

BYLAWS OF THE FACULTY OF PURCHASE COLLEGE

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Prepared by Jan Factor, Past-Presiding Officer of the Faculty, Ronnie Halperin, Presiding Officer of the Faculty, and Peggy De Cooke, Past-Chair of The Personnel Policies Committee; Revised May 12th 2011 by Joe Ferry, Faculty Presiding Officer and Rudi Gaudio, Chair of PPC; Revised March 2012 by Joe Ferry, Faculty Presiding Officer;

I. Voting Faculty: The voting faculty of the College consists of all of those members of the faculty and administration holding academic appointment who are defined as voting faculty by the *Policies of the Board of Trustees of State University of New York (Policies)*, and in addition includes all faculty in qualified academic rank who have taught at least two courses per semester for more than one year. (Qualified academic rank includes lecturer or academic titles preceded by "teaching", "research", "visiting", "adjunct", or other designations, as well as temporary appointments regardless of title [see Article VIII,B,3,f].)

Definition of the voting faculty (*Policies*, Article X): "3. *Voting Faculty*. The voting faculty of each college shall be composed of:

- (a) The Chancellor and the chief administrative officer of the college; and
- (b) Members of the academic staff of the college having academic rank and term or continuing appointments; and
- (c) Such other officers of administration and staff members of the college as may be specified by the faculty bylaws of the college."

II. Duties and Powers: Within the limits set by the *Policies*, the voting faculty have a primary responsibility for developing and implementing educational, curricular, and personnel policies, and for defining and participating in the administration of academic and professional standards, including teaching, research, and creative activity, for the College.

III. Faculty Meetings: The faculty of the College shall meet at least once each semester.

IV. Quorum and Voting: A quorum shall consist of at least twenty-five members of the voting faculty. Routine business shall require a simple majority of the votes cast to take effect. Revision of the Faculty Bylaws shall require a two-thirds majority of the votes cast to take effect.

V. Officers: The officers of the faculty shall consist of a Presiding Officer of the Faculty, the Chairs of the standing committees enumerated in Article VI below, the Past-Presiding Officer, and the Faculty Parliamentarian. The Chair of the Educational Policies Committee shall also act as Associate Presiding Officer of the Faculty and shall chair faculty meetings in the absence of the Presiding Officer. The Presiding Officer of the Faculty, together with the chairs of the standing committees, the Past-Presiding Officer, and the faculty representative on the SUNY

University Faculty Senate shall comprise the Executive Committee of the faculty. The Presiding Officer shall be the spokesperson for the faculty and shall represent the faculty together with the members of the Executive Committee with respect to day-to-day dealings with the College administration and with any other constituents of the College community. The Executive Committee shall schedule meetings of the faculty, prepare the agenda, coordinate and plan meetings with the College Administration, act as the representatives of the faculty in any assembly involving other constituents of the College community in collective forums, and function as a nominating committee for the purpose of providing a slate of nominees for the standing committees. The Presiding Officer of the Faculty shall meet as needed, preferably at least once each semester, with the President of the Professional Council and a representative of the Students' Union, to exchange information and views on subjects of common interest.

VI. Standing Committees: There shall be five standing committees of the faculty:

- A. Educational Policies:** Considers all matters involving educational policy issues which have College-wide implications, such as requirements, format of grades, addition or modification of programs, etc.; conducts periodic curricular reviews; and deliberates on all other matters involving the educational program of the college. Proposals for new programs (including new majors, minors, and concentrations within majors) must be submitted to and approved by the Educational Policies Committee before being sent on to the Vice President for Academic Affairs and the President. The voting membership of the EPC consists of: One faculty member each from Social Science, Natural Sciences, Humanities, Theatre Arts, Film & Media Studies, Library, Dance, Art+Design, Music, LSCE, and Physical Education, and the Registrar. Also members, but with voting rights at the discretion of the Committee, are the officer in-charge of Admissions, and the student representative. The Chair of the EPC, elected by the voting faculty, is traditionally a non-voting member of the EPC.
- B. Personnel Policies:** Considers all matters involving faculty appointments, reappointments, promotions, and tenure.
- C. Professional Standards and Awards:** Considers any and all grants and other honors requiring peer review and shall solicit no fewer than three faculty, with at least one from the Arts and one from Liberal Arts and Sciences. (Faculty who have an interest in the matters covered by this committee are encouraged to become involved.) In addition, there shall be two student members, one from the Arts and one from Liberal Arts and Sciences.
- D. Academic Standards and Awards:** Oversees recommendations for student grants, awards, scholarships, and other college-wide academic honors; considers standards for admission; determines appropriate procedures concerning probation and dismissal from the College and any appeals of these; and determines the constitution of the Academic Review Committees. Shall have no fewer than four faculty, with at least two from the Arts and two from Liberal Arts and Sciences. In addition there shall be two student members, one from the Arts and one from Liberal Arts and Sciences.

E. Instructional Technology Advisory Committee: Considers all matters relating to the integration of technology throughout the curriculum which have College-wide implications, such as: adoption of new services, hardware and software to support teaching and learning; development of physical and virtual learning spaces; promotion of faculty development in the use of instructional technology; support for campus communications about new instructional technology tools; assessment of the impact of instructional technology; and advisement on the use of all funds for academic technology. The voting membership of ITAC consists of: one faculty member each from Art+Design, Arts Management, Dance, Film & Media Studies, Humanities, LSCE, Music, Natural & Social Sciences, and Theater Arts; the Directors of CTS and TLTC; and one representative each from the Library, the Neuberger Museum, and the Performing Arts Center.

VII. Academic Councils: There shall be two Academic Councils, one in the Liberal Arts and Sciences and one in the Arts, with the broad charge to consider matters of import to their faculties and programs, including (but not limited to) matters of curriculum.

