

RESPONSIBILITIES AND PERSONNEL ISSUES FOR FACULTY AND LIBRARIANS

FACULTY AND LIBRARIAN RESPONSIBILITIES

Policies of the Board of Trustees (2001)
www.suny.edu/Board_of_Trustees/index.cfm

The *Policies of the Board of Trustees (Policies)* define expectations for faculty (and staff) of the State University of New York. Article X, “College Faculty,” describes the composition of college faculty, voting faculty, and role of college bylaws. It specifically states, “The faculty of each college shall have the obligation to participate significantly in the initiation, development, and implementation of the educational program.” (Article X, §4)

Definitions

Academic staff

Faculty and librarians, as defined in Article II, “Definitions,” of the Policies are members of the “academic staff.” Academic staff is defined as “the staff comprised of those persons having academic rank or qualified academic rank.” [Article II, §1 (i)]

Academic rank

“Academic rank” is defined as “rank held by those members of the professional staff having the titles of professor, associate professor, assistant professor, instructor, and assistant instructor, including geographic full-time faculty members having such titles, and rank held by members of the professional staff having the titles of librarian, associate librarian, senior assistant librarian, and assistant librarian.”

Qualified academic rank

“Qualified academic rank” is defined as “Rank held by those members of the academic staff having titles of lecturer, or titles of academic rank preceded by the designations of ‘clinical’ or ‘visiting’ or other similar designations.” [Article II, §1 (k)]

Professional Obligation

The Policies, Article XI, Title H, “Appointment of Employees,” and the Agreement Between the State of New York and United University Professions (Agreement) address the professional obligation of a faculty member in general terms. They are specific with respect to obligation of the faculty to be available during the ten-month academic year for assignments but do not detail the mix or proportion of the mix dedicated to the components of that professional obligation.

Academic year obligation for faculty

The term of professional obligation for faculty, except in the case of part-time or temporary employment where the obligation may be less, shall not exceed 10 months. “Calendar year” identifies an annual obligation of service for the full year, i.e., 12 months. “College year”

defines service for any period less than the full year. No employee may engage in other employment that interferes with the performance of the employee's professional obligation.

The academic year obligation typically begins one week before classes begin and ends May 31. The academic-year obligation is specified each year by the college president, and at Buffalo State, that specification is posted in the Bulletin.

Opportunity to teach in a Summer Session course is by invitation of the college. Assignments are arranged cooperatively by the department chair, the academic dean, and the dean of graduate studies. During the period of summer teaching, faculty are expected to carry out normal duties such as student advisement, committee work, and office hours.

Responsibilities

College faculty have responsibility in two broad categories of activities: those that are directed toward goals arising from the college's mission and those that facilitate the governance and support activities of the organization. Faculty have exclusive responsibility for certain activities but can share with professional staff in a number of others.

The professional obligation of the faculty includes teaching, research, scholarship and/or creative activity; student advisement, including posted hours; and service to the university and community.

Librarians are subject to the same general professional obligations as faculty, with the exception of teaching and student advisement. Librarians are expected to meet a calendar year obligation.

Instruction

Buffalo State takes pride in its reputation for excellent teaching. Each faculty member is expected to strive to enhance teaching and to adapt teaching to the student body. Effectiveness of teaching is very important in all personnel reviews. Most departments have policies that require student evaluations of instruction. Classes may be visited by appointment by appropriate administrative officers and/or colleagues to evaluate teaching effectiveness. The individual instructor has domain over policies and procedures within the classroom. Instructional loads are dependent upon staff allocations, student enrollment, available staff and facilities, and other factors that will affect the specific teaching situation.

Instruction includes activities related to classroom teaching, laboratory study, studio guidance, intern and practica supervision, independent study, thesis guidance, assessment, advisement, maintaining records of student work, student and program evaluation, out-of-class conferences with students, and curriculum planning and development.

Assessment

www.buffalostate.edu/academicaffairs/x573.xml

Faculty are expected to engage in assessment of student learning outcomes in courses, general education, and major programs. Faculty teaching courses with general education designations need to ensure that the student learning outcomes in that area are met in their courses. Courses in major programs should contribute to meeting programmatic learning outcomes. In addition, as part of their instructional obligation, faculty will participate in the process of assessment of general education and major program learning outcomes.

Access the "Assessment" section of the Academic Affairs Web site, listed above, for information that includes "Nine Principles of Good Practice for Assessing Student

Learning,” “Buffalo State Principles of Assessment,” “Buffalo State Assessment Plan for Learning Outcomes,” and general education and major program assessment.

Student advisement

Faculty responsibilities in student advisement. The administration recognizes the importance of academic advising in the well-being, development, and retention of students at Buffalo State. The quality of a student’s experience at Buffalo State depends heavily on good advisement, and the primary responsibility for student advisement is with the faculty. **All faculty members are required to play a role in student advisement and must be familiar with college and departmental requirements and policies so they can intelligently guide students.** All relevant academic regulations are published in the undergraduate and graduate catalogs, which are published in alternate years covering two-year periods. Advisement is greatly facilitated through use of the college’s automated audit system, Degree Navigator, which identifies requirements met and not yet completed for each student. Advisers must familiarize themselves with this system. [See “Audit System (Degree Navigator) Department Accounts,” page 3.6.]

