



SUNY
DOWNSTATE
Health Sciences University

TENURE AND PROMOTION GUIDELINES



Prepared by the Committee on Academic and Professional Qualifications

**Approved by the School of Health Professions Faculty and Professional Staff
Association**

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INTRODUCTION

This document is intended to assist faculty members of the School of Health Professions, State University of New York, Downstate Health Sciences University as they prepare for promotion and tenure. The guidelines are designed for faculty on tenured lines applying for promotion and tenure, and clinical faculty on non-tenured lines applying for promotion. The document delineates timelines, defines the State University of New York Criteria utilized to evaluate the applicants, gives suggestions for meeting the criteria and clarifies the policies of the Committee on Academic and Professional Qualifications (CAPQ) of the School of Health Professions.

In the CAPQ review of each applicant, the stated criteria serve as a framework for assessing each applicant's application. Since no single policy is applicable to all professionals, applicants are reviewed relative to the status of their profession. Although applicants for tenure and promotion must meet all five criteria specified by the SUNY Board of Trustees, quality teaching must be every applicant's highest priority.

Preparation for tenure and promotion is a continuous process that begins when a faculty member joins the School of Health Professions. New faculty members are responsible for understanding the procedures detailed in this document. In addition, faculty members are encouraged to utilize the guidelines on an annual basis as they prepare their goals and objectives for the academic year. This will ensure that the faculty member's goals and objectives meet the SUNY criteria for Promotion and Tenure.

TYPES OF FACULTY APPOINTMENTS IN THE SCHOOL OF HEALTH PROFESSIONS AT SUNY DOWNSTATE

Faculty are hired on tenure lines and non-tenure lines. It is the responsibility of each faculty member to know his/her appointment status and time-line.

Faculty on tenured lines are hired with the intention that, after a specified period of time, they will be evaluated by the CAPQ for continuing appointment. If the faculty member chooses not to apply, the faculty member will only be re-appointed for one year. If the CAPQ's evaluation results in a decision to deny tenure, the faculty member will be reappointed for (1) one year, after which the faculty member's position will be terminated.

Faculty on tenured lines are traditionally hired at the position of full-time Assistant Professor. An Assistant Professor on a tenured line who submits materials to the CAPQ may choose to apply for promotion to Associate Professor. A tenured Associate Professor may choose to apply to the CAPQ for promotion to Professor.

Faculty on non-tenured lines are those faculty who, for administrative reasons, are not eligible for tenure. This group includes, but is not limited to: faculty who are paid through grant-funded lines and faculty who hold part-time positions. A Clinical Assistant Professor is eligible to apply to the CAPQ for promotion to Clinical Associate Professor. A Clinical Associate Professor is eligible to apply to the CAPQ for promotion to Clinical Professor.

According to the SUNY Board of Trustees Policies & Procedures Continuing Appointment is defined as follows:

TITLE B: CONTINUING APPOINTMENT

Definition: A continuing appointment shall be an appointment to a position of academic rank which shall not be affected by changes in such rank and shall continue until resignation, retirement, or termination.

- **Eligibility-** all or part of this content:
 - a) Continuing appointment as Professor, Associate Professor. Continuing appointment as Professor, Associate Professor may be given by the Chancellor on initial appointment or thereafter. Except as provided in subdivision (c) of this section, further employment as Professor, or Associate Professor after the third consecutive year of service in any one or any several of these ranks at any one college must be on the basis of continuing appointment; provided, however, such appointment shall not be effective until made so by the Chancellor, and provided further that promotion to any of these ranks shall not operate to extend the service requirements for continuing appointment described in subdivision (b) of this section.
 - b) Continuing appointment as Assistant Professor, or Instructor. Except as provided in subdivision (c) of this section, further employment at any college of an appointee who has completed a total of seven years of service in a position or positions of academic rank of

which the last three consecutive years have been in a position of academic rank at that college as Assistant Professor, or Instructor, must be on the basis of a continuing appointment; provided, however, such appointment shall not be effective until made so by the Chancellor. An Assistant Professor, or Instructor shall not be eligible for continuing appointment at any of these ranks prior to the completion of a total of seven years in a position or positions of academic rank. (source: <https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY-BOT-Policies-Jan2019.pdf> . Please note the Librarian titles are not mentioned above because there are no such appointments in SOHP).

Service Credit if Coming From Another Institution:

According to the SUNY Board of Trustees Policies this is the policy for Service Credit:

“ In determining eligibility for continuing appointment...satisfactory full-time prior service in academic rank at any other accredited academic institution of higher education may, at the request of the appointee and in the discretion of the Chancellor, or designee, be credited as service, up to a maximum of three years, at the time of appointment at a college. Waiver of all or part of this service credit shall be granted upon written request of the employee to the chief administrative officer not later than six months after the date of initial appointment.”

**CRITERIA BY WHICH APPLICATIONS FOR TENURE
AND/OR ACADEMIC PROMOTION ARE EVALUATED
IN THE SCHOOL OF HEALTH PROFESSIONS (SOHP) SUNY DOWNSTATE
HEALTH SCIENCES UNIVERSITY**

Please note: The official definition as it appears in the Policies of the Board of Trustees (see Appendix A) is printed in boldface type. The specific definition used by the Committee on Academic and Professional Qualifications (CAPQ) of the School of Health Professions follows in standard type.