A. Liberal Arts and Sciences Academic Council (LAS Academic Council, or LASAC): Recognizing that the LAS Academic Council has a long history, this body shall continue to function as it has for many years, but will now be a formal part of Faculty Governance as described in this Article. The LAS Academic Council shall consist of: the Coordinators of the LAS Boards of Study, College Writing, Culture and Society in the West, Freshman Seminar, Science in the Modern World, Gender Studies, Jewish Studies, and BALA (voting); the Dean of the School of Liberal Arts & Science (non-voting); the Associate Dean of Liberal Arts and Sciences (non-voting); one representative from the Arts Academic Council (non-voting); and other non-voting participants as invited. A chairperson shall be elected by the voting membership of the LAS Academic Council at the beginning of the academic year. Voting members may call a majority vote for an Executive Session of the voting membership (at which non-voting members would not be in attendance). Items for the agenda may be submitted by any member of the LASAC, and should be sent to the Associate Dean of LAS, who will develop the agenda in consultation with the LASAC chairperson.

B. Arts Academic Council (AAC): The Arts Academic Council shall consist of: two faculty members from each of the School of Art and Design, and the Conservatories of Dance, Music, and Theater Arts, Film & Media Studies (voting, one must be a tenured faculty member, the other may be either full- or part-time, junior or senior faculty), elected by each School/Conservatory faculty; one Chairperson (non-voting, a senior arts faculty member), elected at a meeting of the School of the Arts faculty, to serve as a neutral facilitator; one Communications Officer (non-voting, chosen from the School of the Arts administrative staff), elected by the Arts Academic Council; the Dean of the School of the Arts (non-voting); one representative from the Liberal Arts and Sciences Academic Council (non-voting); and other non-voting participants as invited. Elected members will serve two-year terms. Matters of term alternation and term limits will be determined by the Arts Academic Council. Votes will remain anonymous, and non-voting members may be asked to leave during votes.

C. Joint Meetings: To facilitate the discussion of issues that have broader or College-wide implications, the Liberal Arts and Sciences Academic Council and the Arts Academic Council shall meet together at least once per semester. A Faculty Librarian will be included to represent the Library. Joint Meetings will be chaired by the Presiding Officer of the Faculty (or his/her designee). Further interaction of the two Academic Councils will be facilitated by inclusion of a representative of the other Academic Council who will report on matters of concern, and by sharing the minutes of Academic Council meetings as soon as feasible.

D. Matters of Curriculum: Recognizing the principle that responsibility for the curriculum lies with the Faculty, this section provides an orderly mechanism for considering curricular matters.

1. Recommendations for curricular changes will generally flow from the appropriate Board(s) of Study, after consultation with their Dean, to the Academic Council (when appropriate), to the Educational Policies Committee (when appropriate). In cases when proposals do not originate with the Board(s) of Study or the Academic Councils, these bodies will receive the proposal for their consideration and recommendations, and will make recommendations to the appropriate next step in the process, or directly to the Educational Policies Committee (when appropriate).

2. Minor curricular adjustments with impact primarily in one program are left to the individual Board of Study or program, in consultation with their Dean, including the establishment of new courses and minor adjustments in requirements for the major, minor, or concentrations within the major.

3. If major curricular adjustments within one program, or alterations that substantially change the nature, focus, or requirements of that program, are proposed, then the appropriate Academic Council will receive and consider proposals and recommendations from the Board of Study. Such major changes include: a change of more than 15 required credits; a substantial alteration in the nature or focus of a program; a change in the disciplinary area in which a program falls; a change in the location at which a program is offered; a program title change; discontinuance of a program; a change in the degree offered or degree title; a format change (e.g., full time to part time, day to evening); a change in mode of delivery (e.g., classroom to on-line course); a change to licensure qualifying program; a time-shortened combination program (e.g., a five-year bachelors/masters program); any change in a certificate or diploma program; any change in a graduate program. In addition, "New registration shall be required for any existing curriculum in which major changes are made that affect its title, focus, design, requirements for completion, or mode of delivery," according to *Regulations of the Commissioner of Education*, §52.1(h).

4. In matters of curriculum that have impact across their disciplines, or in proposals for new majors, minors, concentrations, or programs, the appropriate Academic Council will receive and consider proposals and recommendations from the Board(s) of Study. In matters of interdisciplinary programs that involve both the Arts and the Liberal Arts and Sciences, both Academic Councils should consider proposals and make recommendations; if appropriate, such matters can then be considered at a Joint Meeting.

5. Proposals that originate in the Academic Councils or with College Administrators will be sent to the appropriate or affected Board(s) of Study for their consideration and recommendations, which will be reported to the appropriate Academic Council.

6. Regardless of their origin, proposals for new majors or programs, or major changes within a program, or proposals that have College-wide implications, will be forwarded (with recommendations) by the appropriate Academic Council to the Educational Policies Committee for their consideration and resolution.

E. Working Procedures: The two Academic Councils may establish informal or written procedures to enhance or further specify the conduct of their business, so long as they do not contradict the general principles established in this Article.

VIII. Special Committees: The faculty shall have the option to establish special or *ad hoc* faculty committees or task forces, or participate in administrative committees or task forces, when appropriate.

A. Special Faculty Committees: The faculty may establish special or *ad hoc* faculty committees or task forces to consider topics that fall outside of the purview of the standing committees, or whenever it is advisable to do so. Such faculty committees or task forces will report to the faculty or to the appropriate faculty standing committee(s).

B. Administrative Committees: Recognizing that faculty participation on administratively established standing or special committees or task forces that fall outside the faculty governance structure may be advantageous, the following principles shall govern faculty participation.

1. Existing faculty governance should generally be utilized before establishment of special administrative committees or task forces. Campus administration and faculty governance should work together to decide which issues require such special administrative committees or task forces.

2. Administrative committees or task forces should not be used to bypass faculty governance or traditional faculty prerogatives and responsibilities. When an issue falls within the normal purview of the faculty, the special administrative committee or task force should have a faculty majority.

3. So they can better represent the faculty, faculty members serving on administrative committees or task forces should stay in touch with faculty sentiments and report to the elected faculty leaders on a regular basis as issues develop.