Academic Advisement is **mandatory** for certain groups of undergraduate students each semester prior to registration. University College is “home” to all first-year and undeclared students, and its Academic Advisement Center coordinates all **first-year and undeclared undergraduate** student advisement. **Students who have declared a major** must seek advisement by contacting their departments. **Matriculated graduate students** are encouraged to receive advisement each semester, but are not required to do so to register.

All departments and units of the college that do advisement must have advisement plans on file in the Academic and Student Affairs Office. Each department that offers graduate programs will establish procedures to advise non-matriculated graduate students.

Buffalo State College Student Advisement Policy

The following advisement policy was submitted by the College Senate Standards for Students Committee, the Professional Welfare Committee, and the Student Welfare Committee and approved by the College Senate on March 12, 2004. As a companion document, and providing further evidence of the importance and directives for faculty involvement is the Advisement Report, prepared by the Academic Council for consultation with the College Senate in November 2003. Copies of this report are available in the Academic and Student Affairs Office, Cleveland Hall 519.

- **Preamble**

Buffalo State College remains committed to undergraduate and graduate advisement that is personal, relevant, and supportive. Student advisement properly goes beyond course selection to include all aspects of advising: program education, career counseling, mentoring, personal support, and/or referral to appropriate campus offices. Advisement is the responsibility of all agencies at Buffalo State College.

Undergraduate advisement should provide each student with a clear roadmap for timely completion of degree requirements. Graduate advising may focus more intensely on research, guidance, and professional development.

Administrative officers of the college should stress the importance of advisement to the college and the responsibility of the student to seek advisement in public presentations to faculty, staff, and students.

- **Undergraduate Student Advisement**
 1. Advisement is required of all students—freshmen and transfers at the point of entry into the college.
 2. Undeclared students, students on probation, and pre-majors must be advised every semester.
 3. Advisement is required when a student declares a major.
 4. Students in majors should be advised according to each department's individual advisement plan.
 5. Advisement should include a graduation check, according to each department's advisement protocol, in the spring semester of the year prior to graduation or at approximately 90 credit hours for August or December graduates. (Note: Official graduation audit verification to be done by the Registrar's office.)
- **Graduate Student Advisement**
 1. Advisement is required upon admission to a graduate program.
 2. Advisement to assure completion of candidacy application prior to completion of 12 credits.
 3. Departments review student progress in the semester prior to that in which the student is to graduate.
 4. The department chair or delegate may review and approve the graduate student's completed course work. (Note: Official audit of graduate students' completed coursework is done by the Graduate School.)
- **Department Advisement Protocol**
 1. A department's plan reflects the diverse nature of its students, the size of its student body and faculty resources. The plan will provide for all relevant graduate and undergraduate student groups: undeclared students, majors, pre-majors, evening-only students, appropriate non-matriculated students, and students readmitted to programs.
 2. The department's plan is approved by the dean and is on file in the Office of Academic and Student Affairs. Academic support programs will submit their advisement plans to the Office of Academic and Student Affairs.
 3. Departments assure documentation of their students' advisement.
 4. Departments provide opportunities for advisement in every semester, throughout the semester.
 5. Academic support programs maintain accurate information about departments' required and elective courses through the use of the college catalog, printed departmental materials that have been distributed, or through the departments' Web pages. Departments' Web pages include information to aid in a student's selection of courses and the timing of such selections.
 6. Each department's plan includes traditional one-to-one advising between faculty and student, as well as alternative methods using small groups, computer labs, and peer advising.
 7. Subsequent to Degree Navigator or another student audit system being accurate, each department reports to the dean a systematic assessment of the effectiveness of

its advisement as a part of the annual report or at a time deemed appropriate by the faculty dean.

Faculty meetings

Attendance at faculty meetings is required as evidence that faculty members take their professional obligations seriously. Each year an administrative calendar is distributed providing a schedule of “collegewide meetings” for the academic year. These meetings, which include the College Senate, UUP, and academic faculties, are held on Fridays at 3:00 p.m.; no classes or other meetings may be scheduled during this time. Faculty should refer to the specific bylaws of their respective schools for additional information concerning collegewide and special faculty meetings.

Classes typically are not scheduled on Tuesdays and Thursdays from 12:15 to 1:30 p.m. This time period, called **Bengal Pause**, is designed to provide time for enrichment of the learning environment through open programs, as well as to allow student groups and campus committees the opportunity to convene.

Department meetings are generally scheduled for the first Tuesday of each month, with other faculty groups and committees meeting on other Tuesdays, allowing for campus programs with combined student and faculty participation on Thursdays.

Office hours

Regular office hours should be posted outside each faculty member’s office, with copies on file in the department office, the dean’s office, and Academic and Student Affairs. At least three to five hours a week, at times convenient for students, is **required**, with additional appointments to be made as special needs require.

Course scheduling

The curriculum of the college reflects the scope of human knowledge and achievement, the diversity of academic programs offered, and the graduation requirements established by the faculty. Scheduling of classes is carried out in such a way as to maximize efficiency by the judicious deployment of resources as we respond to the varying needs of our diverse student body. Accordingly, courses are scheduled throughout the day and evening. Class quota and enrollment reflect the curriculum, the needs of students, the nature and availability of teaching facilities, and pedagogical norms for the various disciplines. To maintain maximum flexibility and efficiency in responding to the multiplicity of student and program needs, class size is carefully monitored, both when initial quotas in classes are established and during student registration in classes. Courses, exclusive of required practica, enrolling fewer than 10 students on the undergraduate level and five students on the graduate level may be offered only upon the specific approval of the appropriate department chair and dean.

