

Maxwell School Promotion Policies and Procedures for Teaching Professors (April 24, 2017)

An Expression of University Values

Excellence in teaching is a core value at Syracuse University. For teaching professors, excellence in teaching is both the primary focus of their work and the primary criterion on which they are evaluated. Teaching professors are not expected to meet the research criteria laid out for tenured and tenure-track faculty. Instead, teaching professors are hired based on specific teaching needs identified by the dean. Promotion of teaching professors is recognition for which the individual's accomplishments are the sole criterion. Renewal of teaching professor's contracts is not linked to promotion decisions, nor are teaching professors required to seek promotion.

Promotion and Evaluation Policies

Teaching and service excellence are the primary criteria on which teaching professors are both evaluated and considered for promotion. No one is entitled to advancement solely because of length of service. Renewal without promotion may occur and the time of renewal may not necessarily correspond to minimum time-in-rank for promotion. Accomplishment, not time in rank, is the basis for promotion of teaching professors.

The decision to seek promotion as a teaching professor at any rank lies completely in the hands of the individual teaching professor. There is no college requirement that teaching professors seek promotion. The college dean makes the final decision concerning promotion of teaching professors.

Departments assume responsibility for the regular evaluation of teaching professors. At minimum, the department chair, or his/her designee, must formally observe each teaching professor in his/her department at least once during each contract period.

Basis for recommendations

To be recommended for promotion, candidates are expected to have achieved meritorious accomplishments commensurate with the rank to which they hope to be elevated. A necessary condition of promotion in the Maxwell School is evidence of continuing mastery of one's field. The categories considered for promotion of teaching professors are teaching and service, with weights given to each in accordance with the teaching professor's distribution of duties. Although there is no research requirement for teaching professors, they are expected to remain current on developments within their fields and such professional activity will be considered in the context of their teaching and service accomplishments.

- Contribution to the education of students. (This category includes instruction of undergraduates, graduating teaching and graduate committee membership, course and curriculum development, and advising of undergraduates.)
- Contributions in service. (This category includes effective participation in committees and governance at the department, College, and University levels, administrative duties as assigned by the department chair, program director, or dean, and activities involving the application of one's professional knowledge in the wider community.)

Across the three ranks of teaching professors, the expectations for teaching and pedagogical contributions, as well as for service, will differ. Pedagogical excellence is expected of assistant teaching professors, but service is expected primarily within the department.

Promotion to associate teaching professor is based on evidence of excellence in pedagogy. Pedagogical achievement may be shown through classroom teaching performance, contributions to the design and organization of departmental course offerings and syllabi, and applications or development of pedagogy in the field. In addition to a strong record of teaching excellence, promotion is based on evidence of distinction in student advising and co-curricular engagement, as well as mentoring of faculty of all ranks in their role as instructors. The full record of service to the department, school, college, or university, as appropriate, will be included in review of the candidate's portfolio.

Promotion to Teaching Professor is based on continued excellence in teaching and pedagogy, as well as leadership in teaching administration. In addition to the criteria used to assess promotion to associate teaching professor, promotion to teaching professor carries an expectation that the candidate has shown instructional leadership, as evidenced by the creation of new courses or programs, improvement of overall curricula, key involvement in assessment plans, and so on. Such leadership can include achievement in mentoring, collaboration, and support of other faculty and graduate students in their roles as instructors.

Educational background

A doctoral degree, or appropriate terminal professional degree, is required for all ranks of teaching professor at the Maxwell School.

Timing of promotions

Candidates for promotion as teaching professors will only be considered once they have completed the following minimum time in rank at Syracuse University:

- For promotion from assistant to associate teaching professor: a minimum of five years in rank and of continuous teaching.
- For promotion from associate to full teaching professor: a minimum of five years in rank and of continuous teaching.

In meeting requirements for time in rank, non-tenure-track teaching professors with service prior to the effective date of this policy will be credited for each year of prior service. Consideration of their promotion requests, as well as (a) evaluation of new hires with sufficient prior teaching experience and (b) evaluation of expedited cases for purpose of retention in response to a formal external offer, will proceed as follows. The dean, in consultation with the appropriate chair, will form a promotion committee. Candidates must submit the materials described below, with the exception of solicited student letters. Instead, the chair or program director must submit a letter supporting the rank under consideration. Based on these materials, the committee will make a recommendation to voting faculty members in the relevant department or program. The outcome of that vote, along with full portfolio, will be sent to the dean, who makes the final decision concerning promotion.

Promotion Procedures

Teaching Contributions Defined

Syracuse University recognizes success in teaching to be of vital importance and values the innovation and intellectual pursuit embedded within teaching. Teaching involves the art and skill required for the diffusion of knowledge and guidance toward its effective and independent use. The successful teacher, among other things, instructs in consonance with the School/College mission, has knowledge of subject matter, skillfully communicates and contributes to student learning and development, acts professionally and ethically, and strives continuously to improve. Quality teaching includes providing substantive feedback to students, revising curriculum to reflect developments in the field, and mastering appropriate pedagogical approaches. In addition to the instruction of individual courses, activities under the heading of teaching may include supervising independent study projects; advising; arranging and supervising internships, clinical placements or student research; serving on graduate examination committees and thesis, dissertation, dossier, and portfolio review committees; providing professional development for teaching assistants; involving students in community engagement projects; and instructing non-SU students or community members in a variety of venues.