IX. Elections: The presiding officer shall be a tenured, full-time member of the voting faculty, and shall be elected to a two-year term by the voting faculty at a meeting called for that purpose in the spring or by mail ballot; subsequent terms may be either one- or two-year terms. Chairs of standing committees (with the exception of the Personnel Policies Committee), members of standing committees, and Faculty Parliamentarian (when such expertise is available) shall be elected to one-year terms by the voting faculty at a meeting called for that purpose in the spring of each year or by mail ballot. The faculty of the academic units should forward their nominations for members of standing committees to the Presiding Officer of the Faculty in time for spring elections. The Personnel Policies Committee shall elect its own chair. The faculty representative on the SUNY University Faculty Senate (Senator from Purchase College), and an optional alternate Senator, shall be elected each year by April 1, in accordance with the rules of the University Faculty Senate.

X. College Senate: Recognizing its primary responsibility for campus governance, the Faculty may establish a College Senate (or other body) to implement a system of campus-wide representation. The Faculty shall have the responsibility to establish or amend the bylaws governing that body. Establishment or revision of the College Senate Bylaws by the Faculty shall require a two-thirds majority of the votes cast to take effect.

XI. Policies and Procedures for Faculty Personnel Actions

A. Personnel Policies Committee (PPC)

The Faculty's participation in the policies and procedures affecting faculty personnel actions at the all-College level shall be ensured through the functions of a Personnel Policies Committee. The Personnel Policies Committee considers all matters involving faculty appointments, reappointments, promotions, and tenure. The Personnel Policies Committee shall consist of nine members, at least six tenured. Tenured members shall serve for two-year terms, with approximately half of the terms expiring each year. Non-tenured faculty shall serve for one year. Each of the specific academic fields of study of the College and the Library must be represented on the Committee, as follows: Art and Design; Dance; Humanities; Liberal Studies and Continuing Education; Library; Music; Natural Sciences; Social Sciences; Theater Arts, Film & Media Studies. Members must not be subject for review during their term. No member of the Committee may sit on Review Committees for full-time faculty.

B. General Guidelines for the Hiring, Reappointment, and Promotion of Faculty

1. Criteria: The criteria for evaluating faculty are described in Article XII, Criteria for Reappointment and Promotion of Faculty. Faculty in the Library, Continuing Education, and Physical Education shall meet these criteria as appropriate. Further delineation of their special missions and the relevant personnel criteria must be

established by the above-mentioned units and approved by the Personnel Policies Committee.

2. Specific Criteria for Library Faculty: Evidence of effective practice of librarianship, professional participation, and College service will be necessary for reappointment and promotion.

a. Librarianship: Effective practice of librarianship is defined as:

- i. Thorough, efficient, and creative fulfillment of defined responsibilities, keeping those responsibilities in perspective, and relating them to the mission of the library and the College as a whole;
- ii. The application of sound principles of bibliographic organization and the demonstrated ability to impart these principles to users and employees of the library;
- iii. Ability to work within a subject field and to link effectively library resources and techniques to the teaching and research needs of the institution;
- iv. Current knowledge of developments and practices in the field of librarianship and the demonstrated ability to apply this knowledge profitably to service and technical problems.

b. Professional Participation: Professional participation is defined as pertinent activity in the profession of librarianship and/or a scholarly discipline. The participation may include service in professional organizations or activities in scholarly societies; research, publication, or course work in librarianship or the disciplines; critical or active involvement in the performing arts, etc. Assessment should include not only achievement, but the potential for continued growth and development.

c. College Service: College service includes demonstration of social responsibility as shown by service on library, faculty, or administrative committees; the enrichment of life on campus; and significant contributions to the welfare of the larger community.

3. Guidelines Governing Specific Appointments

- a. The term "tenure" in these Bylaws is equivalent to the term "continuing appointment" in the *Policies*.
- b. The appointment and/or promotion of any candidate must serve to strengthen the College's academic resources.

c. Tenure may be granted to a professor, associate professor, assistant professor, or instructor. Promotion need not be granted concurrently with tenure, nor tenure concurrently with promotion. It is recommended that no faculty member should be promoted to full professor without having previously achieved tenure and the rank of associate professor.

d. No faculty member can serve in a full-time position carrying academic rank for more than seven years without being granted tenure. For this purpose, academic rank includes instructor, assistant instructor, assistant professor, associate professor, assistant librarian, senior assistant librarian, associate librarian, and librarian.

e. Promotion in academic rank does not guarantee a future appointment to the next higher rank, nor does it guarantee the granting of tenure. All faculty being considered for tenure must be reviewed according to the procedures herein, regardless of rank.

f. Qualified academic rank includes lecturer or academic titles preceded by "teaching", "research", "visiting", "adjunct", or other designations, as well as temporary appointments regardless of title. All persons of qualified academic rank should be reviewed so as to provide timely notification of their contractual status.

g. Promotion to the rank of full professor must be based on clear evidence that the candidate, continuing to teach well, has made a recognizably mature contribution to his or her discipline and to the curricular life of the College, and has provided mature collegial leadership.

C. Procedures for Review of all Faculty Leading to Reappointment, Promotion, Tenure, or Termination

1. Steps in the review process will follow the timing established by the *Faculty Review Timeline for Reappointment, Promotion, and Tenure*, as established by the Vice President for Academic Affairs in consultation with the Purchase College Faculty.

2. Faculty who are not contractually required to undergo review may request a change in rank or tenure status by notifying the Dean or Director and the Vice President for Academic Affairs. Review Committees considering promotion to the rank of Professor will be formed according to the *Faculty Review Timeline for Reappointment, Promotion, and Tenure*, but will make a recommendation no later than the end of the second spring semester after being formed (i.e., within two years).

3. The Vice President for Academic Affairs will deliver to the Presiding Officer of the Faculty a list of *all* faculty members who must be reviewed during the

following academic year (including those contractually required to undergo review and those requesting a change in rank or tenure status). Copies of the list will also be sent to the President, and the Dean or Director of the candidate's specific academic unit (i.e., Art and Design; Dance; Humanities; Liberal Studies and Continuing Education; Library; Music; Natural and Social Sciences; Theater Arts and Film), who will notify the candidate in writing that his/her review will take place, will request that the candidate supply all the information needed for review, with the dates required, and will charge the Review Committee, in writing, with the specifics of each review.