On an annual basis the appropriate dean will review quotas and course enrollment levels with the department chairs as part of a planning and assessment process of departmental resources and needs. The goal of this activity will be the effective and efficient utilization of institutional resources in meeting campus missions and goals.

Scholarly ability

Scholarly ability involves research, scholarship, and creative activity. The Policies, Article XII, Title A, “Evaluation of Academic Employees,” identifies scholarly ability as “demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contributions to the arts, publications, and reputation among colleagues.”

This criterion is related to two others: mastery of subject matter and continuing growth. Together, the three underscore aspects of the intellectual life of the professor. Buffalo State, with its emphasis on teaching undergraduates, recognizes its serious responsibility to provide students with an education that is sound, current, and well conceived. A major goal of the college curriculum is to provide students with the skills, knowledge, and attitudes to become lifelong learners.

In all aspects of scholarly ability, there is the critical element of peer review—the practice of sharing ideas, works, and theoretical constructs with members of our own faculty and colleagues in the national and international professional community in order to test those ideas and hypotheses and to evaluate those works. Testing and evaluation validate, strengthen, and stimulate further development of the faculty member.

Research entails contributing to the accumulated knowledge in a discipline. This type of activity is most common in the traditional disciplines of the sciences, humanities, social sciences, and education, but it also exists in the applied sciences and technologies. Applied research is directed toward the solution of a particular problem rather than the unencumbered search for new knowledge. Faculty members are encouraged to pursue research that responds to the mission and goals of the college.

Scholarship is, in a sense, an aspect of continued growth, but it is more. Each faculty member must work to ensure that his or her knowledge base is current, accurate, and as complete as possible. It is not appropriate to teach the same course the same way for 10 or 20 years. Scholarship is attested to by peer review, reputation of colleagues, new instructional development, and implementation of new curricula.

Creative activity most frequently occurs in the arts, the applied arts, letters, and performing arts. Products may be creations, performances, and writings. Creative activity involves not only the creation itself as a product of that effort but also the presentation of that product for critical review by the public and one’s peers.

Many different forms, activities, and events are evidence of research, scholarship, and creative activity. Given the diverse collection of disciplines at the college, a wide variability in acceptable activities will have the end result of maintaining the intellectual and professional vitality of our faculty. For example, scholarship includes activities such as data collection and analysis, library research, laboratory study, studio work, performances, professional development and travel, writing and administration of grants, publications, and presentations.

A vital faculty is the key to a solid, comprehensive, and well-conceived curriculum. To this end, each department has a prepared statement elaborating on the criteria for scholarship in that department. The goal is to assist members of the department in focusing on the activities and evaluating the products of scholarly work.

Faculty members are encouraged to attend and participate in recognized professional meetings. If attendance at such meetings necessitates absence from class or other responsibilities, faculty members must clear this absence in advance with the department chair and indicate the steps taken to ensure classes and duties will be covered appropriately.

Service to the university, profession, and community

Faculty are expected to perform service to the college, the region, and in the professions. The college relies on faculty committees for policy guidance, program formulation, and a host of other functions. Faculty members serve multiple college governance structures, all of which contribute to the mission and goals of the college. These may include departmental and faculty committees; College Senate committees; special committees, task forces, and policy boards; and commissions and university-wide committees. Involvement in committee work, college governance, administrative assignments, and work with students outside the formal student-teacher/adviser relationships is expected.

Faculty with special assignments in collaboration with professional staff might contribute to one or more of the following: institutional planning and supervision; budget maintenance; data collection and information services; alumni affairs and fund raising; instructional computing; academic support; and special programs for students. Faculty provide leadership and consultation in the public and private sector. They enhance the cultural life of the campus and community. They are encouraged to share their professional competence in the form of service to their professional associations in significant ways. Contribution of a faculty member's professional expertise to community agencies, schools, and organizations also is encouraged and is a vital part of the Buffalo State partnership with the larger community. Long-term commitments, however, should be discussed with the department chair before acceptance. Faculty members also participate in regional and national professional organizations.

All faculty are expected to engage in teaching, scholarship or creative activity, and service. The specific mix of these various components is determined by the needs and policies of the institution, the needs of the students, the interests and skills of the faculty, the availability of resources and facilities, and various programmatic requirements. The teaching responsibilities for a department may vary from semester to semester. The numbers of courses taught on an annual basis is based on interrelated factors: programmatic requirements; availability of faculty and laboratory support staff; pedagogical norms of the discipline; importance of studio or laboratory experiences; level of instruction; and demand and historical patterns within the area. The expectation for teaching is six to eight courses each academic year. In addition, faculty members may be reassigned to other professional activities: research or scholarly activity that is expected to result in significant products in their field, significant administrative assignments or extraordinary service, or externally-funded projects that benefit the department and/or the institution. Decisions on reassignment from teaching are reached by department chairs and deans in consultation with faculty members.

