

**September 2020 Report of the
School of Arts and Sciences Task Force**

Gratefully submitted by: Carol DeNysschen, PhD, Mark Warford PhD

Charge given 4/15/2020:

The School of Arts and Sciences Task Force will recommend to the Provost, bylaws to formalize the governance, responsibilities, powers, and procedures of the School of Arts and Sciences. The bylaws will express the guiding principles of transparency, voice for all members, shared responsibility, and accountability.

Suggested topics for inclusion:

Purpose and Organization

Voting Members

Officers

- Dean
- Associate Deans
- Assistant Deans
- Chairs
- Etc.

Meetings

Committee Structure

- Personnel
- Curriculum
- Budget
- Etc.

Departments

Programs

Elections

Promotion and Tenure

Amending Bylaws

Task Force Membership:

Co-Chairs: Carol DeNysschen- Natural and Social Sciences (NSS), Mark Warford- Arts & Humanities (A&H)

Atta Ceesay - NSS

Candace Masters – A&H

Kathy Fortune - NSS

Kathleen O'Brien - School of Professions

Carolyn Fusco - A&H

Sisi Ramos-Zagarrigo – School of Education

Jason Grinnell - A&H

Mary Beth Sullivan – A&H

Laurie Kaiser - Staff

Greg Wadsworth - SNSS

Sue Maguire - NSS

Robert Wood – A&H

Meeting dates – each 90 minutes; attendance was 95% – 100% each meeting, the majority of meetings had 100% attendance.

Full Task Force: 5/1, 5/8, 5/15, 5/29, 6/12, 6/26, 7/10, 7/24, 8/14, 8/28

Subcommittees: *note – equal representation was obtained from NSS, A&H on each subcommittee.

- Dean’s Job Description: 5/19, 6/23, 7/7
- Bylaws: 5/22, 6/5, 6/19, 7/17, 7/31, 8/21, 8/31
- Alignment of Key Personnel: 5/26, 7/3, 7/14, 7/27, 8/18, 8/20
- Departments & Programs: 6/9, 7/21, 8/11, 8/25
- Promotion & Tenure: 6/16, 7/6, 7/28, 9/1

We would like to expand on the fact that each member of the committee was dedicated, active, collegial, and brought important knowledge and experiences to the zoom calls. Outside research was obtained to help facilitate the task force formation ideas for a new School of Arts & Sciences. While new ideas were obtained and strategically discussed, there are many areas where the best practices of either school (NSS and A&H) were retained and built upon. The ideas and information provided in this report are the primary work of the Task Force and feedback by the campus community is appreciated. The Task Force will review all feedback before the final report is composed.

The committee kept the project manager (Khaleel Gathers) involved in all phases of the project and appreciation is expressed for his initial coordination of dates for subcommittee deliverables. The committee also appreciates the communication, though Laurie Kaiser, to the campus periodically through the summer work.

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Mission of the School of Arts and Sciences

The School of Arts and Sciences transforms student lives through rigorous scholarship, artistic expression, and engaged global citizenship.

Vision of the School of Arts and Sciences

The School of Arts and Sciences will:

- develop interdisciplinary connections, study abroad opportunities, and community partnerships for twenty-first century global careers;
- deliver inclusive and innovative programs that foster creative and critical thinking, communication, collaboration, adaptability, and global sustainability;
- produce ethical, creative, curious professionals with a commitment to life-long learning and respect for the interconnectedness of knowledge.

Values of the School of Arts and Sciences

We, the School of Arts and Sciences, are committed to:

- an inclusive campus of diverse viewpoints, social and natural environmental stewardship, local action, and global thinking;
- recognition of the interconnectedness and transformative power of creative, humane, scientific, and social perspectives;
- excellence in scholarship and creative achievement in the arts and sciences;
- applied learning as a means to create broadly educated and engaged thinkers who are well prepared to improve their worlds;
- creating connections that spark new and innovative approaches across disciplines;
- shared and transparent governance across all units in support of an experienced and adaptable faculty;
- highest standards of integrity, civility, professionalism, and respect for all persons.

Job Description (Arts & Sciences Dean Search)

The Dean is the academic leader of the newly formed School of Arts and Sciences (A&S) and reports directly to the Provost of the college. As chief advocate for the School, the A&S Dean promotes its goals, leads its development, and addresses its mission of transforming student lives through rigorous scholarship, artistic expression, and engaged global citizenship. The Dean is a person of vision and leadership who promotes strong working relationships and a commitment to excellence in teaching, research, creative activity and service within an inclusive learning environment.

Required Qualifications

- earned doctorate or equivalent terminal degree in Arts or Sciences or related field from an accredited institution;
- evidence of teaching, scholarly/creative accomplishment, and service sufficient to warrant consideration for tenure and appointment to full professor;
- knowledge of the issues, trends, and challenges facing the disciplines within the arts and sciences;
- sustained and proven effectiveness in college administrative leadership, academic planning, and managing change at the chair's to dean's level or equivalent;
- evidence of leadership approach that demonstrates vision for excellence in teaching, service, faculty and student scholarly/creative accomplishment, inclusion, and collaboration across disciplines;
- experience in oversight of program accreditation and assessment;
- record of success in working effectively and collegially with diverse faculty, staff, units, and departments in arts and/or sciences and in the college community as a whole;
- demonstrated leadership of student recruitment and retention initiatives;
- a leader with effective interpersonal, advocacy, and communication skills who values transparency and shared governance.

Preferred Qualifications

- proven ability to lead innovation and/or creative problem solving from development to implementation;
- evidence of success in leading a diverse array of academic disciplines;
- evidence of success in increasing local to global engagement, developing and sustaining community partnerships that facilitate further opportunities for students and faculty;
- experience in infrastructure development, strategic planning, and fundraising;
- proven leadership of faculty professional development;
- evidence of maintaining high levels of program quality, rigor, student success, and engagement.

