

## College of Arts and Sciences Policy for Promoting Teaching Professors

### An Expression of University Values

Excellence in teaching is a core value at Syracuse University. Teaching professors play a key role in maintaining teaching excellence in the College of Arts and Sciences. For teaching professors, excellence in teaching is both the primary focus of their work and the primary criterion on which they are evaluated. Teaching professors are an integral part of the College of Arts and Sciences because of their close work with students in a range of instructional settings. They are not expected to meet the research criteria laid out for tenured and tenure-track faculty. Instead, teaching professors are hired based on specific teaching needs identified by the Dean(s). The renewal of their contracts is not linked to promotion decisions, nor are teaching professors required to seek promotion.

### Promotion and Evaluation

Recommendation for promotion of teaching professors is recognition of accomplishment for which the merit of the individual is the sole criterion. Teaching excellence is the primary criterion on which teaching professors are both evaluated and considered for promotion.

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

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

### *Basis for recommendations: considerations*

To be recommended for promotion, candidates are expected to have achieved meritorious accomplishments commensurate with the rank to which they hope to be elevated. A necessary condition of promotion in the College of Arts and Sciences is evidence of continuing mastery of one's field. The categories considered for promotion of teaching professors are teaching and service. Both categories are important, but more weight will be given to teaching than to service. Although there is no research requirement for teaching professors, there is an expectation that they remain current on developments within their fields.

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

Across the three ranks of teaching professors, the expectations for teaching and pedagogical

contributions, as well as for service, will differ. For promotion to associate teaching professor, in addition to strong evidence of teaching excellence, evidence of mentoring of either faculty or students is expected. For promotion to teaching professor, instructional leadership is expected, as is strong evidence of a successful record of achievement in mentoring, collaboration, and support of other faculty. Such leadership can include the creation of new courses or programs, improvement of overall curricula, key involvement in assessment plans, and so on. Mentoring can also be directed toward the development and support of students, graduate and undergraduate.

For assistant teaching professors, service is primarily expected within the department. For associate or full teaching professors, service at the college/school or university level is also anticipated.

Promotion to Associate Teaching Professor is based on evidence of excellence in teaching and pedagogy and may include the record of service to the department, school, college, or university, as appropriate. Teaching excellence may be shown through classroom teaching, contributions to the design and organization of departmental course offerings and syllabi, and applications or development of pedagogy in the field. Promotion to Teaching Professor is based on continued excellence in teaching and pedagogy, as well as leadership in teaching administration.

### *Educational background*

All promotions of teaching professors presume that candidates are in possession of doctorate degrees or, in fields where the doctorate is not a normal requirement, the appropriate degrees for accomplishment as determined by the school or college involved.

### *Timing of promotions*

Candidates for promotion as teaching professors will only be considered once they have completed the following minimum time in rank at Syracuse University:<sup>1</sup>

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

The renewal process and the promotion process are separate processes. A contract renewal may occur without a promotion review being conducted, and the timeframe for the renewal process may not necessarily correspond to the minimum time-in-rank for promotion. No one is entitled to advancement solely because of length of service. Accomplishment, not time in rank, is the essential criterion for promotion of teaching professors.

Expedited cases for purpose of retention in response to an external offer will proceed in this manner. In consultation with the Dean(s), a departmental Promotion Committee will be formed. This committee will consider the case so long as it receives the following materials: (1) the candidate's CV;

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<sup>1</sup>The minimum time-in-rank may be reduced by a petition from the candidate to his/her department chair for promotion.

(2) a letter of support from the Chair; and (3) a portfolio of course evaluations and syllabi for at least two courses. Based on this material, the committee will make a recommendation to voting faculty members in the candidate's home department. The outcome of that vote, along with the Chair's letter of support and candidate CV and portfolio, will be sent to the Dean(s), who makes the final decision concerning promotion.

Teaching professors and associate teaching professors may be hired at rank if they have appropriate qualifications and teaching experience.

## **Evaluation Categories**

### ***Teaching***

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

### ***Service***

Syracuse University asserts the importance of faculty service for the vitality of its academic community, for the professions it represents, and for society at large. Service includes membership or leadership on committees at program, department, School/College, or University levels as appropriate to the faculty member's rank, as well as administrative functions or other leadership roles. In addition to formal assignments of duties, faculty individually can prove valuable in efforts such as recruiting and mentoring students, faculty, and staff. Service also includes contributions to professional societies, governmental and academic institutions, and the community at large when these contributions reflect faculty members' professional expertise or standing. Service activities should be of high quality.

## **Sequence of evaluation**

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

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

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

### **Initiation of promotion**

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

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

### **Materials to be provided by the candidates (for department and college review)**

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

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

In the case of teaching professors seeking promotion to full, external review is encouraged. In these instances, external reviewers should be able to speak to both the quality and breadth of the candidate's teaching. Departments are encouraged to supplement the candidate's teaching portfolio with videoed lectures or classes, original curricular material, or any published pedagogical texts, which the external reviewers can evaluate.

### **Department actions and responsibilities**

Once a teaching professor makes a decision to seek promotion, the department chair will form a promotion committee of three faculty members of higher rank than the candidate and is invited to consult with the candidate on committee formation. Where possible, the promotion committee should include more teaching professors than tenure-track professors. After the candidate prepares his/her dossier (*described above*), the promotion committee will review the dossier, along with material collected by the department (*described below*) and prepare a report and recommendation to the department.

The department will then vote on the promotion case. All faculty – whether tenure-track or teaching – *at a higher rank than the candidate* can vote on the promotion case. Following the departmental vote,

the chair will make a formal recommendation on the promotion case to the college/school dean. The college/school dean will make the final decision concerning promotion.

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

1. Solicited letters from former students addressing the candidate's teaching techniques, strengths, and effectiveness.
2. Observation reports on the candidate's teaching by the department chair or someone designated by the department chair.
3. In the case of teaching professors seeking promotion to full, the evaluation of multiple external reviewers of the candidate's teaching performance and portfolio.

At least one observation report on the candidate's teaching should be completed during each contract cycle.

All material – including that prepared by the candidate and that prepared by the promotion committee/department – must be submitted to the college dean, along with the chair's interpretation of the departmental vote.

Approved by the Faculty, January 23, 2017

Approved by Faculty Council, April 14, 2017 (*Timing of Promotions*; footnote 1)

Approved by Faculty Council, November 3, 2017