

**Final 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, 10/9, 10/23, 10/30, 11/6

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.

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.

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.

Tenure and Promotion

A subcommittee has agreed to develop templates for letters of expectation and Curriculum Vitae (CVs). This deliverable will be prepared before July 2021.

School of Arts and Sciences
Guidelines for Renewal, Promotion and Continuing
Appointment
11/6/2020

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 pursue vigorous scholarly and creative endeavors throughout their teaching careers. 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.

Decisions on continuing appointment (tenure) and promotion are separate actions at Buffalo State College. Faculty seeking promotion to associate or full professor must request consideration 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 are effective on September 1, 2021, or later. Faculty members hired earlier than this date are encouraged to use these procedures, at their option; otherwise they follow what their current school's bylaws state until September 1, 2024. 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 the departmental process to modify the direction of teaching, scholarship and/or creative activity and/or applied research 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 members. If the department chooses to include external reviews in the evaluation of scholarship/creative activity/applied research, 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/or creative activity and/or applied research and service. This statement of departmental expectations is subject to approval by the Dean. This document is to be provided to candidates and should be accessible on the department's website.
- 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 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 context for their work. Personnel Committees should take responsibility and initiative for the renewal and tenure process, clearly and thoroughly communicating requirements and deadlines to candidates 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 Dean's 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 and/or creative activity and/or applied research and service; summarize and interpret peer evaluations and student evaluations. The candidate shall summarize 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 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/updates; 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 the narrative, be sure to reference citations in CV, with attention to the considerations outlined in Appendix B.

c. Assessment of Service:

- (1) Refer to the expectations detailed in the DOPS Policy Number: VI: 04:01, “Policy Guidelines for Promotion.”

- (2) Refer to departmental and school definitions of service.

- (3) Current CV in the standardized format. See APPENDIX B.
- (4) If letters from independent external reviewers are solicited from either the candidate or department, 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 and/or creative activity and/or applied research 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 and/or creative activity and/or applied research 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 and/or creative activity and/or applied research and 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 Personnel 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). * Pending approval in the bylaws of the formation of the School of Arts and Sciences Personnel Committee.

- (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 and/or creative activity and/or applied research 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 and/or creative activity and/or applied research 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 activity and/or applied research 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/or creative activity and/or applied research 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

Departments may solicit outside reviews of scholarship and/or creative activity and/or applied research for applicants requesting promotion and continuing appointment. Letters from independent external reviewers are often considered to have significant credibility in providing an objective view of the candidate's scholarship. The evaluators should be scholars of the appropriate rank and expertise. Candidate-solicited external reviews are optional for renewals and promotion to the rank of associate professor and continuing appointment. If this is done, include in File B the solicited outside reviews of scholarship and/or creative activity and/or applied research obtained. The process of external review is not a confidential process for the candidate.

Following is the departmental process for solicitation of external reviews of faculty scholarship.

Default Process:

- By no later than the semester prior to the application for continuing appointment or promotion, the candidate, personnel committee chair, and the department chair collaboratively identify appropriate prospective external reviewers. No more than half of those names can be individuals deemed 'collaborators' for which the candidate has had a substantial professional relationship/collaboration.
- 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 CV, 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 CV 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:
 - The evaluators' names, ranks, and institutions and a copy of the letter of solicitation;

- An explanation of why and how the reviewers were selected and by whom;
- The reviewer's biographical sketch;
- The relationship, if any, of the reviewer to the candidate;
- How many reviews were requested, received, and submitted;
- Candidate external review letters collected within the two-year period prior to submission of the request for promotion may be included. The evaluators' name, rank, and institution, evaluators' CV, and the letter of solicitation are included.

APPENDIX B

Curriculum Vitae (CV) Format

Use the format provided on the website for the School of Arts and Sciences. Be sure to cite the locations, city, state and date of each conference, creative presentation within the time span of the review period and clarify the scope of the venue: local, regional, national, or international. Also cite the sessions chaired, exhibitions juried, performances judged, and poster presentations, or other works, as stated in their department's policy. For scholarly or creative projects in progress, give some estimate for the timeline for submission and publication or presentation.

APPENDIX C

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

School of Arts and Sciences
Guidelines for Promotion to Full Professor
11/6/2020

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 activity and/or applied research and service and service noting that it is expected that faculty will have vigorous scholarly and creative endeavors throughout their teaching careers. This document serves to clarify the process for promotion to full professor and assist candidates with the preparation of their documentation for that promotion. All faculty going up for full professor after September 1, 2024 will proceed according to the policies in place at that time in the School of Arts and Sciences. Faculty going up for full professor before September 1, 2024 may follow their current school's bylaws.

