

Excerpt from “Procedures for Personnel Cases”, 2008-2009, Binghamton University, pp. 8-9

With **highlighting** of specific mention of things **international**

6.6 Following are a few comments on issues that have arisen in applying the principles in the [SUNY Board of Trustees] *Policies* and [Binghamton Faculty-Staff] *Handbook*.

6.6.1. Teaching

6.6.1.1 Teaching is a multifaceted process; no single dimension can completely capture its complexity. Any adequate evaluation of teaching must assess its many components and perspectives. Therefore, for purposes of making decisions about promotion and tenure, the evidence for the quality of a faculty member’s teaching should include each of the following:

1. a self assessment of teaching in relation to the individual’s teaching philosophy and goals,
2. evidence that feedback from students (performance on tests, student evaluations of the course, and so forth) have been used to improve the candidate’s teaching and/or student learning
3. peer evaluation of the syllabi of courses taught over the years,
4. peer evaluation of the processes used to assess student performance over the years,
5. peer evaluation of the faculty member’s teaching over time,
6. broad and representative student evaluations of the faculty member’s teaching over time (note that no preference is given for the kind of student input desired; while SOOTs are voluntary and only one of many possible approaches to student evaluation of teaching, the critical importance of student input over time is affirmed), and
7. a summary assessment of the faculty member’s contributions to the instructional mission of the academic unit, including a tabular summary of raw data such as that collected in the SOOTS.
8. If applicable, evidence of contributions to the educational mission of the University beyond the faculty member’s own academic unit(s), for example, assessment, experiential or service learning, general education, **internationalization**.

In addition to the above, the IPCs should use as broad a range of exemplary materials as is possible. Other possible sources of information concerning teaching include: (a) reports from student advisory committees; (b) the record of new courses or course materials developed, including **use of materials from multiple cultures and in multiple languages**; (c) library reserve lists and development of special library collections for courses or programs; (d) documentation of pedagogical innovations; (e) information on student performance (honors work, continuation in graduate programs, post-graduate achievements); (f) supervision of undergraduate and graduate projects and theses and work as

an advisor and mentor; (g) organization and supervision of internships, international exchanges, study abroad, experiential learning sites and experiences, and undergraduate research opportunities; (h) involvement in collegiate or other extra-curricular student activities; (i) organization of workshops to help students develop ancillary skills (critical thinking, library skills, use of computer programs, quantitative reasoning, team work, oral communication, writing skills, artistic performances, literary/technical publications, etc.); (j) surveys of graduating students and/or alumni; (k) contributions to the preparation and supervision of graduate teaching assistants and undergraduate peer assistants; (l) record of obtaining grant support for the advancement of the University's educational mission including grants, fellowships, and scholarships.

- 6.6.1.2. The IPC report should clearly indicate the sources of evidence on which the appraisal of teaching competence has been based. IPC's must also seek evaluations by Student Advisory Committees (see 3.2.4., 3.2.4.1. above). Generally speaking, the IPC should employ all materials available to demonstrate that the candidate's teaching meets the expectation stated in 6.3. above.

6.6.2. Research and Other Creative Work

- 6.6.2.1. Publications and other creative and professional accomplishments should be evaluated, not merely enumerated. Interpretations by the most qualified members of the department, as well as by outside referees of high national or international reputation in the discipline or in pedagogy are an essential element (see above, 3.2.6.ff.). Reviews, citations, and appraisals in the publications of others constitute particularly significant testimony. A strongly positive pattern of professional development as scholar or creative artist including the likelihood of future important contributions should be demonstrated.
- 6.6.2.2. Original work should normally be counted only after acceptance for publication or exhibition. A given achievement should not be counted as an accomplishment justifying the advancement of a faculty member if it has been employed in earlier justifications, except in the sense of being part of a cumulative record, unless subsequent book reviews, anthologies, citations, etc. ascribe a notably higher significance to the piece of work than was the case in an earlier personnel consideration. The burden of proof is on such a claim of enhanced significance.
- 6.6.2.3. Creative work in non-literary fields (studio art, music, and theater) must be evaluated by the testimony of nationally eminent people in their fields. Not only the number but also the place of exhibitions, concerts, or performances should be taken into account.

6.6.3. University and Public Service

- 6.6.3.1. University service and public service do not serve as the major grounds for advancement or awarding of tenure, at the same time these contributions are valued professional activities that should be investigated and documented, especially in promotions to full Professor. University service

includes exceptional service to the University or major committees; editorial work, offices held, and committee work for professional organizations. Consideration should be given to major contributions at any level of governance within the University. Public service involves exceptional contributions to the public good that result from the application of one's professional or disciplinary expertise in solving or ameliorating problems or issues in the local, state, national or international community. The extent and impact of the faculty member's contributions to the outreach mission of the University may, in exceptional cases, serve as a major reason for promotion to Professor.

- 6.6.3.2 The SUNY Board of Trustees has affirmed the importance of University service and public service as evaluative criteria. In changes to Article XII, Titles A, B, and C of the *Policies*, the Trustees specifically include service as a criterion for the evaluation of promotion of all employees. Title A, Section 4d states: "Effectiveness of University service—as demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in addition to formal teacher-student relationships."

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