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

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 
publishing 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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