

SSE Guidelines, as approved by Mathematics, 10/27/23

School of Science and Engineering General Statement on Tenure and Promotion Expectations

The SUNY Board of Trustees has established the following criteria for promotion and tenure for faculty: 1) Mastery of Subject Matter, 2) Effectiveness of Teaching, 3) Scholarly Ability, 4) Effectiveness of University Service, 5) Continuing Growth. Typically, the mastery of subject matter is demonstrated by the appropriate degree in the field. Continuing growth is typically demonstrated by effectiveness in the 2nd, 3rd and 4th criteria. Therefore, it is teaching, scholarship and service that are the criteria typically used to determine tenure and promotion. Being part of the college community also relies upon professional and respectful interactions among faculty, staff, and students. Support for reappointment, tenure, and promotion is contingent upon the presumption that the candidate has not been involved in any credibly documented incidents of inappropriate interactions or harassment. . Refer to the campus policies on harassment/discrimination and consensual relationships on the Office of Human Resources, Diversity and Inclusion webpage.

The review process involves a review of the dossier at multiple levels, including:

- Departmental sub-committee

- Department Chair

- Dean

- Central Committee on Promotion and Tenure

- Provost

- External reviews of scholarship for applications for continuing appointment/promotion.

In preparing the dossier, faculty should be mindful that it will be reviewed by faculty and administrators who are not experts in the faculty's discipline so some effort should be made to provide context, particularly for scholarly achievements.

Tenure and Promotion to Associate Professor

It is the opinion of the faculty of the School of Science and Engineering that tenure (continuing appointment) and promotion to associate professor should be linked in all but truly extraordinary circumstances. Therefore, the criteria described below serve as expectations for both tenure and promotion to associate professor.

Teaching

The primary mission of SUNY New Paltz is to educate students. Therefore, it is expected that all faculty will show dedication and ability for teaching. Faculty should strive to create an educational environment that is professional, respectful, and equitable. Faculty are expected to communicate respect through their actions, and refrain from behavior that might be generally recognized as bullying, discrimination, or harassment.

There are a number of ways to demonstrate teaching ability. Student evaluations are important but, as the Provost has made eminently clear, they need to be used with sense and caution. Peer-evaluations are also a useful assessment and it is expected that all candidates will include them as part of a promotion/tenure dossier. Peer-evaluations need to provide substantive and formative suggestions to be of any value.

Both the student and peer-evaluations are limited in that they provide a snapshot of teaching from either the student's point of view or from a peer sitting in on a single class. Candidates are also expected to demonstrate that their teaching contributions go beyond what happens in the classroom by showing how their courses support and contribute to the curriculum of a particular program(s) and that they have revised existing courses or developed new courses. The latter is key because no programs in SSE should remain static either in terms of content, how the content is arranged or how that content is taught. As part of this, candidates should be able to demonstrate that they are aware of data-supported best practices for teaching in their field and have begun to integrate them within their courses. These expectations need to be supported by, for example, syllabi, new assignments or activities, the personal narrative and letters from personnel committees and department chairs.

Teaching also includes other activities, specifically advising and supporting undergraduate and graduate student research or projects. All faculty are expected to advise students. Candidates for tenure should be able to advise students effectively for general education, major and minor programs in their field and assist students in their careers by helping them identify routes towards employment or graduate and professional schools.

Engaging undergraduate and graduate students in research or projects has been key in the education of mathematicians, scientists and engineers for decades. As a primarily undergraduate institution with high expectations for our students, faculty are expected to engage undergraduates in research or projects. This is a requirement for a number of majors and a common expectation for most others. For departments that offer graduate programs, it is expected that directing graduate research will be a shared responsibility of all faculty in the department.

Scholarship

The core expectation for tenure is that faculty should present a convincing case that they have established an ongoing pattern of scholarly productivity that they will sustain post-tenure.