Annually, all full-time faculty submit reports to the department chair summarizing their accomplishments in the areas of scholarship or creative activity, teaching, and service to the college. They also provide some indication of plans for the following year in each of these

areas. Chairs then review this information and include it in a departmental annual report submitted to the dean and subsequently to the provost.

FACULTY APPOINTMENTS

Appointments of employees are made in accordance with Article XI of the *Policies*. The following is a summary. Details are provided in the *Policies*.

Appointment Types

Term appointment

A term appointment may be given to any person appointed to or serving in a position designated as being in the Professional Services Negotiating Unit. Term appointments are for a specified period of not more than three years, which automatically expires at the end of that period unless terminated earlier because of resignation, retirement, or termination. Term appointments may be renewed for successive periods of not more than three years each.

Continuing appointment

A continuing appointment is made to a position of academic rank that is not affected by changes in such rank and continues until resignation, retirement, or termination. Continuing appointment, commonly referred to as tenure, is granted by the chancellor on recommendation of the president.

Temporary appointment

Temporary appointments are for an unspecified period that may be terminated at any time. Temporary appointments are appropriate when service is anticipated to be part-time or for a period of less than one year. Such appointments shall be made by the president and reported to the chancellor.

Renewal of Term and Continuing Appointment

Renewal of term and continuing appointment reviews follow the timetable that is defined in the *Policies*. Departmental recommendations including pertinent justification should be forwarded to the appropriate dean, who makes a recommendation to the vice president for academic and student affairs. For recommendations of renewal or non-renewal, the vice president considers the supporting material and justification and makes the final decision. For recommendations of continuing appointment, the provost considers the supporting material and justification in making a recommendation to the president for final decision.

Prior Service Credit

Prior service credit may be used in determining eligibility for continuing appointment. A maximum of three years' credit may be granted for full-time prior service in academic rank at any other accredited academic institution of higher education. Prior service credit must be requested by the employee upon initial appointment; it is granted at the discretion of the chancellor. Waiver of all or part of this service credit shall be granted upon written request of the employee to the president no later than six months after the date of initial appointment. In computing consecutive years of service for the purposes of appointment or reappointment to the academic staff: (1) periods of leave of absence at full salary shall be included, (2) periods of leave of absence at partial salary or without salary and periods of

part-time service shall not be included, but shall not be deemed an interruption of otherwise consecutive service.

Official Personnel Files

Official personnel files are maintained for each employee of the college. Personnel files are available for the faculty member's review by appointment during normal business hours in the Academic and Student Affairs Office. Generally, at least 24-hour notice is required for a personnel file review. Content and examination procedures are included in the *Agreement*, Article 31.

Graduate Faculty Status

The Graduate School, Cleveland Hall 204, 878-5601
www.buffalostate.edu/graduateschool/faculty

Graduate faculty status is a privilege awarded to those who, by virtue of their training, experience, and/or scholarly accomplishments, are uniquely qualified to participate in Buffalo State's graduate program. The *Directory of Policy Statements (DOPS)*, VI:II:00, lists the rights, privileges and responsibilities of graduate faculty as follows:

- May teach graduate courses.
- Shall accept the assignment of graduate advisees and shall serve as mentor or reader for master's thesis, project, or independent study for graduate students.
- Shall certify and recommend for graduation all graduate students completing requirements for their respective curricula.

Access the faculty and staff section of the Graduate School Web site, listed above, for graduate faculty status criteria and appointment procedures. Link on "Graduate Faculty Appointments."

GUIDELINES FOR PROMOTION FOR FACULTY

Three major promotion criteria are outlined in Article XII of the *Policies*: **Effectiveness in Teaching, Scholarly Ability, and University and Public Service**. Scholarly ability will be evaluated in the context of the approved departmental statement on research, scholarship, and creative activity. Two other criteria mentioned in the *Policies*, **Mastery of Subject Matter** and **Continuing Growth**, are interrelated with the major criteria in the form of sustained contributions and demonstrated excellence.

Regular Academic Ranks

All regular (i.e., not "qualified") academic ranks accrue time toward consideration for continuing appointment. The regular academic ranks for the teaching faculty are instructor, assistant professor, associate professor, and professor.

Instructor

The rank of instructor should be used for all full-time academic appointments when a regular (i.e., not "qualified") appointment is appropriate but the candidate is minimally short of the requirements for an assistant professor, i.e., absent a finished terminal degree or absent minimal experience in fields traditionally requiring a terminal master's degree plus experience prior to the assistant professorship. The initial appointment may be for two years, but reappointment should normally be for not more than one year. The rank of lecturer may

be a better choice for initial appointment of individuals who are some years away from the terminal degree so the faculty member can have sufficient time after the terminal degree, but prior to the determination of continuing status, in which to build scholarly credentials.

The following guidelines are reprinted from *DOPS*.

Promotion to rank of assistant professor

Assistant professor is the normal beginning rank for a faculty member with a terminal degree or its equivalent and fewer than five years' experience elsewhere. A person promoted to the rank has established himself or herself as being qualified in the discipline/profession. In addition, there is the expectation that the person has the potential for achieving excellence in the discipline/profession and for attaining the highest rank in the department.

The "terminal degree" is a doctorate in most fields but may be the master's in certain applied and studio fields. Some departments may require a doctorate for certain posts and less than a doctorate for others, depending on the particular teaching and scholarly expectations.