Promotion and Tenure

A subcommittee has agreed to develop a template(s) for letters of expectation. This deliverable will be prepared before July 2021.

School of Arts and Sciences
Guidelines for Renewal, Promotion and Continuing
Appointment
9/1/2020

Academic Affairs

Process for Faculty Renewal and Promotion to Associate Professor

The Division of Academic Affairs and its academic departments are fully committed to helping faculty achieve ongoing success in teaching, scholarship, including applied research and/or creative endeavors, and service, noting that it is expected that faculty will have a vigorous scholarly and creative life throughout their teaching career. This document serves to clarify the promotion and tenure process and assist candidates with the preparation of their documentation for renewal and promotion to associate professor.

It should be noted that decisions on continuing appointment (tenure) and promotion are separate actions at Buffalo State College. Faculty seeking promotion to associate or full professor must request to be considered for promotion, and personnel committees must make a separate recommendation regarding promotion to associate professor when considering tenure decisions.

The procedures outlined in this document apply to the processes of renewal, obtaining continuing appointment (tenure) and promotion to associate professor for faculty whose initial employment as assistant professor is effective on **September 1, 2021**, or later.

Faculty members hired earlier than that date are encouraged to use these procedures, at their option. Procedural guidelines about applying for promotion to full professor are provided in a separate document.

Letters of Expectations

- A letter of expectations (or memorandum of understanding) for each new faculty member should be completed by the conclusion of the first semester of employment. The letter clarifies job expectations communicated during the recruitment process, specifies the performance expectations to be met by the time the faculty member reaches the next review, and provides the criteria that *must* be met for continuing appointment (tenure) and promotion. As appropriate, reference College documents, including the Directory of Policy Statements (DOPS), the SUNY *Policies of the Board of Trustees*, school policies and procedures, and departmental by-laws.
- The letter of expectations is collaboratively designed to bring agreement and clarification. The letter of expectations is created by the department chair according to departmental procedure

and approved by the Dean, in consultation with the faculty member.

- At the initiation of the candidate, the letter of expectations may evolve over time according to departmental process to modify the direction of teaching, scholarship, including applied research and/or creative endeavors, and service. Any changes must be approved in writing by the candidate, the department chairperson, and the dean.
- Letters of expectations vary by department and by individual faculty member. If the department chooses to include external reviews in the evaluation of scholarship, it may use this process, or it may develop a department-specific process, a description of which should be included in the general statement of expectations for reappointment, promotion, and awarding of continuing appointment.

Departmental Documents

- Each department has a general statement of expectations and evaluation for teaching, scholarship and service. This statement of departmental expectations is subject to approval by the dean. This document is to be provided to candidates and be accessible on the department's web site.
- It is recommended that new faculty be instructed to collect documents for renewals and promotion/tenure review on an ongoing basis.
- Candidates are responsible for becoming familiar with College documents, including the Directory of Policy Statements (DOPS), the SUNY *Policies of the Board of Trustees*, school policies and procedures, and departmental by-laws, and how they affect personnel actions.
- Department chairs are to establish the departmental calendar and charge the personnel committee to initiate the process. It is incumbent upon the candidate to provide all necessary documentation and support letters by the deadline when the materials are due to the Personnel Committee. The Personnel Committee and Chair will not review or include any information submitted after that deadline. Address any questions about the calendar directly to the dean.
- Personnel Committees are to follow the department calendar established by the department chair and the department by-laws guiding the personnel process. Personnel Committees should be aware of previous personnel actions regarding each candidate, including committee reports and letters of expectations, and use them as a context for their work. Personnel Committees should take responsibility and initiative for the renewal and tenure process, clearly and thoroughly communicating to candidates about requirements and deadlines and giving candidates adequate time to prepare materials, answer requests, and prepare for class visits.

Dean's Role

The dean's role is to serve as an independent evaluator, to ensure adherence to the process, and to raise questions when recommendations do not seem to be congruent with documentation. Address any questions about process or calendar directly to the dean.

Documentation

Documentation for each evaluation leading to promotion and continuing appointment is to consist of two files:

- File A containing the required personnel documents, and
- File B containing the supporting documentation.

File A

Two copies of File A are to be submitted. One copy is retained in the Provost's Office and the other in the Dean's Office. File A is to contain only nine items. One copy is to be organized in a three-ring binder with dividers separating the nine sections. (Plastic sleeves are not required; if used, place only two pages back-to-back in a sleeve.) The other copy is to be provided in a file folder with the nine sections paper clipped separately, in order, and all attached by a clip. Candidates may review a sample File A in departmental or deans' offices.

(1) The Request for Faculty Personnel Action form (gray form). Note that consideration for promotion must be specifically requested by the candidate, and a separate recommendation for promotion is required of the personnel committee.

(2) The candidate's personal statement. In their personal statement, the candidate should focus on the renewal review period (the most recent two-year term, for example). For reappointments without promotion, candidates should focus on the two-year review period. For promotions, the candidate should take a career perspective. The personal statement should be cohesive, within one document, and is typically five to ten pages. The statement may be slightly longer in cases for promotion and tenure. It is to reflect on teaching, scholarship, including applied research and/or creative endeavors, and service; summarize and interpret peer evaluations and student evaluations. The candidate should comment on their progress on the items listed in Letter of Expectations and DOPS as appropriate, as well as any additional qualifications, including commitment to the Buffalo State College mission, vision and core values; and provide documentation through reference to specific page numbers in File B.

a. Assessment of Teaching:

- (1) Refer to the multiple measures of teaching effectiveness detailed in in DOPS Policy Number: VI: 04:04, "Documentation of Teaching Effectiveness for Personnel Actions, Office of Academic Affairs."
- (2) Additional measures, as appropriate, may be included, such as course and syllabus revision/updating; revision of assignments, hand-outs, supplementary readings, editions and translations; teaching style; new uses of technology, if any; how research influences the teaching, (include sample materials in File B); mentoring students; advising students; participation with the department's student groups, events and presentations; how feedback is provided outside class; availability to students through office hours and out-of-class activities; other.
- (3) Response to peer observations of teaching.
- (4) Analysis and discussion of student evaluations beyond the scores.

