

Section 220.07. A		
Current	Recommendations	New
<p>220.07 Criteria for the Continuing Appointment and Promotion of Academic Faculty</p> <p>A. Continuing Appointment and Promotions</p> <p>1. Continuing appointment is necessary for the defense of academic freedom, the foundation of success in both teaching and scholarship. Continuing appointment at SUNY Cortland is taken seriously as the university’s investment in highly talented faculty members who have engaged in exemplary work over time, and who continue to make an ongoing commitment to the mission of the university.</p> <p>2. Promotion to any rank above that of instructor serves as a form of recognition of individual merit and thereby strengthens individual departments, SUNY Cortland and SUNY. With respect to individual merit, promotion should be regarded both as recognition that an individual has achieved and maintained a level and quality of professional excellence appropriate to the rank sought and as a judgment that the individual is capable of maintaining and improving that level of work in the future. Recommendations for promotion should, therefore, provide specific reasons why a colleague should be promoted rather than merely ask if reasons exist why they should not be promoted. In light of these considerations, not all faculty members should expect to receive promotion to senior ranks during the course of their career at SUNY Cortland.</p>	<p>220.07 Criteria for the Continuing Appointment and Promotion of Academic Faculty</p> <p>A. Continuing Appointment and Promotions</p> <p>1. Continuing appointment is necessary for the defense of academic freedom, the foundation of success in both teaching and scholarship. Continuing appointment at SUNY Cortland is taken seriously as the university’s investment in highly talented faculty members who have engaged in exemplary work over time, and who continue to make an ongoing commitment to the mission of the university.</p> <p>2. Promotion to any rank above that of instructor serves as a form of recognition of individual merit and thereby strengthens individual departments, SUNY Cortland and SUNY. With respect to individual merit, promotion should be regarded both as recognition that an individual has achieved and maintained <u>an on-going</u> a level and quality of professional excellence <u>in teaching, scholarship, and service</u> appropriate to the rank sought and as a judgment that the individual is capable of maintaining and improving that level of work <u>in each of the three areas</u> in the future. Recommendations for promotion should, therefore, provide specific reasons why a colleague should be promoted rather than merely ask if reasons exist why they should not be promoted. In light of these considerations, not all faculty members should expect to receive promotion to senior ranks during the course of their career at SUNY Cortland.</p>	<p>2. Promotion to any rank above that of instructor serves as a form of recognition of individual merit and thereby strengthens individual departments, SUNY Cortland and SUNY. With respect to individual merit, promotion should be regarded both as recognition that an individual has achieved and maintained an on-going level and quality of professional excellence in teaching, scholarship, and service appropriate to the rank sought and as a judgment that the individual is capable of maintaining and improving that level of work in each of the three areas in the future. Recommendations for promotion should, therefore, provide specific reasons why a colleague should be promoted rather than merely ask if reasons exist why they should not be promoted. In light of these considerations, not all faculty members should expect to receive promotion to senior ranks during the course of their career at SUNY Cortland.</p>

Section 220.07.B		
Current	Recommendations	New
<p>1. A faculty member must possess the doctoral degree or its equivalent as defined below, in order to be eligible for promotion beyond the rank of instructor, except as provided in Section C, below.</p> <p>2. As used in this document, the term “appropriate degree” shall refer to:</p> <p>a. the conventionally defined Ph.D., Ed.D., D.P.E., or similar academic degree</p> <p>b. foreign degrees ruled equivalent by the appropriate SUNY agency</p> <p>c. degrees widely recognized as terminal in a given profession (e.g. J.D., M.F.A., M.L.S., M.B.A.)</p> <p>d. degrees or other educational qualifications defined by the Academic Faculty Affairs Committee suitable for the purpose of rank-to-rank promotion</p> <p>3. Degree granting institutions should be recognized by the appropriate accrediting bodies or a SUNY agency.</p> <p>4. Under exceptional circumstances a faculty member lacking an appropriate degree may offer an equivalent body of independent scholarship or creative work in order to demonstrate a mastery of subject matter sufficient to be considered for promotion. Such a body of scholarship would ordinarily include a published monographic work or a series of articles or papers in scholarly</p>	<p>d. degrees or other educational qualifications defined by the Academic Faculty Affairs Committee <u>as</u> suitable for the purpose of rank-to-rank promotion</p>	<p>d. degrees or other educational qualifications defined by the Academic Faculty Affairs Committee as suitable for the purpose of rank-to-rank promotion</p>