4. Candidates for promotion and/or tenure shall submit a current resume and names of prospective external reviewers to the Dean or Director of his/her unit. All candidates shall submit a letter and file to the Dean or Director, who will forward it to the Review Committee. With the exception of the selection of external reviewers, the letter and file submitted by the candidate is the starting point of the review, and is the first piece of evidence that the Review Committee will consult as the basis for organizing and structuring the review. The material submitted by the candidate must include a current resume, evidence of scholarship and/or artistic achievement, and a letter from the candidate summarizing his/her accomplishments in the areas of Teaching, Scholarship/Artistic Activities, and Community Service. The Teaching section shall include a statement of teaching philosophy and its implementation, and an assessment of the candidate's own effectiveness with reference to the criteria in Article XII, Criteria for Reappointment and Promotion of Faculty, all supported by concrete evidence. Other materials, assembled by the Review Committee, shall include but are not limited to evaluations by students and alumni, Purchase faculty, and extramural consultants.

5. The Review Committee conducts a substantive review, considering the materials submitted by the candidate and assembled by the Review Committee, based on the criteria described in Article XII, Criteria for Reappointment and Promotion of Faculty. The Review Committee shall have assistance from the appropriate office of the candidate's academic unit.

6. During the review process, no person who is under review will sit on a Review Committee or the Personnel Policies Committee. Faculty on terminal appointments resulting from unfavorable reappointment reviews or any other non-voluntary prejudicial termination shall *not* serve on Review Committees or the Personnel Policies Committee.

D. Composition and Procedures of Review Committees for Full-Time Faculty

1. Establishment of Review Committees

All members of a candidate's specific academic unit (i.e., Art and Design; Dance;

Humanities; Liberal Studies and Continuing Education; Library; Music; Natural and Social Sciences; Theater Arts, Film & Media Studies) who are not under review shall be called together by that unit's member of the Personnel Policies Committee for the purpose of establishing a Review Committee.

2. Composition of Review Committees

a. Non-Tenure Reviews of Full-Time Faculty: Review Committees carrying out preliminary reviews for full-time candidates not being considered for tenure or promotion to associate or full professor shall include the following.

- i. At least three faculty, of whom at least two must be tenured.
- ii. At least one member of the candidate's Board of Study.
- iii. Members who are knowledgeable about each of the candidate's areas of teaching.
- iv. One student who shall have completed a class taught by the candidate or shall be, or has been, an advisee.

b. Tenure and/or Promotion to Associate Professor: Review Committees for candidates being considered for tenure and/or promotion to associate professor shall include the following.

- i. Five faculty, of whom at least four shall be tenured and of rank similar to, or higher than, that to which the candidate is aspiring.
- ii. Two faculty members from outside the candidate's specific academic field of study (i.e., Art and Design; Dance; Film and Media Studies; Humanities; Liberal Studies and Continuing Education; Library; Music; Natural and Social Sciences; Theater Arts); if the candidate is from the Arts, one of these two faculty members must be from Liberal Arts and Sciences, and vice versa.
- iii. Two students, one of whom shall have completed a class taught by the candidate, and preferably one of whom shall be, or have been, an advisee.
- iv. If the required Committee composition cannot be met, it will be necessary to go outside the School to achieve the proper ratio of tenured faculty.

c. Promotion to Full Professor: Review Committees for candidates being considered for promotion to full professor shall include the following.

- i. Five faculty, of whom at least four shall be tenured and of professorial rank.

ii. At least one full professor, if possible, must be from the candidate's field and familiar with the candidate's work.

iii. Three non-voting full professor external referees, or professional equivalents in the case of the Arts, in the candidate's field from outside the College shall be asked to submit written evaluations of the candidate's professional and scholarly work. One non-voting external referee will be solicited from a list supplied by the candidate and two others from sources determined by the committee to represent the expertise required for such evaluations. The committee will present a full uniform dossier of material on the candidate and the candidate's work to all outside non-voting referees.

iv. Two faculty members from outside the candidate's specific academic unit (i.e., Art and Design; Dance; Humanities; Liberal Studies and Continuing Education; Library; Music; Natural and Social Sciences; Theater Arts, Film & Media Studies); if the candidate is from the Arts, one of these two faculty members must be from Liberal Arts and Sciences, and vice versa.

v. For consideration of promotion to full professor, of the two student representatives, one shall be an undergraduate at Purchase and the other, if possible, shall be an alumnus of the College in a position to assess the candidate by virtue of graduate training or professional experience.

3. Student Members

The Student Senate Association shall be informed of students serving on Review Committees.

4. Approval of Personnel Policies Committee

a. After the Review Committees have been selected, their names shall be forwarded to the Personnel Policies Committee, which shall determine that the guidelines for the composition of the Review Committees have been met.

b. Where compositional guidelines cannot be met, the Review Committee must notify the Personnel Policies Committee and obtain its approval for any proposed substitutions. Conflict of interest may be grounds for substitution. Where no committee can be properly constituted to carry out the review, the Personnel Policies Committee and the Vice President for Academic Affairs will devise an appropriate procedure after consulting with the Dean or Director of the candidate's specific academic unit (i.e., Art and Design; Dance; Humanities; Liberal Studies and Continuing Education; Library; Music; Natural and Social Sciences; Theater Arts, Film & Media Studies).

c. The PPC must approve any replacement committee members and shall do so in a timely fashion on a case-by-case basis.

5. Review Procedures of Review Committees

a. The Chairperson elected by the Review Committee will be different for each candidate and will preferably be from the candidate's own Board of Study.

b. Review Committees for all part-time, non-promotional, and non-tenured reviews for the ranks of lecturer, instructor, and assistant professor will meet as early as possible, but no later than the date specified by the *Faculty Review Timeline for Reappointment, Promotion, and Tenure*. All reviews must be completed by the date established by the *Timeline*.

c. In addition to the file of information that it receives from the Dean or Director of the candidate's academic unit, the Review Committee should request written evaluations from members of a candidate's Board of Study or field, from students and alumni, and should solicit letters broadly throughout the College. It may request recommendations, evaluations, interviews, and such other information as it deems necessary or helpful to its task, except for information prohibited in this document. Written material received becomes a permanent part of the file, and the Review Committee may not remove materials already in the file. Written material which is unsolicited and unsigned may not be included in the candidate's file.