- (5) How teaching is being strengthened: attention to concerns expressed in student and peer evaluations (and the resulting changes); peer conversations; participating in workshops and conferences; integration of research into teaching; plans for implementation of future innovations, other.

b. Assessment of Scholarship:

- (1) Refer to the expectations detailed in the DOPS Policy Number: VI:04:05 Supplemental Policy on Scholarship Encompassing Applied Research and Scholarship of Teaching, and Community-Engaged Research and Scholarship.
- (2) Refer to departmental and school definitions of scholarship and creative activity.
- (3) Clarify in the narrative which publications and presentations are included in this review period (omit those outside the review period).
- (4) In both the narrative and in the resume, cite the locations, city, state and date of each conference, creative presentation within the time span of the review period in order to clarify the regional/national/international scope. Also cite the sessions chaired and poster presentations. For papers in progress, give some estimate for the timeline for submission and publication.

c. Assessment of Service:

- (1) Refer to the expectations detailed in the DOPS Policy Number: VI: 04:01
- (2) Refer to departmental and school definitions of service
- (3) Current curriculum vita in the standardized format. See APPENDIX B.
- (4) If letters from independent external reviewers are solicited, include them here. Also include a description of how the letters were solicited and brief biographical sketches of the reviewers (see APPENDIX A).
- (5) The departmental personnel committee statement. This is to be evaluative and must adhere to the same three areas of teaching effectiveness, scholarship/creative activity and service, as well as summarize and interpret peer evaluations and student evaluations, and comment on any additional qualifications. **All previous department personnel committee statements are to be provided in File B.** If promotion to associate professor is requested, write a separate paragraph recommending promotion. Candidates may write a response according to college guidelines to be included in File A.
- (6) The department chairperson's recommendation. This is to be autonomous and separate from the Personnel Committee's recommendation. The chairperson's recommendation is to be evaluative and must adhere to the same three areas of teaching effectiveness, scholarship/creative activity and service, as well as summarize and interpret peer evaluations and student evaluations, and comment on any additional qualifications. **All previous department chairperson's, recommendations are to be provided in File B.** If promotion to associate professor is requested, write a separate paragraph recommending promotion. Candidates may write a response according to college guidelines to be included in File A.
- (7) The School of Arts & Sciences Personnel Committee's recommendation, when applicable. This is to be autonomous and separate from the other recommendations. The school committee's recommendation is to be evaluative and must adhere to the same three areas of

teaching effectiveness, scholarship/creative activity, service, and applied research as well as summarize and interpret peer evaluations and student evaluations, and comment on any additional qualifications, including commitment to BSC mission vision and core values. **All previous school committee's recommendations are to be provided in File B.** If promotion to associate professor is requested, write a separate statement recommending promotion (DOPS VI: 04:02:06).

- (8) A copy of the candidate's Letter of Expectations. Any previous Letters of Expectations are to be provided in File B.
- (9) The dean's recommendation. This is to be autonomous and separate from the other recommendations. The dean's recommendation is to be evaluative and must adhere to the same three areas of teaching effectiveness, scholarship, including applied research and/or creative endeavors, and service, as well as summarize and interpret peer evaluations and student evaluations, and comment on any additional qualifications. **All previous dean's recommendations are to be provided in File B.** If promotion to associate professor is requested, write a separate paragraph recommending promotion. Candidates may write a response according to college guidelines to be included in File A.

File B

File B provides supporting evidence documenting statements in File A.

The file should be organized in three general sections of teaching, scholarship/creative activity, and service, and generally in no more than two three-ring binders, with supplementary materials as appropriate. File B is returned to the candidate after completion of the process.

- Accomplishments cited in File A must be documented in File B. Include only items referenced in File A.
- Documentation or examples of books, articles, CDs and other scholarship and/or creative work should be included. **Selectively include other items.**
- Less significant material from previous evaluations should be summarized or omitted.
- Summary sheets of **all** student evaluations from at least the last five years and the official reports and **all** written student comments for each submitted class evaluation, organized in chronological order with the most current first. Place this material in a separate notebook section labeled "Student Evaluations" in File B.

Other Guidelines

- Use statistics carefully. For example, averaging the ratings for all the questions on the form does not provide valuable information. Averaging the answers for each individual question, however, could provide valuable input to the personnel committee and department chairperson. It is the responsibility of the personnel committee and the department chairperson to provide a summary and interpretation of peer and student evaluations.
- Candidates and departments should be familiar with all relevant policies specified in the SUNY

Policies of the Board of Trustees, and the Buffalo State College Directory of Policy Statements (DOPS), and school and departmental documents, which are to be displayed on the departmental web site.

- The lists and examples of required and supporting documents given here are not intended to exclude other appropriate evidence of the candidate's accomplishments and abilities in all areas of teaching, scholarship, and service. Candidates may include all relevant evidence to support their application for promotion and continuing appointment, including types of evidence not explicitly listed herein.

APPENDIX A

Default Method of Obtaining External Reviews of Scholarship

Solicited external reviews are optional for promotion to the rank of associate professor and continuing appointment. However, letters from independent external reviewers are often considered to have significant credibility in providing an objective view of the candidate's scholarship. Departments may choose to solicit outside reviews of scholarship/creative activity for applicants requesting promotion and continuing appointment. If this is done, include in File B the solicited outside reviews of scholarship/creative endeavor obtained according to department guidelines.

The following is a suggested process for solicitation of external reviews of faculty scholarship.