<p>journals. A faculty member in the performing or fine arts, or in a comparable discipline, may offer a body of creative work that has received independent College Guidelines for Faculty professional recognition. In all cases, the burden of proof that the body of work is truly equivalent rests with the faculty member and with the recommending department.</p> <p>5. The educational qualifications set forth in paragraphs B.1-3 may be waived only for those faculty members who satisfy the requirements set forth in B.4.</p>		
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Section 220.07.C

Current	Recommendations	New
<p>C. Criteria for Promotion</p> <p>1. The term “criteria” means the standards established for evaluating candidates for promotion.</p> <p>2. Any instructor, assistant professor, or associate professor who meets the educational qualifications set forth above and who satisfies the criteria for the next higher rank shall be eligible for promotion.</p> <p>3. Criteria for rank of assistant professor shall include:</p> <p>a. A demonstrated ability (i) to organize and carry out courses of instruction in a manner that is intellectually sound and effective in terms of student learning, and (ii) to assume a broad range of professional responsibilities for the educational development of students.</p> <p>b. A demonstrated ability to undertake a potentially productive program of intellectual inquiry, research, or creative work. (The completion of the appropriate degree will normally satisfy this criterion.)</p> <p>c. A demonstrated willingness to accept and discharge service responsibilities within the department or the university or to the community.</p> <p>4. Criteria for the rank of associate professor shall include:</p> <p>a. A demonstrated and continuing ability (i) to develop areas of instruction in a manner that is intellectually sound and effective in terms of students learning, and (ii) to discharge in an effective manner a broad range of professional responsibilities for the development of students.</p>	<p>C. Criteria for Promotion</p> <p>1. The term “criteria” means the standards established for evaluating candidates for promotion.</p> <p>2. Any instructor, assistant professor, or associate professor who meets the educational qualifications set forth above and who satisfies the criteria for the next higher rank shall be eligible for promotion.</p> <p>3. Criteria for rank of assistant professor shall include:</p> <p>a. A demonstrated ability (i) to organize and carry out courses of instruction in a manner that is intellectually sound and effective in terms of student learning, and (ii) to assume a broad range of professional responsibilities for the educational development of students.</p> <p>b. A demonstrated ability to undertake a potentially productive program of intellectual inquiry, research, or creative work. (The completion of the appropriate degree will normally satisfy this criterion.)</p> <p>c. A demonstrated willingness to accept and discharge service responsibilities within the department or the university or to the community.</p> <p>4. Criteria for the rank of associate professor shall include:</p> <p>a. A demonstrated and continuing ability (i) to develop areas of instruction in a manner that is intellectually sound and effective in terms of students learning, and (ii) to discharge in an effective manner a broad range of professional responsibilities for the development of students.</p> <p>b. A demonstrated ability to undertake and</p>	<p>C. Evaluation of Academic Faculty for Reappointment, Continuing Appointment and Promotion</p> <p>1. An academic faculty member’s professional obligation includes work in the areas of teaching, scholarship, and service. Candidates for reappointment, continuing appointment and promotion must submit for review portfolios providing appropriate and sufficient evidence of work and accomplishments in these categories.</p> <p>2. For evaluation purposes, candidates should use the following definitions and work examples in each of the three categories described below. While these should be considered all-university guidelines, there may be areas where a specific academic department’s disciplinary practices would deviate from these guidelines. In those cases, it is the responsibility of the candidate and the recommending department to identify and explain such deviations for the benefit of subsequent levels of review.</p> <p>3. The guidelines should not be taken to exclude any relevant work not specifically mentioned. However, the work a candidate includes as part of their personnel review should be related to or arising from their professional obligations and disciplinary expertise.</p> <p>4. For the purposes of evaluation, evidence for the effectiveness in TEACHING may include the following:</p> <p>a. colleague observations of teaching</p> <p>b. course development proposals (including new</p>