1. Teaching

The person demonstrates knowledge of the discipline/profession, skills of pedagogy, including clear and precise communications and methods of instruction, and assessment in the educational achievements of students. The person should provide the following evidence: syllabi that reflect the use of contemporary sources; a good correlation of method, content, and student interest and need; student evaluation appropriate to the course objectives and academic standards of the institution; and other appropriate indices of teaching effectiveness.

2. Scholarship, research, and creative activity

In the area of scholarship, research, and creative activity, competence is demonstrated by completing successfully a doctoral dissertation or project that is required for the terminal degree. In addition, there should be some indication from the individual that he or she will continue scholarly/creative work.

3. Public, university, and professional service

The person demonstrates a willingness to serve the department, college, university, community, and discipline/profession by participating on departmental program and service committees, by providing students regularly with accurate academic advisement and information about college services, and by professional involvement in community service activities and professional organizations.

Promotion to rank of associate professor

Promotion to associate professor requires a high and consistent level of performance on all of the criteria specified by the *Policies*. Evaluation and recommendation for promotion to associate professor and for continuing appointment will normally take place within the same cycle of departmental, faculty, and administrative considerations. Although the *Policies* do not permit continuing appointment being made contingent upon promotion to associate professor, or vice versa, a recommendation for one substantially reinforces a recommendation for the other.

1. **Teaching**

The person's teaching effectiveness dossier evidences continued excellence in the classroom in the rank of assistant professor. This is to be done in the following ways:

- a. By demonstrating that courses taught are in a continuous state of development and reflect extensive and current resources.
- b. By undertaking successfully new course assignments; by designing, developing, and successfully teaching new courses not previously part of a department's offerings; and by participating successfully in the collegewide instructional development programs.
- c. By providing whole-class student evaluations of teaching effectiveness in a variety of courses during a reasonable length of time since appointment or promotion to the rank of assistant professor.
- d. By confirmation of teaching excellence by departmental colleagues who are directly familiar with the person's work.
- e. By demonstrating consistent and successful involvement with independent studies, research projects, final major student works, and/or theses.
- f. By participating in development and execution of assessment in departmental and/or general education programs.

2. **Scholarship, research, and creative activity**

- a. Scholarly/creative work or performance record beyond that demonstrated for the terminal degree. (There should be evidence that the person promoted to the rank of associate professor has completed substantial work in new or continuing investigations that demonstrate a cohesive line of thought in the discipline.)
- b. Scholarship, creative works, and performance record (documented in visual media or through reviews) should be national in scope. (Reputation of the journals, sources of reviews, and extent of the performance record will be an important consideration.)
- c. Significant work/research conducted, but not yet published, can also be provided at this stage of professional development. (The significance of the creative research/work should be attested to by reputable and established individuals in the field. It is important in these cases to attain a number of objective evaluations that testify to the quality and the value of the research, product, or performance.)
- d. Invitations (particularly if unsolicited) to give readings, presentations, exhibitions, demonstrations, or workshops at major conferences, institutes, or universities also should be included.
- e. Grants, awards, and particularly the quality of the works resulting from them are important for promotion to associate professor.

3. **Public, university, and professional service**

The person ought to be able to demonstrate excellence on a continuous basis in the area of service during the period of tenure as assistant professor. This is demonstrated by providing the following evidence:

Increased administrative responsibilities and major leadership roles (The important point is that the assistant professor has consistently played an active and constructive role in departmental meetings and committees and in collegewide service, including academic advisement, recruitment, and in student service activities.).

Substantive letters of recommendation that cite and describe the success of specific contributions in providing initiative and direction in committee efforts.

Active role in the resolution of issues in professional and/or community organizations.

Those assistant professors already holding continuing appointments should be considered periodically for promotion, at least by their chairs and deans. Although not all assistant professors on continuing appointment can be expected to be promoted, chairs and deans should consider each case and discuss with the candidate whatever criteria are still being insufficiently met, to the end of facilitating the promotion to associate professor of those “tenured assistants” that are meeting our expectations for promotion and continuing status.

Promotion to rank of professor

The promotion to professor should signal maturity and demonstrated excellence as scholar, teacher, and contributing member of the college. Promotion to professor demands substantial and sustained growth and evidence of contributions beyond the levels upon which promotion to associate professor were based.

Teaching

The person must demonstrate continued excellence in the classroom in the rank of associate professor. This is to be done in the following ways:

By demonstrating that the courses taught are in a continuous state of development and providing students with extensive resources.

By successfully undertaking new course assignments and by designing, developing, and successfully teaching new courses not previously part of curricular offerings.

By providing whole-class evaluations in a variety of courses since promotion to the rank of associate professor.

Confirmation of teaching excellence by departmental colleagues who are directly familiar with the person’s work.

Evidence of a major contribution to the department or collegewide instructional program.

External assessment/reviews of student accomplishments/creative works that have a direct link to the faculty member.

By participating in development and execution of assessment in departmental and/or general education programs.

Scholarship, research, and creative activity

Accomplishment in this area should be significantly greater than was expected to achieve the rank of associate professor. There should be evidence of new and more sophisticated levels of achievement. Successful research has led by now to publication or creative work that has been subject to further review. Furthermore, the significance of the person’s accomplishments is attested to by peers and reputable figures in the field away from campus.