Default Process:

- The candidate and personnel committee chair collaboratively identify appropriate prospective external reviewers who have limited relationship to the candidate.
- The personnel committee chair contacts the prospective reviewers for agreement to review the candidate's scholarship, with the understanding that the review will be shared with the candidate and campus review committees and that the review is a professional function without remuneration.
- The personnel committee chair sends to the reviewer the DOPS, school and department criteria, the candidate's curriculum vita, letter of expectation, and scholarship section from File A, along with any supplementary materials requested by the candidate, and indicates the expected date for receipt.
- The personnel committee chair receives the review and the reviewer's curriculum vita and provides them to the candidate for inclusion in File B. All received reviews are to be included in File B.
- The candidate includes the following information in File B:
 - a. The evaluators' names, ranks, and institutions and a copy of the letter of solicitation
 - b. An explanation of why and how the reviewers were selected and by whom;
 - c. The reviewer's biographical sketch;
 - d. The relationship, if any, of the reviewer to the candidate;
 - e. How many reviews were requested, received, and submitted;
 - f. External review letters collected within the two-year period prior to submission of the request for promotion may be included. The evaluators' names, ranks, and institutions and the letter of solicitation are included.

APPENDIX B

Curriculum Vitae Format

Use the format provided on the website for the School of Arts and Sciences. In both the narrative and in the curriculum vita, cite the location, city, state and date of each conference/creative presentation within the time span of the review period in order to clarify the regional/national/international scope. Also cite the sessions chaired and poster presentations. For papers in progress, give some estimate of the timeline for submission and publication.

APPENDIX C

A template for your Letter of Expectations is provided in the [Faculty Handbook](#).

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School of Arts and Sciences
Guidelines for Promotion to Full Professor
9/1/2020

Academic Affairs

Process for Promotion to Full Professor

The Division of Academic Affairs and its academic departments are fully committed to helping faculty achieve ongoing success in teaching, scholarship, including applied research and/or creative endeavors, and service, noting that it is expected that faculty will have a vigorous scholarly and creative life throughout their teaching career. This document serves to clarify the process for promotion to full professor and assist candidates with the preparation of their documentation for that promotion.

For guidelines clarifying when faculty can and should request promotion to full professor, faculty members should review the Directory of Policy Statements (DOPS) and the SUNY Trustees guidelines.

Departmental Documents

- Each department has a general statement of expectations and evaluation for teaching, scholarship, and service. This statement of departmental expectations is subject to approval by the dean. This document is to be provided to candidates and be accessible on the department's web site.
- Candidates are responsible for notifying the department chair, preferably the semester before, they plan to apply for promotion. Candidates are also responsible for becoming familiar with College documents, including the Directory of Policy Statements (DOPS), the SUNY *Policies of the Board of Trustees*, school policies and procedures, and departmental by-laws, and how they affect personnel actions.
- Department chairs are to establish the departmental calendar and charge the personnel committee to initiate the process. It is incumbent upon the candidate to provide all necessary documentation and support letters by the deadline when the materials are due to the Personnel Committee. The Personnel Committee and Chair will not review or include any information submitted after that deadline. Address any questions about the calendar directly to the dean.
- Personnel Committees are to follow the department calendar established by the department chair and the department by-laws guiding the personnel process. Personnel Committees should take responsibility and initiative for the promotion process, clearly and thoroughly communicating to candidates about requirements and deadlines and giving candidates adequate time to prepare materials, answer requests, and prepare for class visits.

Dean's Role

The dean's role is to serve as an independent evaluator, to ensure adherence to the process, and to raise questions when recommendations do not seem to be congruent with documentation. Address any questions about process or calendar directly to the dean.

Documentation

Documentation for each evaluation leading to promotion is to consist of two files:

- a. File A containing the required personnel documents, and
- b. File B containing the supporting documentation.

File A

Two copies of File A are to be submitted. One copy is retained in the Provost's Office and the other in the Dean's Office. File A is to contain only eight items. One copy is to be organized in a three-ring binder with dividers separating the eight sections. (Plastic sleeves are not required; if used, place only two pages back-to-back in a sleeve.) The other copy is to be provided in a file folder with the eight sections paper clipped separately, in order, and all attached by a clip.

Candidates may review a sample File A in departmental or deans' offices.

(1) The Request for Faculty Personnel Action form (gray form). Note that consideration for promotion must be specifically requested by the candidate, and a separate recommendation for promotion is required of the personnel committee.

(2) The candidate's personal statement. In their personal statement, the candidate should focus on the period following promotion to associate professor, while providing a career perspective. The personal statement should be cohesive, within one document, and is typically five to ten pages. The statement may be slightly longer as necessary. It is to be relative to DOPS; reflect on teaching effectiveness, scholarship/creative activity, service and applied research; summarize and interpret peer evaluations and student evaluations; comment on any additional qualifications, including commitment to the Buffalo State College mission, vision and core values; and provide documentation through reference to specific page numbers in File B. All previous personal statements are to be provided in File B.

a. Assessment of Teaching:

- (1) Refer to the multiple measures of teaching effectiveness detailed in in DOPS Policy Number: VI: 04:04, "Documentation of Teaching Effectiveness for Personnel Actions, Office of Academic Affairs."
- (2) Additional measures, as appropriate, may be included, such as course and syllabus revision/updating; revision of assignments, hand-outs, supplementary readings, editions and translations; teaching style; new uses of technology, if any; how research influences the teaching, (include sample materials in File B); mentoring students; advising students; participation with the department's student groups,

events and presentations; how feedback is provided outside class; availability to students through office hours and out- of-class activities; other.