<p>effective manner a broad range of professional responsibilities for the development of students.</p> <p>b. A demonstrated ability to undertake and successfully carry out a productive program of intellectual inquiry, research or creative work and to do so with a degree of intellectual or creative excellence.</p> <p>c. A demonstrated and continuing service to the department and the university, SUNY or community in a manner that makes a significant contribution to the overall excellence of the institution and to the community of which it is a part.</p> <p>5. Criteria for the rank of professor shall include:</p> <p>a. A demonstrated and continuing ability (i) to develop areas of instruction in a manner that is intellectually excellent and significantly effective in terms of student learning, and (ii) to make a substantial contribution to the educational development of students.</p> <p>b. A demonstrated and continuing ability to undertake and successfully carry out a serious and productive program of intellectual inquiry, research or creative work and to do so in a way that makes a contribution to the intellectual, scholarly or artistic community.</p> <p>c. A demonstrated and continuing service to the department and the university, SUNY or the community in a manner that makes a significant contribution to the overall excellence of the institution and to the community of which it is a part.</p>	<p>successfully carry out a productive program of intellectual inquiry, research or creative work and to do so with a degree of intellectual or creative excellence.</p> <p>e. A demonstrated and continuing service to the department and the university, SUNY or community in a manner that makes a significant contribution to the overall excellence of the institution and to the community of which it is a part.</p> <p>5. Criteria for the rank of professor shall include:</p> <p>a. A demonstrated and continuing ability (i) to develop areas of instruction in a manner that is intellectually excellent and significantly effective in terms of student learning, and (ii) to make a substantial contribution to the educational development of students.</p> <p>b. A demonstrated and continuing ability to undertake and successfully carry out a serious and productive program of intellectual inquiry, research or creative work and to do so in a way that makes a contribution to the intellectual, scholarly or artistic community.</p> <p>e. A demonstrated and continuing service to the department and the university, SUNY or the community in a manner that makes a significant contribution to the overall excellence of the institution and to the community of which it is a part.</p>	<p>courses or substantial revisions to existing courses)</p> <p>c. course syllabi and teaching materials</p> <p>d. curriculum development materials (including new, or substantial revisions to, existing programs.</p> <p>e. teaching awards and honors</p> <p>f. supervision of independent student research and scholarship activities</p> <p>g. the integration into courses of undergraduate research opportunities (including community-based research activities by students)</p> <p>h. teaching innovation and development awards and grants</p> <p>i. learning community participation and development (including interdisciplinary teaching)</p> <p>j. student evaluations of teaching</p> <p>k. unsolicited student recommendations and commendations</p> <p>5. For the purposes of evaluation, evidence for the effectiveness in SCHOLARSHIP may include the following:</p> <p>a. published peer-reviewed books, monographs, and journal articles</p> <p>b. artistic achievements as demonstrated in</p>