Recognition of the quality of the work (publications, works of art, or performance record) should be made evident and available in the form of reviews, comments, and citations in the works of others; direct letters of assessment by recognized authorities off campus solicited by the department and by the candidate; and such evidence as invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, etc. (Reputation of the journal, gallery or theater in which the works appeared will be an important consideration, as will the publishers or sponsors.)

Honors or awards that serve to recognize the person's contributions for long-term work in the field and/or new interpretations and applications of research.

Public, university, and professional service

Accomplishment in this area should be significantly greater than was expected to achieve the rank of associate professor. Not only has the person consistently played a constructive role in departmental meetings, committees, academic advisement, and in collegewide faculty governance since the last promotion, he or she is now accepting leadership roles in the department, the college, and the profession. This is demonstrated by providing the following evidence.

Increased complexity in administrative duties (for example, the person has chaired a variety of committees, both inside and outside the department.).

The excellence of his or her contributions to the committees is testified to by colleagues and can be illustrated in tangible ways.

The work/product of the committees is exemplary and significant to the college or organization.

There are no hard and fast rules for time in rank or promotion to the next higher rank, and faculty may apply for promotion at any time. As a general guideline, the promotion from associate to professor could come as quickly as four or five years after promotion to associate for the most exceptional faculty, i.e., those who are clearly outstanding on all promotional criteria. Most associate professors should aspire to and seek promotion to full professorial status from six to 10 years after their promotion to associate status. Those associate professors whose further growth is undistinguished or poorly balanced, i.e., very strong on some promotional criteria but undistinguished on others, may expect to serve longer as associate professor. Some associate professors can be expected never to become professors.

EVALUATION CRITERIA FOR APPOINTMENT, PROMOTION, AND CONTINUING APPOINTMENT FOR LIBRARIANS

The following criteria for Appointment, Promotion, and Continuing Appointment shall apply to all voting members of the library faculty.

Evaluation Criteria

The following criteria are based on the *Policies of the Board of Trustees of the State University of New York*, and on the Association of College and Research Libraries division of the American Library Association *Model Statement of Criteria and Procedures*. This ACRL statement defines the master's degree or its historical antecedent as the appropriate terminal

professional degree. These criteria are to be used in evaluation for term appointment renewal, promotion, and continuing appointment:

Mastery in the field of librarianship: as evidenced by course enrollment, reputation, certificates, honors, awards in librarianship or another field, other specialized training.

Academic proficiency and professional effectiveness: as evidenced by initiating and carrying to conclusion projects within the library; functioning effectively in all library situations; special expertise in the field of librarianship so as to be sought by colleagues. The following activities are examples of how an individual can fulfill these three aspects of demonstrating academic proficiency and professional effectiveness: teaching; preparation of bibliographic aids; information technology including computer, media and Web applications; book selection; the publishing field; original cataloging; languages; bibliographic expertise in subject areas; administration; long-range planning; or personnel skills.

Scholarly ability: as evidenced by papers presented at professional and/or scholarly conferences, offices held in professional and/or scholarly organizations, significant research (pure or applied), consulting work, grantsmanship, contributions to the arts, or publications (print, media or Web-based).

University service: as evidenced by the knowledge of the role of the library in the academic plan; knowledge of the direction of the curriculum; active participation on college and SUNY committees, the College Senate, with the bargaining agent; special assistance offered to other faculty, students, and community.

Continuing growth: as evidenced by systematic updating in the general field of librarianship and one's specific areas of responsibility, through attendance at meetings, workshops, conferences, seminars; study of a specific area of librarianship or another subject; knowledge of areas supportive of librarianship, e.g., information technology (computer, media, or Web-based applications), administration, interpersonal relations, languages; ability to handle increased responsibility successfully.

FACULTY PARTICIPATION IN CEREMONIES AND CELEBRATIONS

Academic Regalia

Annual events at Buffalo State, such as convocations and commencement, afford faculty, librarians, and staff the opportunity to participate in full academic regalia. As hallmarks of our academic year, these times are special for both our own campus community and the surrounding community and guests. The college looks to our faculty, librarians, and staff to ever increase their levels of participation, adding greatly to these events. Academic regalia may be purchased or rented for each occasion through the bookstore.

Purchasing academic regalia

Faculty and staff interested in the investment of purchasing academic regalia should contact the bookstore at 878-5509, where style and pricing information is available. Purchase prices vary. Plan on eight weeks minimum for delivery.

Renting academic regalia

Regalia rentals have long been offered for those who do not own regalia. Faculty and staff may rent academic regalia through the bookstore for marching in the convocations and commencement on an event-by-event basis. Announcements regarding ordering

information, deadlines, and pricing are announced at appropriate times throughout the year via e-mail, campus mail, home mail, or the Web site.

Academic Convocation

The Academic Convocation officially introduces each new academic year and is traditionally held in early September. Faculty are expected to participate to welcome new colleagues and students and to honor colleagues receiving awards at that time. Refer to the Academic Calendar and Events Calendar for future dates.