- (3) Response to peer observations of teaching.
- (4) Analysis and discussion of student evaluations beyond the scores.
- (5) How teaching is being strengthened: attention to concerns expressed in student and peer evaluations (and the resulting changes); peer conversations; participating in workshops and conferences; integration of research into teaching; plans for implementation of future innovations, other.

b. Assessment of Scholarship:

- (1) Refer to the expectations detailed in the DOPS Policy Numbers: VI:04:01 Policy Guidelines for Promotion, and VI:04:05 Supplemental Policy on Scholarship Encompassing Applied Research and Scholarship of Teaching, and Community-Engaged Research and Scholarship.
- (2) Refer to departmental and school definitions of scholarship and creative activity.
- (3) Clarify in the narrative which publications and presentations are included in this review period (omit those outside the review period).
- (4) In both the narrative and in the resume, cite the locations, city, state and date of each conference, creative presentation within the time span of the review period in order to clarify the regional/national/international scope. Also cite the sessions chaired and poster presentations. For papers in progress, give some estimate for the timeline for submission and publication.

c. Assessment of Service:

- (1) Refer to the expectations detailed in the DOPS Policy Number: VI: 04:01.
- (2) Refer to departmental and school definitions of service.
- (3) Current curriculum vita in the standardized format. See APPENDIX B.
- (4) Letters from independent external reviewers. Include a description of how the letters were solicited and brief biographical sketches of the reviewers. Refer to Appendix A.
- (5) The departmental personnel committee statement. This is to be evaluative and must adhere to the same three areas of teaching effectiveness, scholarship/creative activity, and service, and applied research as well as summarize and interpret peer evaluations and student evaluations, and comment on any additional qualifications. **All previous department personnel committee statements/letters are to be provided in File B.** Candidates may write a response according to college guidelines to be included in File A.
- (6) The department chairperson's recommendation. This is to be autonomous and separate from the Personnel Committee's recommendation. The chairperson's recommendation is to be evaluative and must adhere to the same three areas of teaching effectiveness, scholarship/creative activity, service, and applied research as

well as summarize and interpret peer evaluations and student evaluations, and comment on any additional qualifications. All previous, department chairperson's recommendations are to be provided in File B. Candidates may write a response according to college guidelines to be included in File A.

(7) The School of Arts and Sciences Personnel Committee's promotion and tenure committee's recommendation, when applicable. This is to be autonomous and separate from the other recommendations. The school committee's recommendation is to be evaluative and must adhere to the same three areas of teaching effectiveness, scholarship/creative activity, service, and applied research as well as summarize and interpret peer evaluations and student evaluations, and comment on any additional qualifications. **All previous School of Arts and Sciences personnel committee's statements/letters are to be provided in File B.** Candidates may write a response according to college guidelines to be included in File A.

(8) The dean's recommendation. This is to be autonomous and separate from the other recommendations. The dean's recommendation is to be evaluative and must adhere to the same three areas of teaching effectiveness, scholarship/creative activity, service, and applied research as well as summarize and interpret peer evaluations and student evaluations, and comment on any additional qualifications. **All previous dean's recommendations are to be provided in File B.** Candidates may write a response according to college guidelines to be included in File A.

File B

File B provides supporting evidence documenting statements in File A.

The file should be organized in three general sections of teaching, scholarship/creative activity, and service, and generally in no more than two three-ring binders, with supplementary materials as appropriate. File B is returned to the candidate after completion of the process.

- Accomplishments cited in File A must be documented in File B and paginated. Include only items referenced in File A.
- Documentation or examples of books, articles, CDs and other scholarship and/or creative work should be included. **Selectively include other items.**
- Less significant material from previous evaluations should be summarized or omitted.
- Summary sheets of all student evaluations from at least the last five years and the official reports and **all** written student comments for each submitted class evaluation, organized in chronological order with the most current first. Place this material in a separate notebook section labeled "Student Evaluations" in File B.

Other Guidelines

- Use statistics carefully. For example, averaging the ratings for all of the questions on the form does not provide valuable information. Averaging the answers for each individual question,

however, could provide valuable input to the personnel committee and department chairperson. It is the responsibility of the personnel committee and the department chairperson to provide a summary and interpretation of peer and student evaluations.

- Candidates and departments should be familiar with all relevant policies specified in the *SUNY Policies of the Board of Trustees*, and the Buffalo State College Directory of Policy Statements (DOPS), and school and departmental documents, which are to be displayed on the departmental web site.
- The lists and examples of required and supporting documents given here are not intended to exclude other appropriate evidence of the candidate's accomplishments and abilities in all of the areas of teaching, scholarship, and service. Candidates may include all relevant evidence to support their application for promotion and continuing appointment, including types of evidence not explicitly listed herein.

APPENDIX A

Default Method of Obtaining External Reviews of Scholarship

Solicited external reviews are required for promotion to the rank of Full Professor. Letters from independent external reviewers are often considered to have significant credibility in providing an objective view of the candidate's scholarship. The following is a suggested process for solicitation of external reviews of faculty scholarship. The department may use this process, or it may develop a department-specific process, a description of which should be included in the general statement of expectations for reappointment, promotion, and awarding of continuing appointment (See **Department Documents**, above).

Default Process:

- The candidate and personnel committee chair collaboratively identify appropriate prospective external reviewers who have limited relationship to the candidate.
- The personnel committee chair contacts the prospective reviewers for agreement to review the candidate's scholarship, with the understanding that the review will be shared with the candidate and campus review committees and that the review is a professional function without remuneration.
- The personnel committee chair sends to the reviewer the DOPS, school and department criteria and the candidate's curriculum vita, and scholarship section from File A, along with any supplementary materials requested by the candidate, and indicates the expected date for receipt.
- The personnel committee chair receives the review and the reviewer's resumé and provides them to the candidate for inclusion in File B. All received reviews are to be included in File B.
- The candidate includes the following information in File B.
 - a. The evaluators' names, ranks, and institutions and a copy of the letter of solicitation
 - b. An explanation of why and how the reviewers were selected and by whom;
 - c. The reviewer's biographical sketch;

- d. The relationship, if any, of the reviewer to the candidate;
- e. How many reviews were requested, received, and submitted;
- f. External review letters collected within the two-year period prior to submission of the request for promotion may be included. The evaluators' names, ranks, and institutions and the letter of solicitation are included.