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		<p>o. published reviews of books in the discipline</p> <p>q. scholarly work that involves developing students as scholars (e.g. undergraduate research, grants, publications, conference presentations, etc.)</p> <p>6. For the purposes of evaluation, evidence for the effectiveness in SERVICE may include the following:</p> <ul style="list-style-type: none">a. academic advisingb. administrative work (such as serving as department chair, graduate coordinator, program coordinator)c. work as either chair or member of a department, school, university, or SUNY committeed. external reviews (such as external department reviews and reviews of colleagues for promotion and tenure at other universities)e. Campus level faculty governance (including membership on Faculty Senate, Steering and other committees)f. SUNY level faculty governance (including University Faculty Senate, University Faculty Senate Executive Committee, standing committees, <i>ad hoc</i> committees, campus governance leadership)g. service related to one's areas of expertise to off-campus populations
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Section 220.07.D		
Current	Recommendations	New

<p>D. Notes</p> <p>1. For disciplines to whose activities the above criteria cannot be reasonably adapted, equivalent criteria shall be determined by the discipline or department in question and approved by the Academic Faculty Affairs Committee. In all cases, the burden of proof that the criteria are equivalent shall rest with the discipline or department in question.</p> <p>2. A person who does not meet the criteria described above may be eligible for promotion if exceptional circumstances are judged to warrant advancement. Such circumstances could include an exceptional record of achievement in the areas of teaching and service, combined with evidence of a satisfactory record of scholarly activity. The burden of proof that such achievements are of truly exceptional quality rests with the faculty member and with the recommending department.</p>	<p>D. Notes</p> <p>1. For disciplines to whose activities the above criteria cannot be reasonably adapted, equivalent criteria shall be determined by the discipline or department in question and approved by the Academic Faculty Affairs Committee. In all cases, the burden of proof that the criteria are equivalent shall rest with the discipline or department in question.</p> <p>2. A person who does not meet the criteria described above may be eligible for promotion if exceptional circumstances are judged to warrant advancement. Such circumstances could include an exceptional record of achievement in the areas of teaching and service, combined with evidence of a satisfactory record of scholarly activity. The burden of proof that such achievements are of truly exceptional quality rests with the faculty member and with the recommending department.</p>	<p>D. Criteria for Continuing Appointment</p> <p>As a comprehensive college, SUNY Cortland values good teaching, scholarship, and service. Candidates for continuing appointment shall meet the following minimum expectations:</p> <ol style="list-style-type: none"> 1. A demonstrated and continuing ability (i) to develop areas of instruction in a manner that is intellectually sound and effective in terms of students learning, and (ii) to discharge in an effective manner a broad range of professional responsibilities for the development of students. Good teaching is enhanced by currency in the discipline. 2. A demonstrated and continuing ability to undertake and successfully carry out a productive program of intellectual inquiry, research or creative work and to do so with a degree of intellectual or creative excellence. <p>Candidates for continuing appointment are expected to maintain an active scholarly agenda. While recognizing that different disciplines have different expectations regarding scholarly activity, the minimum institutional expectations across all disciplines is that three peer-reviewed works of scholarship or creative activity, or their equivalent, are required for an affirmative recommendation for continuing appointment, for the ranks of assistant professor, senior assistant librarian, or those higher. It is incumbent upon the academic department to define equivalency for their discipline.</p> <ol style="list-style-type: none"> 3. A demonstrated and continuing service to the department and the university, SUNY or
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		<p>community in a manner that makes a significant contribution to the overall excellence of the institution and to the community of which it is a part.</p> <p>4. For faculty members receiving prior service credit, reviewers shall evaluate evidence in the portfolio documenting the candidate’s teaching, scholarship, and service activities completed during the period covered by their prior service. Evaluators should expect to see continuing accomplishments across these three areas, including production of peer-reviewed work, since a candidate’s initial appointment at SUNY Cortland.</p>
Section 220.07.E		
Current	Recommendations	New
