwork related to retirement, the employee completes this application so that there is a record of privileges that continue in retirement.

Before completing this application, faculty and professional employees should read carefully Fredonia's *Handbook on Appointment, Reappointment, and Promotion* for information about the process for Emeritus status.

Full Name:	[Type FIRST and LAST name here]
Department:	[Type DEPARTMENT here]
Title:	[Type CURRENT TITLE here]
Retirement Date:	[Type LAST DATE OF EMPLOYMENT here]

CONTACT INFORMATION

Home address:	[Type ADDRESS after retirement here]
Home phone:	[Type PHONE NUMBER after retirement here]
Alternate email:	[Type ALTERNATE EMAIL ADDRESS (not fredonia.edu) here]
Winter address:	[Type WINTER ADDRESS after retirement, if applicable]
Winter phone:	[Type WINTER PHONE NUMBER after retirement, if applicable]
Cell phone:	[Type PHONE NUMBER after retirement here]
Name of Spouse / Partner:	[Type NAME OF PARTNER OR SPOUSE here]

PERMISSIONS

My contact information may be shared with former colleagues who request it. Yes No

My contact information may be shared with former students who request it. Yes No

My Emeritus status and Fredonia email be included in the Fredonia phone directory. Yes No

AUTOMATIC PRIVILEGES

Access to the following privileges is automatically granted with Emeritus status, to the extent that such privileges are extended to faculty and staff who are current employees:

- Campus network access (including printing quota)
- Learning management system
- News listserv
- Email and collaboration suite
- U-drive
- FredCard
- Access to library computers, databases, and interlibrary loan
- Use of the fitness (with the same conditions that apply for current faculty and staff)
- Campus parking

DISCRETIONARY PRIVILEGES REQUESTED

Some privileges not ordinarily granted to Emeriti may be granted by the President, based on the individual's needs and continuing relationship to Fredonia. Please indicate here which of these privileges you request:

- Office space (shared) on campus
- Authorization to work on grants (with a Co-Principal Investigator who is a current employee)
- Use of copier codes
- Use of long-distance codes
- Use of campus postage services and department mailbox for university service
- Card / key access to **__Type here to provide information about the place(s) which you will need to access after retirement**

Provide here a brief description (up to 250 words) of the reasons for the requested privileges.

Type description of reason for request here.

By checking this box, I acknowledge that I understand my contact information will be shared with Fredonia business offices who require it. (This box must be checked to receive Automatic Privileges.)

[Type signature(s) here or delete to allow for written signature(s)]

[Type date here]

Employee Signature

Date

President's Recommendation

- I support this request for emeritus status on the date specified and approve all requested privileges.
- I support this request emeritus status on the date specified but with the exceptions/changed noted in the comments below.
- I do not support this request for emeritus status on the date specified.

Additional Comments from the President:

Type President's comments here.

[Type signature here or delete to allow for a written signature]

[Type date here]

President Signature

Date

This entire completed document is to be forwarded by the retiree to the President, with a copy sent to the Director of Human Resources. Once the application is signed by the President, the President's Office will send copies to the retiree, his/her Chair or supervisor, Vice President and Information Technology Services.

Rev. 3/12/15



Appendix J: Request for Prior Service Credit – ACADEMIC Position

Procedures

1. If you wish to request consideration for prior service credit, complete this form and submit it to the Director of Human Resources within 30-days of the date on which your initial appointment to SUNY Fredonia is effective.
2. You will be notified of the decision regarding your prior service credit request by the Provost and Vice President for Academic Affairs.

In accordance with Article XI, Title B of the *Policies of the Board of Trustees*, I request consideration for credit for prior service.

NAME _____ DEPARTMENT _____

Cite previous, full-time, academic rank service at an accredited institution for which prior service credit is requested. A maximum of three years service may be credited upon initial appointment at the discretion of the Chancellor or his designee.

INSTITUTION _____

ADDRESS _____

DEPARTMENT _____ TITLE _____

PERIOD OF FULL-TIME SERVICE _____ to _____
Month/Year Month/Year

INSTITUTION _____

ADDRESS _____

DEPARTMENT _____ TITLE _____

PERIOD OF FULL-TIME SERVICE _____ to _____
Month/Year Month/Year

Signature _____ Date _____



Appendix K: Request for Prior Service Credit – *Non-teaching Professional Position*

Procedures

- 3. If you wish to request consideration for prior service credit, complete this form and forward it to the Director of Human Resources for review and processing.
- 4. You will be notified in writing of the decision regarding your prior service credit request by your divisional Vice President.

In accordance with Article XI, Title C of the *Policies of the Board of Trustees*, I request consideration for credit for prior service.

NAME _____ DEPARTMENT _____

Cite previous *full-time* service in a Professional title at an accredited institution for which prior service credit is requested. *A maximum of three years* service may be credited.

INSTITUTION _____

ADDRESS _____

DEPARTMENT _____ TITLE _____

PERIOD OF FULL-TIME SERVICE _____ to _____
Month/Year Month/Year

INSTITUTION _____

ADDRESS _____

DEPARTMENT _____ TITLE _____

PERIOD OF FULL-TIME SERVICE _____ to _____
Month/Year Month/Year

Signature _____

Date _____

Appendix L: Classroom Observation Pre-Visit Questionnaire

(completed by instructor and shared with observer prior to observation)

Instructor: _____ **Course:** _____

Semester: _____

Faculty Observer: _____

Briefly describe what will happen in the class I will observe. What role will you take? What teaching methods will you use? What will the students do?

What are your goals for students for this session?

What have the students been asked to do prior to class?

What have students done in earlier classes to prepare them for this class?

Will this class be typical of your teaching? If not, explain.

Appendix M: Classroom Observation Feedback Form

(completed by observer and shared with Chair or designee)

Instructor: _____

Course: _____

Semester: _____

Faculty Observer: _____

Date of Observation: _____

Knowledge of Subject Matter

Organization and Clarity

Instructor/Student Interactions

Presentation/Enthusiasm

Overall Comments

Appendix N: Classroom Observation Post-Visit Questionnaire

(completed by instructor and shared with Chair or designee)

Instructor: _____

Course: _____

Semester: _____

Faculty Observer: _____

Date of Observation: _____

How did you feel the class went?

Did the students accomplish the goals of the session? How do you know?

What were your teaching strengths?

What areas do you want to continue to work on? What strategies will you use for improvement?

Appendix O: Request for Appendix A-28 Promotion and/or Salary Increase

(see HARP VI.G.3 - VI.G.7)

This request is for (check both if requesting promotion with salary increase):

_____ Promotion to Budget Title _____ SL _____ (effective _____)

_____ Salary Increase (effective _____)

Initiated by (check one):

_____ Employee

_____ Supervisor

Please attach current (proposed) performance program and most recent performance program to this form as well as written justification. Route this form and all supporting documentation as follows (see HARP VI.G.3 - VI.G.7):

Routing	Approved (circle)
_____	Y N
Employee	Date (6/15 - 7/15)
_____	Y N
Employee's Supervisor	Date (no later than 7/30)
_____	Y N
Dean/Director	Date (no later than 8/15)
_____	Y N
Director Human Resources	Date (no later than 9/15)
_____	Y N
Vice President	Date (no later than 9/30)
_____	Y N
President	Date (no later than 10/15)