APPENDIX B

Curriculum Vita Format

Use the format provided in the Faculty Handbook. In both the narrative and in the resumé, cite the location, city, state, and date of each conference presentation within the time span of the review period in order to clarify the regional/national/international scope. Also cite the sessions chaired and poster presentations. For papers in progress, give some estimate of the timeline for submission and publication.

DRAFT

Bylaws

School of Arts & Sciences Bylaws September 1, 2020	
PREAMBLE:	The faculty of Arts & Sciences at Buffalo State College established these Bylaws in order to provide for the open discussion and recommendation of policies and procedures of concern to the Faculty and Staff and also to provide for the conduct of business in keeping with the principles of participatory democracy. Provisions of these Bylaws are applicable when not in conflict with established policies of the SUNY Board of Trustees, the Buffalo State Faculty Bylaws, and the Agreement between SUNY and the Bargaining Agent.
Article I: MEMBERSHIP AND VOTING	Membership includes all faculty whose primary appointment is in the School of Arts & Sciences. 1) Voting members are those who hold academic rank of distinguished professor, professor, associate professor, assistant professor, full-time lecturer. Each voting member may cast one vote in each election, may attend meetings, and possesses full parliamentary rights at meetings. 2) Non-Voting members are all those not included in 1.1 above. Such members may speak at meetings but may not vote in school-wide elections and may neither introduce nor vote on motions. 3) Meetings are open to all members of the School of Arts & Sciences.
Article II: OFFICERS	A. General Officers 1) The General Officers of the School will collaborate with the Dean to ensure effective shared governance to help fulfill the School's mission. 2) There shall be three general officers of the School: a. Speaker of the School, b. Speaker-Elect of the School, c. Past Speaker of the School. 3) Election as a General Officer is a three-year term, the first year as Speaker-Elect, the second year as Speaker and the third year as Past Speaker. 4) Speaker a. The Speaker will assist the Dean, who shall call and be the presiding officer at School Meetings, as prescribed in these bylaws. b. The Speaker shall serve as Chair of the Steering Council. c. The Speaker shall direct each standing committee to convene their first meeting not later than the end of September for the purposes of electing a committee chair.

5) Speaker-Elect

- a. The Speaker-Elect collaborates with the Speaker to learn the role of the Speaker, to become familiar with governance of the school and to facilitate leadership continuity and officer transitions.
- b. When so designated by the Speaker, the Speaker-Elect may act in the Speaker's stead to carry out Speaker's responsibilities.

6) The Past Speaker will facilitate leadership continuity by providing advice and leadership to the School.

7) Vacancies

- a. If the Speaker leaves office prior to the end of their term, the Speaker-Elect will fulfill the remainder of the Speaker's term as well as their regular term as Speaker the following year.
- b. If the Speaker-Elect leaves office or assumes the role of Speaker prior to the end of their term as Speaker-Elect, then the remainder of the term shall be filled in a special election, conducted as below (Elections).
- c. If the Past Speaker leaves office prior to the end of their term or the office is otherwise vacant, the office will remain unfilled the remainder of the term.
- d. If at any point both the Speaker and the Speaker-Elect's offices are simultaneously unfilled, both positions will be filled by special election, conducted as below (Elections) and in the next academic year, these newly elected officers will move into the offices of Past Speaker and Speaker.

B. Secretary

- 1) Shall be elected to a two-year term.
- 2) Shall send out the meeting invitations.
- 3) Shall record and distribute minutes of all regular and special meetings.
- 4) Shall work with the Dean's office to maintain a list of all voting members of the school (as defined in Article I).
- 5) Shall work with the Dean's office to maintain a permanent record of all minutes and committee reports.
- 6) If the secretary leaves office prior to the end of their term, the Steering Council shall appoint an interim Secretary and then the remainder of the term shall be filled in a special election conducted as below.

C. School Senators, as required by College By-Laws

- 1) Shall represent the School at the College Senate.
- 2) Shall report to the School annually at a Regular Meeting.

	<p>3) If a Senator shall leave office prior to the end of their term, then the remainder of the term shall be filled in a special election consistent with the College By-Laws and conducted as below.</p> <p>D. Senate Liaison</p> <ol style="list-style-type: none"> 1) The College Senators shall elect from amongst themselves one member to serve as Senate Liaison for a term of one year. 2) Shall be a member of the Steering Council. 3) Shall have primary responsibility for reporting Senate business to the School of Arts and Sciences. <p>E. Elections</p> <p>Candidates for General Officer, Secretary, College Senate or elected committee members must:</p> <ol style="list-style-type: none"> 1) Be a voting member 2) Be nominated by a voting member at a regular meeting or by email no later than April 15. 3) Shall be elected by a ballot with adequate safeguards to ensure secrecy. <ol style="list-style-type: none"> a. Prior to the end of April. b. By a majority of the votes cast. 4) If a candidate is not elected on the first ballot, a second ballot shall be conducted. This second ballot shall be restricted to the two nominees with the highest number votes on the first ballot. 5) General Officers, Secretary, Senators, and elected committee members shall take office the first day of September following their election and shall leave office August 31 in the final year of their term.
<p>Article III: GENERAL MEETINGS</p>	<p>At least four regular meetings shall be held annually to include the Dean's report, College Senator Reports, and other committee reports as determined by the agenda:</p> <ol style="list-style-type: none"> 1) The first shall be no later than the end of October. 2) The second no later than December 15. 3) The third during the second semester prior to spring recess. 4) The fourth after the spring recess. 5) Special meetings must be called within one month when requested by any of the following: the President of the College, the Dean of the School, the Speaker of the Steering Council, the Agenda, Elections and Bylaws Committee or twenty members of the voting faculty. <p>For regular or special meetings:</p> <ol style="list-style-type: none"> 1) The agenda, with appropriate documents, will be distributed at least one week in advance of the meeting. 2) Minutes of the meetings shall be recorded, and a copy sent to each member of the School within 3 weeks (or a link to the uploaded meeting minutes).