<p>E. Application of Promotion Criteria</p> <p>1. Evidence of accomplishments in scholarship, teaching and service, since the time of initial appointment or since the last promotion, whichever is more recent, shall be given primary consideration in all recommendations.</p> <p>2. Recommenders shall take into consideration all supporting evidence presented by the candidate. Examples of the types of evidence ordinarily considered appropriate in each area are listed below. (Note: Activities that are consistent with SUNY Cortland's mission and strategic plan are legitimate activities within the scope of professional obligations. They should be evaluated and entered under whichever categories</p>	<p>E. Application of Promotion Criteria</p> <p>1. Evidence of accomplishments in scholarship, teaching and service, since the time of initial appointment or since the last promotion, whichever is more recent, shall be given primary consideration in all recommendations.</p> <p>2. Recommenders shall take into consideration all supporting evidence presented by the candidate. Examples of the types of evidence ordinarily considered appropriate in each area are listed below. (Note: Activities that are consistent with SUNY Cortland's mission and strategic plan are legitimate activities within the scope of professional obligations. They should be evaluated and entered under whichever categories on the personnel action form are</p>	<p>E. Application of Promotion Criteria</p> <p>1. Evidence of accomplishments in scholarship, teaching and service, since the time of initial appointment or since the last promotion, whichever is more recent, shall be given primary consideration in all recommendations.</p> <p>2. For disciplines whose activities cannot reasonably adapt to the above criteria, equivalent criteria shall be determined by the discipline or department in question and approved by the Academic Faculty Affairs Committee. In all cases, the burden of proof that the criteria are equivalent shall rest with the discipline or department in question.</p>

<p>on the personnel action form are appropriate for the specific activities.)</p> <p>These lists should not be taken to exclude any evidence of meritorious accomplishment not specifically mentioned. While some types of evidence may be more important than others, it is the function of the recommender to judge the weight and quality of each item of evidence.</p> <p>Teaching</p> <ul style="list-style-type: none"> • academic advisement and counseling • civic education • colleague observations • contribution to institutional change • course development • course outlines • curriculum development • development of SUNY-approved applied learning courses, and in the integration of teaching with service • developing instructional materials • honors and awards for teaching • independent student scholarship • integration of undergraduate research, including community-based research • interdisciplinary instruction • internationalization and globalization • multiculturalism, diversity and inclusion • off-campus recognition • outdoor and environmental education • participation in learning communities • postgraduate student performance • recognition by colleagues • student evaluations of courses and fieldwork • student recommendations 	<p>appropriate for the specific activities.)</p> <p>These lists should not be taken to exclude any evidence of meritorious accomplishment not specifically mentioned. While some types of evidence may be more important than others, it is the function of the recommender to judge the weight and quality of each item of evidence.</p> <p>Teaching</p> <ul style="list-style-type: none"> • academic advisement and counseling • civic education • colleague observations • contribution to institutional change • course development • course outlines • curriculum development • development of SUNY-approved applied learning courses, and in the integration of teaching with service • developing instructional materials • honors and awards for teaching • independent student scholarship • integration of undergraduate research, including community-based research • interdisciplinary instruction • internationalization and globalization • multiculturalism, diversity and inclusion • off-campus recognition • outdoor and environmental education • participation in learning communities • postgraduate student performance • recognition by colleagues • student evaluations of courses and fieldwork • student recommendations • sustainability 	<p>3. A person who does not meet the criteria described above may be eligible for promotion if circumstances are judged to warrant advancement. Such circumstances could include an outstanding record of achievement in the areas of teaching and service, combined with evidence of a satisfactory record of scholarly activity. The burden of proof rests with the faculty member and with the recommending department.</p>