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/or creative activity and/or applied research 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 website.
- Candidates are responsible for notifying the department Chair 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 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

requirements and deadlines to candidates 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:

- 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 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 Dean's 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 and/or creative activity, and/or applied research, and service; 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/updates; 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, be sure to reference citations in CV, with attention to the considerations outlined in Appendix B.

c. Assessment of Service:

- (1) Refer to the expectations detailed in the DOPS Policy Number: VI: 04:01, "Policy Guidelines for Promotion."
- (2) Refer to departmental and school definitions of service.
- (3) Current CV 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 and/or creative activity and/or applied research, 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/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 and/or creative activity, and/or applied research, 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.** 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 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 and/or creative activity and/or applied research, and service, 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. * Pending approval in the bylaws of the formation of the School of Arts and Sciences Personnel Committee.
- (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 and/or creative activity, and/or applied research, 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.** 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 and/or creative activity and/or applied research 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 activity and/or applied research 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 website.
- 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/or creative activity and/or applied research 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

Candidate-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 evaluators should be scholars of the appropriate rank and expertise. The following is a process for solicitation of external reviews of scholarship and/or creative

activity and/or applied research. The process of external reviewer is not a confidential process for the candidate.

Default Process:

- By no later than the semester prior to the application for continuing appointment or promotion, the candidate, personnel committee chair, and the department chair collaboratively identify appropriate prospective external reviewers. No more than half of those names can be individuals deemed ‘collaborators’ for which the candidate has had a substantial professional relationship/collaboration.
- 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 CV, 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 CV 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:
 - The evaluators’ names, ranks, and institutions and a copy of the letter of solicitation;
 - An explanation of why and how the reviewers were selected and by whom;
 - The reviewer’s biographical sketch;
 - The relationship, if any, of the reviewer to the candidate;
 - How many reviews were requested, received, and submitted;
 - Candidate external review letters collected within the two-year period prior to submission of the request for promotion may be included. The evaluators’ name, rank, and institution, evaluators’ CV, and the letter of solicitation are included.

APPENDIX B

Curriculum Vitae (CV) Format

Use the format provided on the website for the School of Arts and Sciences. Be sure to cite the locations, city, state and date of each conference, creative presentation within the time span of the review period and clarify the scope of the venue: local, regional, national, or international. Also cite the sessions chaired, exhibitions juried, performances judged, and poster presentations, or other works, as stated in their department’s policy. For scholarly or creative projects in progress, give some estimate for the timeline for submission and publication or presentation.

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

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. Further detailed descriptions can be provided upon request.

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>Iia. Department of Arts and Sciences</p> <p>To support interdisciplinary initiatives in A&S, an idea is the creation of a Department of Interdisciplinary Arts and Sciences (IDAS). IDAS will have a mission to allow innovative, unique, and creative degree opportunities through collaboration in the Arts and Sciences. It will</p>

allow the current interdisciplinary programs to have a formal structure of support while fueling new interdisciplinary initiatives within and between the Arts and Sciences. Under this department structure, directors of interdisciplinary programs will be the voting faculty members of the department. Other faculty teaching classes that fall within the interdisciplinary programs will remain in their respective departments but be listed within their respective IDAS programs. IDAS will provide students flexibility to fulfill degrees studying content that crosses the boundaries of conventional departments.

IDAS Benefit to Students:

- Allows students opportunities to participate in programs that draw from multiple departments' strengths, helping them pursue their career goals.
- Provides an alternative for students who wish to leave their major or withdraw from the college, by allowing interdisciplinary options of programs that intersect with their current studies.

IDAS Benefit to A&S:

- Combines multiple programs and majors under one department, reducing costs via shared resources and staff.
- Increases class enrollment across the School by providing opportunities for departments to cross-list focused upper level courses within appropriate IDAS programs.

IDAS Benefit to BSC:

- Provides a department to house current and upcoming collaborative programs.
- Supports retention and reduces attrition by providing flexible and unique experiences only available through collaborations across the Arts and Sciences.

III. Innovative approaches to the General Education curriculum

- 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.

APPENDIX A: Innovative approaches to the General Education curriculum

This initiative seeks to develop a set of courses that would 1. provide students with a structured introduction to academic research and the breadth of disciplines within the School of Arts & Sciences, 2. Connect the students to the city of Buffalo and Buffalo State College, 3. Assist the students in developing skills they need to become active participants in the academy and responsible citizens shaping the future of their communities. These courses would support the college's mission of being an urban-engaged campus focused on social justice and student accessibility.

These goals might be achieved through a set of 3 courses designed specifically to connect the students to the college and each other as they progress through their college career. The first course would be structured into a series of modules to introduce specific disciplines along with student participation in small skill-focused research project. The second course focuses on supporting the student's life skills including topics such as personal finance, nutrition, fitness, library & information management, time management, community engagement, career, and major exploration. A capstone sophomore seminar class revolving around a service-learning or engaged research project might serve to round out this group of classes.