<p>Article IV: COMMITTEES</p>	<p>Organization</p> <ol style="list-style-type: none"> a. Each standing committee shall consist of Voting Members of the School elected for a two-year term, effective September 1 and terminating on August 31 in the final year of their term. b. The terms shall be staggered so that approximately one half of each committee membership is elected for each year. (The terms for the initial election shall be determined by lottery). c. Each standing committee shall elect its own chairperson. d. Each standing committee shall report (and file the report) annually. e. In addition to the responsibilities assigned to the standing committees below, the School may assign, from time to time, additional responsibilities to one or more of the standing committees and may alter or remove such additional responsibilities. f. Standing committees may be established only by amendments to these By-Laws. g. A member of a standing committee may not serve more than two consecutive terms on the same standing committee. <p>1. Steering Council</p> <p>The School of Arts and Sciences Steering Council is charged with:</p> <ol style="list-style-type: none"> a) overseeing matters related to strategic planning. b) ensuring alignment to the Mission, Values, and Vision of the School. c) addressing matters of faculty and student welfare. d) planning and facilitating meetings of the faculty of the School of Arts and Sciences in coordination with the Dean. <ol style="list-style-type: none"> 1) Membership shall consist of the Speaker-Elect, Speaker, Past Speaker, Secretary, Senate Liaison, one voting member of the school who does not hold a continuing appointment., and one at-large representative elected from the voting membership. 2) The Speaker will regularly contribute to all-school meetings, offering updates and leading discussions on matters of common concern <p>2. By-Laws and Elections Committee</p> <ol style="list-style-type: none"> a. The committee shall consist of five members of the Voting Faculty elected by the voting faculty. b. This committee shall consider any implementation or amendment of these By-Laws and make recommendations directly to the School concerning proposals brought to the committee by Voting Members of the School.
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	<p>c. This committee shall supervise all elections or voting that are required for the School of Arts & Sciences.</p> <p>3. Personnel Committee</p> <p>a. The committee shall consist of five tenured members of the Voting Faculty, elected by the voting faculty, so that two are from the former School of Arts & Humanities ,two from the former School of Natural and Social Sciences, and one is from the School at-Large (see Appendix regarding sunset clause). Personnel committee members must recuse themselves from voting on candidates for promotion from their own department.</p> <p>b. This committee shall be charged with recommending policies consistent with College policy specified by College By-Laws, relating to the professional welfare of the faculty, including academic freedom, tenure, conditions of service, appointment, termination, promotion, and retention of faculty.</p> <p>c. This committee shall provide a recommendation to the Dean regarding promotion to Associate and promotion to Full Professor and share its recommendations with the candidate.</p> <p>4. Ad Hoc Committees</p> <p>a. An Ad Hoc committee may be established at any General Meeting or through appointment by the Dean of the School of Arts & Sciences and/or the Steering Council.</p> <p>b. An Ad Hoc committee shall report to the School at a General Meeting.</p> <p>5. External Committees</p> <p>The Dean of the School or Arts & Sciences, in consultation with faculty, shall make a determination as to whether faculty representation on external committees shall be constituted by an election within the School.</p>
<p>Article V: REVIEW OF THE DEAN</p>	<p>Dean's Review Committee</p> <p>1) The committee shall be elected in the third year after the Dean's initial appointment and thereafter every five years. The committee shall consist of five members of the voting members, elected by the voting members, so that two are from the former School of Arts & Humanities and two are from the former School of Natural & Social Sciences, and one is from the Faculty-at-Large.</p> <p>2) This committee shall be charged with reviewing the performance of the Dean since appointment or the most recent review. It shall discuss its review with the Dean; shall make recommendations to the President of the College for the retention or removal of the Dean and shall report these recommendations to the School at a General Meeting.</p>

<p>Article VI: PROCEDURE</p>	<p>Unless otherwise specified in these By-Laws: A. All business shall be conducted in accordance with Robert’s Rules of Order (latest edition). B. An election shall be by secret ballot, if even a single Voting Member so requests. C. Quorum: 1. The quorum for all Regular and Special Meetings shall be twenty-five percent of the eligible voters. 2. The quorum for all committee meetings shall be a majority of the voting members of the committee.</p>
<p>ARTICLE VII: AMENDMENTS</p>	<p>A. Amendments may be proposed by any of the Voting Members, or by the By-Laws and Elections Committee. Any proposed changes must be considered by the By-Laws and Elections Committee as specified in Article II. B. Notice of a proposal to amend the By-Laws, accompanied by the text of the proposed amendment, shall be distributed in writing to the Voting Members not less than one week before the meeting at which the amendment is moved and discussed. At this meeting, the By-Laws and Elections Committee will make a report to the School and a vote will be taken to determine whether the proposed change(s) will go to a secret ballot distributed to the Voting Members. C. An amendment to the By-Laws shall require approval by a majority of the votes cast through a secret ballot.</p>
<p>ARTICLE VIII: APPENDIX</p>	<p>Sunset clause on former school configuration-linked representation. All representation allocated as a function of membership in the former School of Arts and Humanities or School of Natural and Social Sciences shall be in effect until August 31, 2024. As of September 1, 2024, representation shall no longer be linked to the former Schools, and all representatives shall be elected “at-large” from the School of Arts and Sciences as a whole. To ensure disciplinary diversity, no department may have more than one representative on the committee at any time.</p>
<p>ARTICLE IX: ADOPTION</p>	<p>These By-Laws shall take effect after the affirmation by a majority of the Voting Members in a secret ballot.</p>

The Departments and Programs Subcommittee, Arts & Sciences Task Force, offers the following potential paths for consideration.