d. At the conclusion of its deliberations, the Review Committee shall prepare and sign a letter that summarizes the factual basis for its recommendations and the reasons for its conclusions. Should this recommendation not be unanimous, those members dissenting from the majority recommendation shall prepare an additional signed statement setting out the reasons for their disagreement. A copy of these papers by the Review Committee shall be forwarded to the candidate, with all names and signatures deleted.

e. Revised [within Review Procedures of Review Committees]

The Chair or Director of the candidate's specific academic unit* will make a factually based, well formulated recommendation based on the Peer Review findings, the candidate's materials, and all other information in the file, and on his/her own evaluation of the candidate. If the Chair or Director makes a recommendation that is inconsistent with a majority or unanimous recommendation of a Review Committee—and in the case of tenure and full professor reviews, the majority or unanimous recommendations of the external reviewers—s/he will make a factual case against the conclusions of the Review Committee since the Review Committee has done the core work of gathering, assessing and deliberating upon the evidence of the candidate's performance as an educator, scholar/artist, and community member in

accordance with the criteria described in Article XII and constitutes (with the assistance of external reviewers for tenure and full professor) the Peer Review. The Chair or Director will then give a copy of his/her letter to the candidate and the Chair of Review Committee. Upon receipt of letters from the Review Committee and the Chair or Director, the candidate shall have the option of addressing a rebuttal to the Personnel Policies Committee or adding any further material that he/she may wish to file.

* In the case of faculty reviews in Arts Management, the Dean of the School of the Arts has direct oversight of the board of study and will conduct the review.

f. The file and recommendations of the Review Committee and the Dean or Director of the candidate's specific academic unit (i.e., Art and Design; Dance; Humanities; Liberal Studies and Continuing Education; Library; Music; Natural and Social Sciences; Theater Arts, Film & Media Studies), plus any rebuttal or material added by the candidate, will then be forwarded by the Dean/Director to the Personnel Policies Committee.

6. Review by Personnel Policies Committee (PPC)

a. Upon receipt of the candidate's file and any rebuttals, the PPC is charged with examining whether the review guidelines and criteria (as described in Article XII) have been followed by the Review Committee and the Chair or Director of the candidate's specific academic unit.* In doing so, it will determine whether the procedures were fully and fairly considered and that similar standards were applied to all candidates. In addition, it will determine whether the reviews are substantive.

* In the case of faculty reviews in Arts Management, the Dean of the School of the Arts has direct oversight of the board of study and will conduct the review.

b. The PPC will also do a substantive review of the candidate's file; this applies to all reviews of full-time faculty.

c. The PPC is charged with making recommendations in every candidate's case and presenting its arguments in a recommendation letter.

d. In fulfilling its charge, the PPC may call such witnesses as it deems necessary. If it finds the procedures correct, it will forward its recommendation to the Provost, along with the candidate's file and rebuttal, if any. The PPC shall send to each candidate a copy of its recommendation letter. If it finds the procedure in error, it may send the file to the Provost indicating the errors; it may send the file back to the party in error (the Review Committee or the candidate's Chair or Director); or it may discuss the issue with the President, Provost, Chair or Director, or Review Committee to determine what to do. Whatever it decides to do, the PPC must forward a copy of its recommendation letter to the candidate.

- e. The PPC should forward its recommendation to the Provost by the dates established by him/her at the beginning of each academic year.
- f. If the Provost and/or President make(s) a recommendation that is inconsistent with a majority or unanimous recommendation of a Review Committee — and in the case of tenure and full professor reviews, the majority or unanimous recommendations of the outside reviewers — the PPC will evaluate the administrative letters to determine whether the reviews are substantive and the guidelines and criteria (as described in Article XII) were fully and fairly followed. The PPC should forward its findings in a letter to the candidate, the Chair of the Review Committee, [the Dean,] the Provost, and the President.

7. Review by Administration

- a. Upon receipt of the candidate's file, the Vice President for Academic Affairs will notify the candidate that he/she may see his/her file, including all internal or external letters of recommendation or evaluation, whether they are confidential or not. Indications of the identity of those writing confidential evaluations (such as letterheads and signatures) shall be removed from the letters by the Vice President of Academic Affairs. The candidate may then write a rebuttal to the Vice President within seven calendar days. After writing his/her recommendation, the Vice President will notify the candidate that he/she may see the recommendation. The candidate may submit another rebuttal within seven calendar days. The Vice President then forwards the file to the President for his/her decision.
- b. If the Provost or President make(s) a recommendation that is inconsistent with a majority or unanimous recommendation of a Review Committee — and in the case of tenure and full professor reviews, the majority or unanimous recommendations of the external reviewers — s/he will make a factual case against the conclusions of the Review Committee, since the Review Committee has done the core work of gathering, assessing and deliberating upon the evidence of the candidate's performance as an educator, scholar/artist, and community member in accordance with the criteria described in Article XII and constitutes (with the assistance of external reviewers for tenure and full professor) the Peer Review. Recommendation letters from the Provost, and/or President that is/are inconsistent with a majority or unanimous recommendation of RCs (and outside reviewers, in the case of tenure and full professor reviews) will be forwarded to the PPC for their review. The PPC should forward its findings in a letter to the candidate, the Chair of the Review Committee, the Provost, and the President.
- c. In the event of a disagreement with the recommendation of the PPC, a President or Provost may meet with the PPC—prior to writing her/his letter—to discuss areas of concern. Such meetings should be more the exception than the rule, but allow for greater communication between faculty and administration in order to clarify and discuss the procedure or interpretation of these

bylaws/standards as they pertain to a particular faculty review. The President or Vice President for Academic Affairs shall keep the candidate's file on record. Future committees reviewing any candidate may have access to the file of an earlier review.

d. At the beginning of each academic year, the Vice President for Academic Affairs shall inform the PPC of the outcome of each review and shall provide the PPC with copies of the following materials: recommendations of the Review Committee, the Dean or Director of the candidate's specific academic unit (i.e., Art and Design; Dance; Humanities; Liberal Studies and Continuing Education; Library; Music; Natural and Social Sciences; Theater Arts and Film & Media Studies), the PPC, the Vice President for Academic Affairs, and the President; any rebuttal or additional material provided by the candidate; and any other material added to the file after the PPC review. After their review, the PPC shall return this material to the Vice President for Academic Affairs.