Commencement

www.buffalostate.edu/commencement

Commencement exercises are held on campus each May in the Sports Arena. This is the most significant event of the academic year and is very important to our graduates, their families, and the community at large. Three ceremonies (two undergraduate and one graduate) are held to accommodate the numbers of graduates and their families. All faculty and librarians are strongly encouraged to participate in commencement by marching in the academic processions and attending post-ceremony receptions. They also may elect to volunteer as ushers or assist with graduate processional lines. The Academic and Student Affairs Office and the Events Management Office, guided by the Commencement Committee, coordinate commencement activities. Service on the committee is by presidential appointment.

Educational Opportunity Program Honors Convocation

The Educational Opportunity Program (EOP) Honors Convocation is held late in the spring semester, typically in May. This ceremony recognizes EOP students who have realized academic success as specified by grade point average and credit-hour requirements established in the program. The campus community is invited to attend.

Honors Convocation

The Honors Convocation is held late in the spring semester, typically in April. This ceremony honors students who have achieved a cumulative 3.50 GPA with a specific number of minimum credit hours completed. The campus community is invited to attend. The speaker is chosen from Buffalo State faculties, and speeches will be posted on the Academic and Student Affairs Web site following the ceremony.

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 that 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.

(Policies, 1998, Article XI, Title I.)

COPYRIGHT

The *Policies* states Copyright Policy as follows. Generally the members of the staff of the university shall retain all rights to copyright and publish written works produced by them. However, in cases where persons are employed or directed within the scope of their employment to produce specific work subject to copyright, the university shall have the right to publish such work without copyright or to copyright it in its own name. The copyright will also be subject to any contractual arrangements by the university for work in the course of which the writing was done. Staff members will be expected not to allow the privilege to write and retain the right to their work to interfere with their university duties. In those cases where an author desires the help of university facilities, arrangements should be made through the administrative staff of the author's institution in advance with respect to the assistance that may be appropriately given and the equity of the university in the finished work.

LEAVES OF ABSENCE

www.buffalostate.edu/offices/hr/manual/leaves.asp

Sabbatical Leave

Sabbatical leaves are granted under Article XIII, Title E, of the *Policies*. Sabbaticals may be granted for planned travel, study, formal education, research, writing, or other experiences of professional value. Faculty having continuing appointments and who have completed at least six consecutive years of service within SUNY are eligible. Such leaves may be granted for one year at half salary or for six months at full salary. Faculty may, with the prior approval of the president, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their leaves. Deadlines for application for sabbatical leave are generally in early November of the preceding academic year; exact dates are available in the Academic and Student Affairs Office. For additional information, see *DOPS* and the *Agreement*.

Military Leave

Military Leave without pay is granted to any college employee while serving in the military. Employees who are members of the National Guard or any reserve force who are called to active duty are entitled to military leave at full pay. Additional information is contained in *DOPS*.

Employee Organization Leave

Employee organization leave is granted to certain officers, delegates, and committee members of the UUP for performance of specific duties. Article 11 of the *Agreement* elaborates the circumstances under which employee organization leave may be taken.

Jury Duty

Employees who are required for jury duty will receive full salary during their absences.

Other Leaves of Absence

Other leaves, often referred to as Title F leaves, may be recommended to the chancellor by the president for employees at full or reduced salary, or without salary, for professional development, assignments of limited duration with other universities and colleges, governmental agencies, foundations, corporations, and similar organizations as a consultant

or expert, consistent with the needs and interests of the university. Leaves of absence without salary may also be granted under appropriate circumstances for the purpose of childcare.

Vacation Leave

According to the *Policies*, Article XIII, Title B, Academic-year employees shall not accrue credit for vacation leave and shall not be granted any such leave.

Sick Leave

Sick leave credit is earned by full-time employees each month. Both the *Policies* and the *Agreement* contain detailed information on accumulation and use of sick leave credits. Maximum accumulation shall not exceed 200 days. Additional sick leave at full or partial salary, or without salary may be granted by the college president.

Full-time academic employees

Years of Service:

0-1

2

3, 4, 5

6

7

Sick Leave Accrual Rate:

1 $\frac{1}{4}$ days per month (15 days)

1 $\frac{1}{3}$ days per month (16 days)

1 $\frac{1}{2}$ days per month (18 days)

1 $\frac{2}{3}$ days per month (20 days)

1 $\frac{3}{4}$ days per month (21 days)

Academic employees who teach:

1 course

2 courses

3 courses

Receive:

$\frac{1}{4}$ day per month

$\frac{1}{2}$ day per month

1 day per month

Disability Leave

Upon being discontinued from service in accordance with provisions of the State University Group Disability Insurance Program, an employee shall be granted a leave without pay for disability that shall be continued until such disability ceases, the employee reaches age 65, or death. Notwithstanding the foregoing, after five calendar years on such leave, an employee shall not have any right or entitlement to be restored to regular employment status. Details of the disability leave are explained further in the *Policies* and the *Agreement*.

Family and Medical Leave

To ensure provision of appropriate benefits of the federal Family and Medical Leave Act (FMLA), employees are requested to notify the Human Resource Management Office when they are absent five or more consecutive work days for one of the following reasons: (1) personal illness, (2) caring for a family member who has a serious health problem, (3) the birth or adoption of a child, or the placement of a child for adoption or foster care. When the need for FMLA leave is not foreseeable, for example in the case of medical emergencies, notification is requested as soon as possible (within one or two workdays of the employee's knowledge of the need for leave).