Theme
<p>I. Incentivizing faculty versatility in order to accommodate emergent trends in student enrollment and program/curricular innovations</p> <ul style="list-style-type: none"> • Stipends to encourage scholarship in interdisciplinary and workplace competency-infused pedagogies. • Program paths in Global Studies: BA / BS, interdisciplinary, possibly overseen by Associate or Assistant Dean. Not necessarily a department merge: more of a ‘synergy’. • BA/BS program innovations should optimize integration of existing centers in A and S (Whitworth, Great Lakes...), as well as enhance A and S’s Mission, Values and Vision. • Arts and Sciences major that combines Sciences and Arts components, BA/BS paths with promise for growth professions (such as digital media arts, art therapy, localization, 3D design and printing, health coaching, pre-med., pre-law paths, physicians assistants, physical therapy, translation/interpreting). • Writing Across the Curriculum initiatives centered on literacies for the global workforce.
<p>II. Interdisciplinary initiatives to promote interdepartmental synergies aligned to A&S mission, values and vision</p> <ul style="list-style-type: none"> • First-year, 3-course learning community that promotes community-centered interdisciplinary projects.(APPENDIX A) • Global Sustainability Initiative (urban and global engagement Initiative): reworking Scajaquada, kayak launches, ecology zone for impoundment lot- dance, architecture and design, historical education, first-year seminars, education on community. • Interdisciplinary initiatives that promote global competencies (in addition to Global Studies): such as CWP 101-102 infusion of global workplace literacies, English for Specific Purposes; integrate translation, languages for specific purposes into technical writing program; Synergize study abroad with Global Engagement (Econ. & Finance, Poli. Sci., Earth Sciences, Languages), other schools (Professions: Business, Engineering, Hospitality & Tourism), Community Engagement (City as Classroom). • Explore grants to sustain projects/efforts in service learning/interdisciplinary efforts. • Minor and certificate coordination across departments in a common program structure that is mutually advantageous for enrollment, management of resources and personnel. • Encourage and incentivize faculty and departments to expand minor, certificate, and department degree programs through interdisciplinary efforts embracing both the Arts and Sciences disciplines.
<p>III. Innovative approaches to the General Education curriculum</p> <ul style="list-style-type: none"> • Gen. Ed., certificates, rethink general education offerings and offer more inclusive, interdisciplinary options. • Possible Bengal Stripe in Global Studies (minor/certificate, micro credentialing?): Leadership and Engagement? Entrepreneurship? Civic and Community Engagement? Global Sustainability (environmental ethics).

- Interdisciplinary career guidance for freshmen: integrated with sophomore year course planning.
- Interdisciplinary 'life skills' paths (computer, financial literacy, communications, English for Specific Purposes (writing cover letter)).

IV. School-level marketing and branding of departments and programs

- School newsletter.
- Exit interviews with program completers.
- Robust alumni outreach.

Note: The Task Force recommends that considerations of any program mergers look at any detriment that might ensue, to the integrity of the existing program. The interest of students and program innovation should be evaluated. Consideration of campus input as applicable.

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APPENDIX A: First-year, 3-course learning community that promotes community-centered interdisciplinary projects

Interdisciplinary initiative to provide students with a structured introduction to academic research and the breadth of disciplines within the School of Arts & Sciences. A suite of three classes would fulfill the SUNY General Education requirements in a more integrated way by combining arts and science approaches to the study of Buffalo State College, Buffalo, and each student's own individual journey to becoming a citizen of the world. In an attempt to flesh out some possibilities, I propose that we offer 3 courses that would connect with the CWP 101 & CWP 102 requirements. These courses would seek to connect the students to Buffalo and Buffalo State while encouraging them to become active members of the community. These courses should be designed to set the foundation for students to see themselves as active participants in the academy and as responsible citizens shaping the future of their communities.

Course 1 – Greetings Buffalo and Buffalo State.

This course would be structured into a series of modules which include an introduction to a discipline along with student participation in a research project. Specific skills will be assessed along with each module (ex. data analysis using excel; citations using word. These modules might be 2 weeks long; with an expert guest lecture followed by a short project.

Possible list of modules (this is a quick list of possibilities) –

1. Ecology on campus –
 - § Inventory of trees; including identification and description
 - § Create excel spreadsheet
 - § Describe associated species and contribution to larger ecology
2. History/architecture/historical preservation at the Richardson Center
3. Art/Art History/writing at the Burchfield Penney
4. Geography/Geographic Information Systems
 - § Mapping and geocaching on campus
 - § Physical geography of Buffalo
5. Theatre/Dance/Music
6. Great Lakes Center
7. Buffalo State History –
 - § Possible alumni ties
8. Ethnography of Buffalo
9. Collaboration with Bengal Dare to Care program - thematic issues accompanied with community experiences

Course 2 – Exploring within

1. Personal finance
 - a. Budget, taxes, Banking; investment; financial aid; loans
2. Nutrition
 - a. Benefits of healthy diet
 - b. Goal setting
3. Fitness
 - a. Sleep; connection to healthy mind
4. Library/Information management
5. Mindfulness
6. Time Management
7. Problem Solving
8. Community Engagement – Academic Success Center on Grant Street
9. Career & Resume
10. Major exploration
11. Academic road map - an integrated examination of course selection to focus gen eds to support major/career choices and skill development.

Course 3: Sophomore seminar?

Just a thought on Course 3- might be nice if that led out, through anthropology, history, world languages and cultures exploration? May bring in Communications and film for oral histories- in the native language of the person interviewed...

These seminars could be expanded projects based in different fields.

Thank you.