XII. Criteria for Reappointment and Promotion of Faculty: An outstanding faculty of scholars and artists is the very foundation of an academic community, defining its distinction and enduring character. Such distinction is achieved through excellence in teaching, in artistry and scholarship, and in participation in a vital and stimulating campus community. To assure such excellence, the faculty has developed standards and criteria to be used in evaluating merit for the purposes of reappointment and promotion. (This Article is based on *Criteria for Reappointment and Promotion of Faculty*, adopted by the Purchase College Faculty April 6, 2005.)

A. Principles and Theory

1. In our small college community every faculty member is expected to be an active and engaged scholar or professional artist, an effective teacher, and a participant in the civic life of the campus.

a. These three activities are interdependent in that:

i. High quality teaching *requires* professional excellence. Our professorial status is rooted in the fact that we are alive in our fields and disciplines beyond the College. To satisfy the requirement of excellence in teaching one must be a living philosopher, filmmaker, scientist, etc. But active engagement in one's field need not be measured only in terms of numbers of books, exhibitions, journal articles, shows, performances, films, musical or dance compositions, etc.

ii. Participation in the life of the community is central to faculty members' roles as citizens, as role models, and as mentors.

b. Because of its nature and size, the College requires high quality teaching from all faculty. Therefore, if there are doubts about the quality of teaching after the second review, tenure should not be possible.

2. Designing, implementing, maintaining, and supporting academic and artistic programs through scholarship and/or professional activities and teaching are the primary undertakings of the College's faculty, but the amount of energy, talent, and time devoted to each or any of the three areas stated in *Principle 1* (Article XII,A,1) may vary with the talents and goals of the individual faculty member and the needs of the program(s) she or he serves.

3. Some activities that support the life of the College fall largely in the purview of faculty. These include shared governance, local administration of programs (i.e., serving as Board of Study coordinator), and advising student clubs related to academic and/or artistic areas. Other community-related activities fall mainly in the purview of administrators and/or staff (e.g., enhancing external relations, entrepreneurial initiatives, and fundraising), although faculty often contribute importantly to those areas. In order to expand and enhance the understanding of what constitutes valued work for the College, we have included both types of activities in the *Community Service* section below. Activities in those areas that are the responsibilities of administrators and staff can be valued as enhancing the portfolio of one whose contributions to the academic and artistic programs is deemed strong. However, the absence of such activities from a portfolio should never be judged negatively.

B. Preliminary Considerations and Qualifications

1. It is consistent with academic tradition for the faculty to set the professional standards by which faculty merit is evaluated. In contrast, enforcing contractual obligations is the responsibility of the administration. Thus, the standards set forth here are based on the assumption that all contractual obligations, including compliance with the period of faculty obligation, are met. Minimal performance standards are set forth in the College's *Statement of Faculty Obligation*. This document articulates standards for meritorious performance.

2. While there must be a core set of standards on which all evaluations of merit are based, on occasion people are hired with more specific expectations. In such cases, evaluations should address these specific expectations, thereby requiring a modification of the formal standards. Similarly, the assessment of faculty involvement in campus life should take into consideration whether the individual holds a full-time or part-time position.

3. One of Purchase's valued characteristics is that although we are organized by discipline (Boards of Study), we frequently exercise our faculty functions across disciplines through interdisciplinary programs. While we recognize that contributions to general education and other interdisciplinary programs are centrally important to the College's functioning, it is often difficult for Review Committees to adequately evaluate performance in programs outside their areas of

disciplinary expertise. Procedures and Review Committees should take account of this characteristic feature of Purchase.

4. A life of scholarship generally has a developmental course, and professional development often involves changes and diversity in the types of scholarship and artistic practice in which one engages.

5. Sound use of standards and criteria depends on the recognition that no list can be effective if applied in a narrow, formulaic, or rigid manner. These standards serve as *guides* for flexible judgments of merit.

C. Criteria for Reappointment or Promotion: Faculty are expected to meet standard obligations in all areas of our academic mission -- teaching, research, and service -- and to achieve excellence in two of these areas, one of which must be teaching.

1. Professional and Scholarly Activities

a. The Purchase College faculty commits itself to a definition of professional and scholarly activities that includes the following:

i. Scholarly research and writing;

ii. Presentation of artistic or scholarly work before informed audiences.

iii. *Productive work in one's professional field (e.g., journalistic writing or production for faculty in Journalism, critical writing for faculty in Cinema Studies or Drama Studies);*

iv. Contractual work and commissions;

v. Exhibitions, performances, productions, installations, studio productions, compositions;

vi. Master classes;

vii. Juries;

viii. Creative writing;

ix. Curatorial activity;

x. Scholarly research and writing relating to the scholarship of teaching and learning (pedagogy);

xi. Reviews and critiques.

b. The Purchase College faculty values professional and scholarly practices that:

- i. Contribute to the advancement of the discipline and the collective body of related knowledge and/or aid the growth of the arts in our culture;
- ii. Are original in nature;
- iii. Analyze, interpret, or integrate existing work to reveal new meanings, dimensions, and connections with other disciplines, or through their execution/performance make existing work relevant to new generations;
- iv. Receive recognition from the professional field which can be substantiated in the form of grants, awards, contract work and commissions, publications in edited or refereed journals or books, speaking engagements, paper presentations to recognized professional assemblies, participation in juried and curated exhibitions, or other recognized professional forums; these may vary from discipline to discipline, but should represent accepted professional practice;
- v. Exhibit continuing professional involvement and growth on the part of the faculty member from one review period to the next;
- vi. Through major undertakings (such as writing a textbook) make available to students a large body of knowledge.

c. The Purchase College faculty also regards the following as professional or scholarly practice:

- i. Promoting understanding of one's work in forums that address the general public;
- ii. Writing curricular guides in one's area of expertise;
- iii. Serving on editorial boards, reviewing articles for journals, and editing books;
- iv. Participating on juries and evaluation committees;
- v. Participating in those forms of public intellectual and artistic endeavor that elicit further creation in colleagues, peers, and

students – including articulating the visions of works publicly presented;

vi. Increasing the College's visibility by hosting and/or promoting professional events (e.g., master classes, professional conferences);

vii. Participating in off-campus professional events, such as informational panel discussions, national or international conferences, and national portfolio reviews;

viii. Serving on accreditation or outside-evaluation committees.

d. The Purchase College faculty recognizes the following:

i. The faculty member has an obligation to his or her discipline as a part of local, regional, and national professional communities. We urge participation on all levels.

ii. There are certain distinctions in types of professional forums that might make some rank as higher recommendations of merit for the faculty member than others. For example:

(a) Forums that select their participants from a national or regional pool of professionals are more competitive than those that draw upon a local pool, and therefore constitute a higher degree of accomplishment;

(b) A one-person exhibition at any given museum is a greater distinction than participation in a group, juried, or invitational exhibition at the same museum or one of equivalent reputation.

iii. The above-listed factors are only examples that characterize certain types of distinctions and are not intended as a conclusive list. In general, the following shall apply to applicants for each of the following specific faculty ranks:

(a) Assistant Professors shall have a demonstrated record of professional work, including activities and contributions at the local and regional levels. Such work should demonstrate the potential for a career of contributions to the candidate's field as recognized by peers;

(b) Associate Professors shall have a demonstrated record of professional work, including activities and contributions to their field at the regional and national level. The

candidate's contributions should be recognized by distinguished members of the field, including some drawn from beyond the confines of the College;

(c) Professors shall have a demonstrated record of professional work, including sustained activities and contributions to their field at the national and/or international level. The candidate's contributions should be recognized by distinguished members of the field, especially those drawn from beyond the confines of the College.

e. Candidates for promotion will be expected to have a record of professional work appropriate to the rank they are seeking. The quality and significance of the venues or other forms of presentation of research and/or creative work will be taken into consideration. Faculty members may, from time to time, become involved in lengthy projects that consume an entire review period without being ready for participation in a professional forum. In these cases, which are expected to be infrequent, the faculty member may solicit peer evaluations regarding the merit of the work-in-progress which will stand as evidence for evaluation during that review period.

2. Teaching

a. The Purchase College faculty recognizes teaching as comprised of the following somewhat overlapping dimensions, which form the basis of its evaluation:

i. Pedagogical practice and classroom effectiveness;

ii. Advising;

iii. Mentoring;

iv. Curriculum development.

b. Pedagogical practices and classroom effectiveness are evaluated based on the following:

i. Organizing the teaching/learning situation either by setting and implementing clear, achievable course goals, or working with one's students to clarify goals emerging from the practices of the classroom while communicating the standards or expectations of the field and making oneself available for out-of-classroom meetings with students;

- ii. Articulating a vision, and demonstrating flexibility in his/her application of that vision while eliciting performance that embodies that vision;
- iii. Demonstrating thorough knowledge and understanding of subject matter;
- iv. Exhibiting mastery of the material and the skills and craftsmanship involved in understanding, interpreting, and delivering the material, which comprise the “art” of education;
- v. Presenting critical evaluation and analysis of material;
- vi. Motivating students and provoking their curiosity;
- vii. Establishing a learning environment that promotes the development of skills, critical thinking, and creativity;
- viii. Establishing an environment that promotes free debate and discussion;
- ix. Maintaining a safe classroom (e.g., attending to toxic fumes, sharp instruments);
- x. Presenting course material in appropriate context;
- xi. Developing the students’ critical skills with respect to material read, material performed, or material produced;
- xii. Presenting course material in a fluent manner;
- xiii. Vigorously pursuing personal development.

c. **Advising**¹ is evaluated based on the faculty member’s availability to advisees and the quality of his/her performance of the following activities:

- i. Meeting specific standards of the BOS;
- ii. Forming relationships with advisees;
- iii. Helping advisees design their educational programs and select internships;

¹ The terms *advising* and *mentoring* have somewhat different usages throughout the College; in order to permit continuance of local usage some redundancies occur in these categories.

- i. Meeting specific standards of the BOS;
- ii. Forming relationships with advisees;
- iii. Helping advisees design their educational programs and select internships;
- iv. Guiding advisees in their job and career choices, and supporting their efforts through letters of recommendation, conversations with prospective employers and graduate programs;
- v. While advising may differ in detail from one program to the next, all advisors should be capable of helping students to (1) find an appropriate major, (2) meet graduation requirements in a timely manner, (3) make graduation and post-graduation plans. Further, evaluation of advising should be conducted through Boards of Study and in cases where advising is done outside the Board of Study (in LAS for freshmen, undeclared transfers, and interdisciplinary programs; in the Arts, as determined by the Arts faculties) should be evaluated by the person(s) responsible for such advising in each school.

d. **Mentoring** should be evaluated based on the value of a faculty member's engagement in the following activities, with reference to the extent to which they enhance the quality of our academic and artistic programs:

- i. Mentoring for and toward the senior project is the most important dimension by which faculty should be evaluated in this category. The activities involved in senior project mentoring vary widely across disciplines, but Boards of Study and Schools should define the activities involved in such mentoring;
- ii. Working with or evaluating students on an individual basis in other contexts, such as (but not limited to) end-of-year reviews or critique sessions in the arts, presentations at student symposia in the sciences, and faculty participation in the Admissions process, where faculty members review portfolios and participate in auditions and interviews of students;
- iii. Recruiting and guiding students in learning communities and freshman interest groups, which can extend well beyond the prescribed course hours where excellence demands that continuity and energy.

e. **Curriculum development** is evaluated based on the faculty member's accomplishments in the following activities:

- i. Redesigning existing courses to align them with the curricular structures and goals of the Board of Study, School, and/or College;
- ii. Designing and developing new courses and new curricula to capitalize on existing strengths, to attract targeted audiences, and to meet the ever changing needs of current and future students;
- iii. When a need for curriculum development exists, it should be expected of the appropriate faculty, and when faculty respond to that need or initiate curricular development to enrich the College's academic structure they should be evaluated and credited for their work.

f. Teaching should be evaluated through a review of the following:

- i. The faculty member's own statement of teaching philosophy, methods or approaches used, and assessment of his/her own effectiveness; the faculty member's statement should respond to student evaluations and should include some discussion of goals achieved;
- ii. Concrete evidence offered to support the faculty member's statement, including course syllabi and other teaching materials, such as representative examples of assignments and other assessment tools;
- iii. Examples of student work;
- iv. Other narrative accounts of teaching methods and strategies;
- v. Student evaluations;
- vi. Peer evaluations;
- vii. Letters of recommendation solicited from past students/alumni;
- viii. The extent to which a faculty posts and keeps regular office hours.