Service Contributions Defined

Syracuse University asserts the importance of faculty service for the vitality of its academic community, for the professions it represents, and for society at large. Service includes administrative functions or other leadership roles in the department, program, or School, and membership or leadership on committees at program, department, School/College, or University levels as appropriate to the faculty member's rank. In addition to formal assignments of duties, faculty individually may provide student support services of great value, including but not limited to development of co-curricular programming, recruiting and mentoring students, faculty, and staff. Service also includes contributions to professional societies, governmental and academic institutions, and the community at large when these contributions reflect faculty members' professional expertise or standing. Candidate's service contributions will be assessed for length and depth of commitment as well as for the quality of the engagement.

Sequence of evaluation

Teaching professors seeking promotion to any rank have the right to withdraw their candidacy for promotion at any time during the process and may resubmit after a full academic year.

Teaching professors whose promotion cases are not successful must wait a full academic year before again seeking promotion. They must also submit evidence of how they addressed any shortcomings raised during their prior promotion review.

Action unfavorable to the candidate concerning his/her promotion may be appealed to the Senate Committee on Appointment and Promotions (for procedural reasons) or to the Senate Committee on Academic Freedom, Tenure and Professional Ethics by either the candidate or the department.

Defining the Candidate's Evaluation Unit

The guiding principle in identifying the evaluation unit is that the candidate should be evaluated by those most familiar with the relevant pedagogy and administrative functions assigned to the candidate. For most teaching professors seeking promotion, the evaluation unit will be the academic department identified by the candidate's employment contract. In such cases, the promotion review committee will be formed by the department chair and the set of eligible voters will be defined as those faculty members holding full-time appointments in the department, including both tenured and tenure-track and non-tenure-track faculty members. The department chair may invite faculty from other units to serve on the evaluation committee, in particular to ensure that at least one member is a teaching professor. Only those who have achieved the rank for which the candidate is being evaluated may vote on the candidate's promotion.

In some cases, the teaching professor's job duties will lie primarily within an interdisciplinary program, as defined by the candidate's employment contract. In such cases, the promotion review committee will be formed by the dean, in consultation with the relevant department and program chairs. For candidates seeking promotion through interdisciplinary programs, the voting faculty will be formed by those formally associated with the program at the time of candidate evaluation, as evidenced by the SU Course Catalog and as approved by the dean.

Initiation of promotion

1. The promotion review is initiated by the teaching professor, in consultation with his/her department or program chair.
2. Reviews must be initiated in the Fall semester.

This timeline allows the department or program adequate time to form a review committee, solicit outside letters of evaluation from students and, if appropriate, external reviewers and the candidate adequate time to prepare a detailed teaching portfolio and other materials required by the College.

Materials to be provided by the candidates

1. An up-to-date *curriculum vitae*.
2. Personal statement detailing the candidate's pedagogical and service contributions since the last promotion or, for assistant teaching professors since appointment. Form A may be used for this purpose.
3. Teaching portfolio that includes course syllabi, course evaluations that offer both quantitative and qualitative assessment of instruction, and evidence of professional or creative development in the area of teaching.
4. A list of 10 names of former students to contact for letters of evaluation.

Especially for teaching professors seeking promotion to full, the teaching portfolio should also include evidence of curriculum or program development (*i.e., contributions beyond individual courses*), as well as evidence of effective student advising and faculty mentoring in the area of teaching.

Department or program actions and responsibilities

Once a teaching professor makes the decision to seek promotion, the department or program chair will form a promotion committee of three faculty members of higher rank than the candidate. The promotion committee should include a minimum of one teaching professor, with chairs encouraged to consider teaching faculty from other departments and programs within the School. After the candidate prepares his/her dossier (*described above*), the promotion committee will review the dossier, along with material collected by the department (*described below*) and prepare a report and recommendation to the department. The candidate will have an opportunity to review this report for accuracy before it is transmitted to the department.

The department or program will then vote on the promotion case. All faculty – whether tenure-track or teaching – *at a higher rank than the candidate* can vote on the promotion case. The committee chair will transmit the results of the faculty vote to all voters as well as to the candidate. Following the vote, the chair will make a formal recommendation on the promotion case to the dean.

The promotion committee is responsible for collecting the following material, in consultation with the department or program chair:

1. Solicited letters from former students addressing the candidate's teaching techniques, strengths, and effectiveness.
2. For those participating in interdisciplinary programs, solicited input from relevant department chairs and program directors.
3. At least one observation report on the candidate's teaching, based on visitations made within the prior 12 months.
4. Solicited input from those with whom the candidate has served, as for example the chairs of department or school committees addressing the candidate's contribution.

Maxwell Faculty Council actions and responsibilities

In the spring term, all promotion cases will be bundled for review by the Maxwell Faculty Council before forwarding to the dean. The Council will review the files for adherence to Maxwell promotion policies and to assess the consistent application of the goals and procedures across the School's departments and programs. The Council reports its findings to the dean when the files are sent forward.

Maxwell Dean actions and responsibilities

All material – including that prepared by the candidate and that prepared by the promotion committee – must be submitted to the college dean, along with the vote tally, and the chair or program director's interpretation of the vote. The dean will make the final decision concerning promotion.