TERMINATION OF SERVICES

Termination at Will and Automatic Termination

Termination of temporary appointments may occur at will by the chief administrative officer of the college, and there is no right of appeal from such a termination. Term appointments cease automatically at the end of the specified terms, and there is no right of appeal from a non-renewal of a term appointment.

Retirement

Under Article XV of the *Policies*, members of the professional staff other than those having temporary appointments, if eligible, shall become members of either the New York State Employees Retirement System or the New York State Teachers Retirement System or shall elect the Optional Retirement Program. Those who wish to retire under the provisions of the retirement systems of which they are members are required to notify and consult with the chief administrative officer regarding the effective date of planned retirement.

Under Article XV, Title C, professional staff employees may be retired and their services terminated by the Board of Trustees, after receipt of the recommendation of the chancellor and upon medical advice, for mental or physical incapacity that prevents such persons from adequately performing their duties.

Under Article XV, Title D of the *Policies* and as stated in *DOPS*, members of the university faculty who retire in good standing are entitled to append the term “emeritus” to the title of their academic or administrative post after retirement. Emeritus rank carries with it such privileges as use of library and study facilities, use of office and laboratory space, eligibility for research grants, and representation of the university in professional groups.

Notice of Non-renewal

Notice of non-renewal is given in accordance with Articles 32 and 33 of the *Agreement*. The agreement document elaborates the timetables and procedures for notice of non-renewal of appointment and subsequent appeal and review.

Grievances may be submitted when there is a claimed failure of the state to follow the procedural steps relating to the appointment, evaluation, and promotion of employees contained in the *Policies*. Article 7 of the *Agreement* specifically defines procedures for filing, processing, rights to representation, and settlement of grievances.

Discipline

Discipline is defined as the “imposition of a penalty by means of the procedure specified in Section 19.4” of the *Agreement*. Prior to initiating formal disciplinary action pursuant to this article, the president, or the president’s designee, is encouraged to resolve matters of discipline informally; provided, however, such informal action shall not be construed to be a part of the disciplinary procedure. Article 19 specifically outlines the definitions, applicability, rights to representation, and means for settlement of disciplinary grievances.

Retrenchment

Retrenchment is the termination of employment of any academic or professional employee during any appointment—other than a temporary appointment, which may be terminated at any time—as a result of financial exigency; reallocation of resources; reorganization of

degree or curriculum offerings or requirements; reorganization of academic or administrative structures, programs, or functions; or curtailment of one or more programs or functions university-wide or at such level of organization of the university as a college, department, unit, program; or such other level of organization as the chancellor or his designee deems appropriate. Retrenchment shall be applied in inverse order of appointment within each affected group of employees. Conditions and procedures for retrenchment and reemployment possibilities are specified in the *Agreement*.

PUBLIC OFFICERS LAW

The New York State Public Officers Law, Standards and Code of Ethics, contains ethics requirements pertaining to honoraria, outside employment, conflicts of interest, etc.

Oath of Office and Public Officers Law

The Secretary of State is required by law to obtain and file an oath of office for each employee of New York State and a statement that the employee has received, read, and will conform to the provision of sections 73-78 of the Public Officers Law. The Oath of Office reads as follows:

“I do solemnly swear (or affirm) that I will support the Constitution of the United States of America and the Constitution of the state of New York, and that I will faithfully discharge, according to the best of my ability, the duties of the position of _____ at _____ to which I am now assigned.”

The statement pertaining to the Public Officers Law reads as follows:

“I hereby acknowledge receipt of a copy of Public Officers Law Sections 73-78, have read the same, and agree to conform to the provisions thereof.”

A Plain Language Version of New York State Ethics Law

See “College Policies,” page 4.11.

ETHICS CODE: FACULTY FINANCIAL DISCLOSURE

<http://www.nyintegrity.org>

The State Ethics Commission requires that state university employees serving in academic titles at state-operated campuses who earn more than \$82,389* this year (2008) must file abbreviated financial disclosure forms by November 15 (each year) under Section 73-a of the Public Officers Law. Academic employees may request an exemption from filing. Downloadable exemption forms may be found at the ethics Web site listed above and must be postmarked by November 1 each year. Approval of exemptions by the Ethics Commission depends upon the employee’s specific job duties and responsibilities.

Required Disclosure

Covered faculty are required to file disclosure forms. Additionally, covered faculty (i.e., those earning more than the threshold compensation level) must also file a statement of the nature and source of honoraria and lecture fees for the previous academic year and anticipated for the current academic year. For 2008, the threshold compensation level is \$82,389*. Note, at the time of filing each application for sponsored program grants or contracts, covered

faculty submitting such applications (earning more than \$82,389*) must file a statement of their own and their spouse's investment holdings and business interests.

*The salary reporting threshold is established annually by the New York State Department of Ethics and is available on the above Web site.

UNION/UNITED UNIVERSITY PROFESSIONS (UUP)

www.uupinfo.org

United University Professionals, Inc. (UUP), affiliated with the American Federation of Teachers (AFT, AFL-CIO), is the bargaining representative for members of the faculty and professions in SUNY. A copy of the contract, *Agreement Between the State of New York and United University Professions*, may be obtained from the Buffalo State local chapter office and is provided in full-text version on the UUP Web site.