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<ul style="list-style-type: none"> • sustainability • work with student organizations <p>Scholarly, Intellectual and Creative Achievements</p> <ul style="list-style-type: none"> • artistic achievements as demonstrated by recitals, shows, performances and exhibitions • books, monographs, edited books • community-based research • completion of unpublished work • consultative work or institutional research enhancing one's scholarship • editorial service for scholarly journals • encyclopedia entries • grant awards and fellowships • participation in proceedings or learned societies • presentations of papers and research reports • publication in peer-reviewed journals • reputation among colleagues as demonstrated by letters, citations, reviews and other honors • research and publications on pedagogy • research and publications pertaining to curricular development • reviews of manuscripts and books in the discipline • scholarly work that involves developing students as scholars • scholarship that integrates teaching and/or service • service to professional and learned societies • speeches, workshops, presentations 	<ul style="list-style-type: none"> • work with student organizations <p>Scholarly, Intellectual and Creative Achievements</p> <ul style="list-style-type: none"> • artistic achievements as demonstrated by recitals, shows, performances and exhibitions • books, monographs, edited books • community-based research • completion of unpublished work • consultative work or institutional research enhancing one's scholarship • editorial service for scholarly journals • encyclopedia entries • grant awards and fellowships • participation in proceedings or learned societies • presentations of papers and research reports • publication in peer-reviewed journals • reputation among colleagues as demonstrated by letters, citations, reviews and other honors • research and publications on pedagogy • research and publications pertaining to curricular development • reviews of manuscripts and books in the discipline • scholarly work that involves developing students as scholars • scholarship that integrates teaching and/or service • service to professional and learned societies • speeches, workshops, presentations <p>Service to the Department, University, SUNY, Profession and Community</p> <ul style="list-style-type: none"> • administrative work • contribution to institutional change • external reviews 	
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<p>Service to the Department, University, SUNY, Profession and Community</p> <ul style="list-style-type: none"> • administrative work • contribution to institutional change • external reviews • faculty governance • institutional research • integration of service with scholarship and/or teaching • service to off-campus populations • union service • work with the community, including community-based research <p>Using the above criteria, all recommendations shall be based upon qualitative as well as quantitative considerations in the areas of scholarly activity, teaching, and university service. In evaluating a candidate's work to determine whether a favorable recommendation is warranted, all recommenders shall consider and all recommendations shall explicitly address the following questions and provide supporting evidence with respect to scholarly activity, teaching, and university service, unless promotion is sought under the exception established in paragraph 220.07.E:</p> <ol style="list-style-type: none"> 1. Has the candidate's past work achieved a level and quality of excellence appropriate to the rank sought? 2. Does the candidate demonstrate promise of continuing growth and continuing excellence in the future? 	<ul style="list-style-type: none"> • faculty governance • institutional research • integration of service with scholarship and/or teaching • service to off-campus populations • union service • work with the community, including community-based research <p>Using the above criteria, all recommendations shall be based upon qualitative as well as quantitative considerations in the areas of scholarly activity, teaching, and university service. In evaluating a candidate's work to determine whether a favorable recommendation is warranted, all recommenders shall consider and all recommendations shall explicitly address the following questions and provide supporting evidence with respect to scholarly activity, teaching, and university service, unless promotion is sought under the exception established in paragraph 220.07.E:</p> <ol style="list-style-type: none"> 1. Has the candidate's past work achieved a level and quality of excellence appropriate to the rank sought? 2. Does the candidate demonstrate promise of continuing growth and continuing excellence in the future? 	
