

Motion presented to Faculty Senate 12/15/2015

Revision of the Provost's Procedures for Personnel Cases

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Rationale

The Faculty Senate Ad-hoc committee on "Service in Tenure and Promotion" undertook a review of the current Provost's Procedures for Personnel Cases. Specifically, Section 3.d, on service, was considered and revised.

Considering that service by faculty on tenure-track positions should interfere as little as possible with their creative scholarship, so as to maximize the quality and quantity of the latter at time of tenure and promotion.

Considering that tenured Associate Professors should bear a significant part of the service responsibilities in their academic units and the whole school.

Considering that assignment and evaluation of service obligations have often disproportionately affected female faculty and faculty of color.

Considering that in small academic units, some of the high-time-demand service assignments need to be done by tenure-track faculty.

Considering that junior faculty should be involved and participate in the running of their academic units, without excessive service load.

The Faculty Senate resolves that the language below be incorporated into the Provost Procedures for Personnel Cases, replacing the existing language on service (section 3.d). It further resolves, that the changes shall go into effect on the 2016-17 academic year.

Current Language -- Section 3.d of Provost's Procedures for Personnel Cases

- d. **Effectiveness of University service** – as demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in addition to formal teacher-student relationships. As the most influential group on campus, faculty have an obligation to participate in the functioning of the campus, and particularly in campus governance. Faculty service may also be directed toward professional organizations and toward the local area, the state, and the nation. Service contributions should reflect the experience and talents of the faculty member, and will often be more apparent as the faculty member becomes more senior.
 - i. University service and public service do not serve as the major grounds for advancement or awarding of tenure, at the same time these contributions are valued professional activities that should be investigated and documented, especially in promotions to full Professor. University service includes exceptional service to the University or major committees; editorial work, offices held, and committee work for professional organizations. Consideration should be given to major contributions at any level of governance within the University. Public service involves exceptional

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contributions to the public good that result from the application of one's professional or disciplinary expertise in solving or ameliorating problems or issues in the local, state, national or international community. The extent and impact of the faculty member's contributions to the outreach mission of the University may, in exceptional cases, serve as a major reason for promotion to Professor.

New Language for Section 3.d of Provost's Procedures for Personnel Cases

University Service, Tenure and Promotion to Associate Professor, and Promotion to Full Professor.

- i. As a question of policy, Binghamton University is dedicated to being a first-class research university. In the pursuit of that goal, we believe that equitable and transparent procedures should be put in place that will provide guidance to our colleagues who seek tenure and promotion to Associate Professor and promotion to full Professor.
- ii. As a question of policy, we believe that institutional expectations regarding university service will be greater for those persons seeking promotion to full Professor than those who seek promotion and tenure to Associate Professor. Assignment and evaluation of service obligations have often disproportionately affected female faculty and faculty of color. Therefore, every effort must be made to ensure an equitable assignment of service responsibilities and a fair evaluation of all service contributions.
- iii. In the pursuit of our objective of being a first-class research university, we believe, as a question of policy and practice, that every effort should be made to assure that tenure-track Assistant Professors be encouraged to pursue research and that their service expectations should be minimized so that research is not compromised. Specifically, we advise that Assistant Professors not be obligated to serve on any high-time-demand service assignments (often involving search committees, excessive mentoring, director of undergraduate studies, director of graduate studies, or program leadership), bearing in mind that variations in the size of our schools and faculties may require some modification of this advice and counsel. In cases where Assistant Professors have been called upon – either voluntarily or involuntarily – to serve on any high-time-demand service assignments, the Provost, relevant Deans, and department chairs will provide remediation for that service by providing for a teaching release commensurate with the amount of excessive service so that candidates can recover research time lost and, thereby, be equitably evaluated for promotion and tenure to Associate Professor. With this policy in place, the request for service remediation may be initiated either by the tenure-track Assistant Professor or by the Department Chair or by the Dean of the relevant college. While we recommend that the service obligations regarding high-time-demand service assignments

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should be lessened, we at the same time recommend that Assistant Professors be fully engaged in all deliberations of their departments, in some cases including search committees and Undergraduate and Graduate Committees, while not serving as Directors of these committees, if at all possible.

- iv. In an effort to assure that the service load that is imposed on or expected of Assistant Professors is lessened, as a matter of policy and practice, we declare that the standards of university service for promotion to full Professor should acknowledge the importance of university service, which would include but not be limited to university, profession, and community service, bearing in mind that Associate Professors have tenure and that they have responsibility to participate in faculty governance so that we create an inclusive and diverse academic community.
- v. Last, while our objective is to reduce service requirements for tenure track Assistant Professors while clarifying expectations for service for Associate Professors and full Professors, we want to assure that all service rendered by candidates for tenure and promotion will be recognized by Initiating Personnel Committees, Faculties, Deans, the Provost and the President. This policy regarding service will apply whether the case being considered is for for tenure and promotion to Associate Professor or promotion to full Professor, and will be applied regardless of whether the service was voluntary or involuntary.
- vi. A faculty member's service contributions may be directed toward the University through membership and/or leadership of committees, administrative functions or other formal leadership positions. Additionally, a faculty member may document service in the recruitment and mentoring of students and/or faculty.

A faculty member may include service to the profession or discipline through active participation in academic or professional societies, editorial boards, or other boards and commissions.

Engagement, or service to the community at large, and governmental or nonprofit organizations that is commensurate with a faculty member's professional expertise or standing should also be evaluated by the IPC. A faculty member may include copies of reports, or other materials as supporting evidence of effective service and engagement.

In assessing the quality of University, professional, or external service, the IPC should evaluate the faculty member's contributions through:

- a) The candidate's self-assessment of service that describes positions held and contributions made;
- b) Documentation that the faculty member's contributions were appropriate for the person's academic unit and rank; and,

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- c) Documentation that engagement and community service activities were of high quality; and,
- d) In cases of promotion from associate to full professor, documentation provided by peers in the form of solicited memoranda or letters that the faculty member's contributions were significant and sustained over time.
- e) Consideration of the importance of different types of service to the mission of the faculty member's unit and the University.

In reviewing the IPC report on service contributions, the AUPC shall recognize that unit and disciplinary expectations for service vary and shall evaluate a faculty member's service in the context of the unit's expectations and mission.