3. Community Service

- a. The Purchase College faculty agrees that all faculty members must contribute to the community, but the weight placed on community service relative to the other two areas evaluated (professional/scholarly achievement and teaching) depends on the range and value of the contributions made by the individual faculty member in each of the three areas. That is, standard obligations must be

met in all three, but outstanding contributions may be made and weighted here, as in other areas.

b. There are many avenues through which faculty at Purchase College may contribute meaningfully to the College community. These include (but may not be limited to) activities in the following areas:

- i. Informed and meaningful participation in College governance;
- ii. Enhancing student life at Purchase College by: engaging students, as whole persons, in the life of the College; making informal contacts, out-of-class, and out-of-office involvement with groups of students in the cultural and community life of Purchase and its environment; making personal contacts that make students feel welcome on campus and help them to avail themselves of the special facilities and supports available here; encouraging student participation and growth in areas beyond the confines of the discipline or the major;
- iii. Promoting the College's external relationships in ways that strengthen the academic and artistic programs at Purchase;
- iv. Enhancing the visibility of, or bringing distinction to, the College;
- v. Fundraising efforts that strengthen the College's academic and/or artistic programs.

c. The following activities will be considered in the evaluation of community service. Leadership, initiative, work volume, and work quality will be considered in assessing the value of overall contributions to the community:

- i. BOS coordinator;
- ii. Faculty officer;
- iii. Representing the campus in governance at the University level or representing the campus at other formal functions;
- iv. Performing meaningful committee work;
- v. Regular and informed participation in campus-wide governance;
- vi. Strong participation in campus-wide activities (e.g., faculty meetings, graduation, orientation, campus events);
- vii. Serving as a mentor to junior faculty;
- viii. Union officer and other Union activities;

- ix. Initiating, advising, leading, or sustaining support for significant activities, such as student conferences, performances, student clubs, or other activities that draw on diverse student interests and backgrounds;
- x. Organizing activities that make off-campus opportunities available to students;
- xi. Finding ways to engage older, or non-traditional, or foreign students;
- xii. Maintaining strong relationships with alumni;
- xiii. Conducting outreach activities, such as off-campus auditions or portfolio reviews, training of high school teachers, information sessions with high school guidance counselors;
- xiv. External relations that recruit students for academic and/or artistic programs;
- xv. Guiding students in learning communities and freshman interest groups;
- xvi. Writing grant proposals;
- xvii. Offering expertise to others who write grant proposals;
- xviii. Frequent appearances before non-professional audiences (e.g., local and national media appearances, addresses given to local, national, and international groups, work done with schools and colleges and libraries in our area);
- xix. Appearing at/hosting fundraising events (recitals, talks, etc.).

XIII. Composition and Procedures for Non-Tenure Reviews of Part-Time Faculty

A. With certain exceptions (described in B), non-tenure-track faculty members – otherwise described as adjunct, part-time or QAR, “qualified academic rank” – will be reviewed for contractual renewal and reappointment by the relevant BOS coordinator and Chair, Director or Dean using a template approved for this purpose by the PPC. The review will focus on the areas of activity described in the candidate’s appointment letter, and will be based on the candidate’s CV, annual activity report, syllabi and teaching evaluations, as well as other materials if these have relevance to the candidate’s appointment. In the case of a positive recommendation, the Chair/Director/Dean will send the completed template directly to the Provost. In the case of a negative evaluation, the Chair/Director/Dean will write a substantive explanation of the reasons for the recommendation. The recommendation and explanation will be sent to the candidate, the relevant PPC representative, and the PPC Chair. If the candidate wishes, she or he can appeal the recommendation by writing a rebuttal letter and submitting it to the PPC.

With the PPC's permission, the candidate may also submit supplementary materials to substantiate the claims made in the rebuttal letter. The PPC will then conduct its own review and send its recommendation along with the Chair/Director/Dean's recommendation and all review materials to the Provost. The Provost's office will make the file available to the candidate, who may choose to write a second rebuttal letter, although new materials will not be admissible into the file at this point. The Provost will conduct a review based on the same materials used by the PPC.

B. In exceptional cases, the PPC may approve the formation of a faculty review committee of a non-tenure-track faculty member. Requests to form such an RC may come from the review candidate, the BOS coordinator, the Chair/Director/Dean, or the PPC representative. Such requests must be submitted in writing to the PPC. If approved by the PPC, a review committee will be formed consisting of three faculty members at or above the candidate's rank, all of whom may be from the same unit as the candidate. Reviews conducted by non-tenure-track RCs should follow the same procedures as those indicated for full-time faculty reappointments, modified in accordance with non-tenure-track faculty members' individual appointment letters.

Revision History

- 1) March 2012 : Insertion of new Standing Committee ratified at 02/08/2012 Meeting:

I. Standing Committees: There shall be five standing committees of the faculty:

E: Instructional Technology Advisory Committee: Considers all matters relating to the integration of technology throughout the curriculum which have College-wide implications, such as: adoption of new services, hardware and software to support teaching and learning; development of physical and virtual learning spaces; promotion of faculty development in the use of instructional technology; support for campus communications about new instructional technology tools; assessment of the impact of instructional technology; and advisement on the use of all funds for academic technology. The voting membership of ITAC consists of: one faculty member each from Art+Design, Arts Management, Dance, Film & Media Studies, Humanities, LSCE, Music, Natural & Social Sciences, and Theater Arts; the Directors of CTS and TLTC; and one representative each from the Library, the Neuberger Museum, and the Performing Arts Center.

- 2) March 2014: Insertion of new review committee composition and description of the non-tenure-track review process approved on May 11, 2011.