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220.07.F		
Current	Recommendations	New

<p>F. External Review Promotion Process</p> <p>1. Definitions and Statement of General Philosophy</p> <p>a. “External Review” refers to the solicitation of an evaluation of the scholarly, intellectual and creative achievement as outlined in Section 220.07.E by qualified professionals from outside SUNY Cortland. Unless otherwise indicated, the term professor or librarian will refer to the rank beyond associate professor or associate librarian, that is, the rank of full professor or full librarian.</p> <p>2. The External Review Promotion Process applies only to those individuals who have begun their tenure-track academic appointment at SUNY Cortland after Aug. 15, 2009, and are applying for promotion from associate professor or associate librarian to professor or librarian. This external review process will be evaluated by the Faculty Senate within six years of its first application.</p> <p>3. Individuals in the review process are expected to bear in mind the broad mission of SUNY Cortland, the definition of professional obligation contained in the Policies of the Board of Trustees, the diversity of disciplines and of departmental practices, and the weight significance of past practices when including external review in their processes. Recommending bodies (i.e., departmental personnel committees, school personnel committees) and individuals (i.e., chairs of departments, the director of libraries, deans, provost and president) shall take care that undue weight is not given to letters from external reviewers. They shall not be regarded as determinative, but as providing additional data</p>		
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<p>for the candidate's promotion application. The goal of the External Review Promotion Process is to provide another perspective on the candidate's promotion application for the benefit of the candidate, personnel review committees, and recommending individuals at the university.</p> <p>4. External Review Promotion Process Requirements</p> <p>a. Each department is required to develop its own external review policies to include in their personnel policies. The department policies will conform to these parameters:</p> <p>b. The external review policies are required only for individuals applying for promotion from associate professor or associate librarian to professor or librarian.</p> <p>c. The candidate will have the responsibility for selecting the reviewers and soliciting and receiving the external letter(s) of review, ability to review those letter(s), and responsibility for including them with the promotion application.</p> <p>d. To provide context for their review, external evaluators shall be provided with a copy of Chapter 220.07: Criteria for Promotion and Continuing Appointment of Academic Faculty (inclusive of sections 230.01-230.05).</p> <p>e. No more than three letters shall be required under the provisions of this External Review policy. Departments may stipulate as few as one letter be required in their promotion policies.</p>		
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220.07. G		

Current	Recommendations	New
<p>Criteria for Continuing Appointment</p> <p>As a comprehensive college, SUNY Cortland values good teaching, scholarship, and service.</p> <ol style="list-style-type: none"> 1. A demonstrated and continuing ability (i) to develop areas of instruction in a manner that is intellectually sound and effective in terms of students learning, and (ii) to discharge in an effective manner a broad range of professional responsibilities for the development of students. Good teaching is enhanced by currency in the discipline. 2. A demonstrated and continuing ability to undertake and successfully carry out a productive program of intellectual inquiry, research or creative work and to do so with a degree of intellectual or creative excellence. Candidates for continuing appointment are expected to maintain an active scholarly agenda. While recognizing that different disciplines have different expectations regarding scholarly activity, the minimum institutional expectations across all disciplines is that three peer-reviewed works of scholarship or creative activity, or their equivalent, are required for an affirmative recommendation for continuing appointment, for the ranks of assistant professor, senior assistant librarian, or those higher. It is incumbent upon the academic department to define equivalency for their discipline. 3. A demonstrated and continuing service to the department and the 	<p>G. Criteria for Continuing Appointment</p> <p>As a comprehensive college, SUNY Cortland values good teaching, scholarship, and service.</p> <ol style="list-style-type: none"> 1. A demonstrated and continuing ability (i) to develop areas of instruction in a manner that is intellectually sound and effective in terms of students learning, and (ii) to discharge in an effective manner a broad range of professional responsibilities for the development of students. Good teaching is enhanced by currency in the discipline. 2. A demonstrated and continuing ability to undertake and successfully carry out a productive program of intellectual inquiry, research or creative work and to do so with a degree of intellectual or creative excellence. Candidates for continuing appointment are expected to maintain an active scholarly agenda. While recognizing that different disciplines have different expectations regarding scholarly activity, the minimum institutional expectations across all disciplines is that three peer reviewed works of scholarship or creative activity, or their equivalent, are required for an affirmative recommendation for continuing appointment, for the ranks of assistant professor, senior assistant librarian, or those higher. It is incumbent upon the academic department to define equivalency for their discipline. 3. A demonstrated and continuing service to the department and the university, SUNY or community in a manner that makes a significant contribution to the overall excellence of the institution and to the community of which it is a part. 	

<p>university, SUNY or community in a manner that makes a significant contribution to the overall excellence of the institution and to the community of which it is a part.</p> <p>4. Evidence of the above is the same as evidence for promotion.</p>	<p>4. Evidence of the above is the same as evidence for promotion.</p>	
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