Evidence of this typically includes publication in peer-reviewed journals, grants, conference presentations and collaborations with other scholars, institutions or businesses. Other forms of scholarship that are important should be described by each individual department. However, all candidates must include publications in quality, peer-reviewed journals. The number of expected peer-reviewed publications is dependent on the quality and length of the publication, the journal(s) in which it is published, and the other forms of supporting scholarly work;

however, a successful tenure dossier will, almost without exception, include peer-reviewed publications.

Grants can also be an important part of a tenure dossier. Many grants are highly competitive, often much more so than getting an article accepted in a peer-reviewed publication. An individual, significant grant will typically count as a peer-reviewed publication. A grant with a publication stemming from the research supported by the grant is excellent evidence for a pattern of scholarly productivity.

Collaboration is strongly encouraged. In all fields of mathematics, science and engineering collaboration is common and important. Particularly in equipment and time intensive fields, faculty are encouraged to develop collaborations with faculty at research institutions. These collaborations not only give faculty regular contact with the larger research world, but often result in opportunities for our undergraduates. Care must be taken in the dossier to show what portion of collaborative grants and publications were done by the candidate. Continued collaboration with post-doctoral and graduate advisers should not be ruled out, but it is even more imperative that the candidate show how they have continued to develop independence as a scholar.

Where appropriate, collaboration with regional businesses, non-profits and other educational institutions is encouraged and can be an important part of a tenure/promotion dossier.

Service

As an institution with a strong tradition of faculty governance and scholarship, internal service to the department, school, and college, as well as external service to the broader community is expected. Interactions with colleagues should be professional, respectful and equitable and foster healthy and productive cooperation toward departmental and university goals. It is expected that pre-tenure faculty display evidence of willingness to contribute to the necessary intellectual and administrative work of the department in areas such as the examination and assessment of courses and programs, search committees, recruitment of students, seminars, etc.

After 3 or 4 years, pre-tenure faculty should begin to look for opportunities to be involved in the broader campus community through appropriate school or college-wide committees. Some external service is expected and can include reviewing grants and papers, organizing conferences, involvement in local and regional organizations and a plethora of other possibilities.

Promotion to Professor

For promotion to professor from associate professor, the candidate should demonstrate continued progress and expansion in teaching, scholarship and service commitments. Typically,

a successful candidate should have no significant weaknesses in any of these areas and should demonstrate excellence in at least one area.

Teaching

Candidates for professor should be able to demonstrate that they have continued to develop as teachers by revising and developing new courses and contributing to the development of new programs or the revision of current programs, as well as continuing to revise their own courses and teaching methods. Candidates should also expect to provide evidence for participation in new activities related to pedagogy such as attending symposia on teaching and integrating new teaching methods into their courses and labs, participation in a pedagogy work group and novel assessment activities.

Scholarship

The expectations for scholarship for promotion to full professor can be fulfilled in a number of ways. The overall goal is to show that the pattern of scholarship that was developed up to tenure has been continued and expanded. There should also be evidence that the scholarly work has had an impact. Traditionally, this would be shown by the scholarly work being cited widely, articles in higher level publications, patents arising from scholarly work and other standard measures. Other areas consistent with New Paltz' mission would include working with undergraduate and graduate students consistently and effectively, leading to peer-reviewed publications with students as co-authors, supporting efforts to improve STEM education at regional K-12 schools or working with local industry in ways that will support the economy of the region.

Service

As with teaching and scholarship, there should be a pattern of increasing responsibility, both in internal and external service. Candidates for promotion to full professor should show some significant service to the campus community by serving in a variety of roles that require significant commitment. This can include serving as department chair, chairing one of the demanding college-wide committees such as Reappointment and Tenure or Salary Increase, chairing a middle states committee, or serving on an important ad hoc committee.

Lecturers

A lecturer's workload is typically based mainly in instruction. The expectations for the reappointment of lecturers will be mainly based on performance in teaching using the criteria described above for tenure-track faculty. Where a lecturer receives course releases for some other specified duties, the reappointment dossier should contain evidence addressing the lecturer's performance in those areas.