- **Mastery of subject matter - as demonstrated by such things as advanced degrees, licenses, honors, awards, and reputation in the subject matter field.** For applications to the SOHP CAPQ, this category includes evidence of expertise in clinical practice, presentations at professional meetings, and publications other than journal articles or major textbook chapters, which are considered under the criterion, Scholarly Ability.
- **Effectiveness in teaching - as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses, and student reaction, as determined from surveys, interviews, and classroom observation.** For applications to the SOHP CAPQ, this category includes documented evidence of teaching effectiveness, such as a letter from the Program Chair, peer evaluations, student evaluations, observation reports, and examples of innovative instructional materials.
- **Scholarly ability - as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications, and reputation among colleagues.** For applications to the SOHP CAPQ, this category includes documented evidence of successful participation in academic research and grant proposals.
- **Effectiveness of University service - as demonstrated by such things as school and university public service, committee work, administrative work, and work with students or community in addition to formal teacher-student relationships.** For applications to the SOHP CAPQ, this category includes documented evidence of contributions to program, SOHP, and Centerwide committees or special projects.
- **Continuing growth - as demonstrated by such things as reading, research, or other activities to keep abreast of current developments in the academic employees' fields, and being able to handle successfully increased responsibility.** For applications to the SOHP CAPQ, this category includes documented evidence of continuing education, attendance at professional conferences, and service in professional organizations.

FUNCTIONS OF THE CAPQ

COMMITTEE STRUCTURE:

Every program has a voting member on the committee. If the program has a tenured faculty member, that faculty member will be the program's representative. If the program does not have any tenured faculty members or if the tenured faculty is unable to serve, then the faculty member with the highest rank should be on the committee. If all faculty in the program have the same rank, then the faculty member with the highest seniority employment at Downstate should be the program's representative. There should be one member-at-large who must be a tenured faculty. If there is more than one additional tenured faculty in the School, it will be the person with the longest tenure.

If a member of the CAPQ committee is submitting a packet for promotion and/or tenure, the member will be recused from the committee for the academic year in which the submission is made. The next most eligible member of that person's department based on the Committee Structure section of the CAPQ guidelines will replace the recused member if able to serve.

CAPQ RESPONSIBILITIES:

- 1) Review applications for tenure, and prepare a written report to the Dean of the School of Health Professions, which includes the Committee's recommendations and rationale.
- 2) Review applications for promotion, and prepare a written report to the Dean of the School of Health Professions that includes the Committee's recommendations and rationale.
- 3) The Committee shall elect from its membership a representative to serve on the Center-wide Committee of Faculty and Professional Policies.

The CAPQ reviews applications for tenure and/or promotion according to the guidelines specified in this document. These guidelines are based upon the 5 criteria for evaluation and promotion specified by the SUNY Board of Trustees (see page 7 and Appendix A in this document).

INITIATION OF CAPQ REVIEW PROCESS

For Faculty on Tenure-Lines: Application for Tenure

The CAPQ Chair must receive an initiation letter with supporting documents eight months prior to the date for which appointment must be renewed. The CAPQ Chair will then request a supporting letter from the Program Chair, which should be received by the CAPQ within one month of the request. The letter or request from the initiating faculty member should clearly indicate if the review process is for continued appointment (tenure), promotion in rank or both. If the applicant is a Program Chair, then the letter of support must come from the most senior faculty member in the applicant's program or the applicant's former Program Chair. The applicant's qualifications for continued appointment (tenure) and promotion are considered separately.

Application for Promotion

Many faculty members submit a combined application for tenure and promotion to Associate Professor. However, the application for promotion is purely voluntary. Submission of an application for promotion from Associate Professor to Professor is also voluntary, with timing of the application at the faculty member's discretion.

For Faculty on Non-Tenure Lines:

Submission of an application for promotion is purely voluntary, and faculty on non-tenure lines may submit this application at any time during the course of their employment when they feel they meet the qualifications for promotion to the next highest clinical line.

MATERIALS REQUIRED FOR SUBMISSION TO THE CAPQ:

The tenure and promotion application must include a list of potential external reviewers to evaluate the application. It would be helpful to the CAPQ for the applicant to provide an explanation for their selection of each reviewer. The potential reviewer should be able to give an independent, authoritative evaluation of the applicant, and must not have a conflict of interest regarding the applicant achieving promotion and/or tenure. The list of potential reviewers may include a combination of academicians and clinicians but must include at least one academician.

An external reviewer must have appropriate educational and/or professional credentials. Academicians must have an academic appointment at the same rank or higher than the rank which the applicant is seeking. Clinicians must have experience in the designated or related health profession. External reviewers should be employed outside the School of Health Professions.

To qualify for CAPQ review, the applicant must submit to the CAPQ:

- Names and contact information for three (3) potential references. Contact information must include credentials, current title/position, current e-mail address, current postal mailing address, and current telephone number. The candidate should select potential references who can assess performance in one or more of the five tenure criteria (Mastery of Subject Matter, Scholarly Ability, Teaching Effectiveness, University Service, and Continued Growth).
- curriculum vitae
- materials specified in Tables 2, 3, 5, or 6.

A letter stating receipt of application will be sent to the applicant's Chair, or immediate supervisor.

SEQUENCE OF THE CAPQ REVIEW PROCESS:

This process must be completed within three months of the initiation letter. The CAPQ:

1. Contacts the applicant's Program Chair for a letter of support and list of three colleagues (other than the three submitted by the applicant) who may be contacted for letters of recommendation. This provides the CAPQ with a list of six possible references. The applicant's Program Chair must address all five criteria and address the applicant's accomplishments, strengths and/or weakness with supporting evidence (for example, the applicant's annual goals and objectives, teaching evaluations, publications and other scholarly work, contributions to the profession, Program, School, University and/or Community). The letter must provide a recommendation with justification. The Chair may address integrity and responsibility. This letter should be received within a month of request.
2. Selects and contacts four (4) references from the lists submitted by the applicant and Program Chair.
3. Interviews additional professionals to clarify applicant's documentation and supporting materials at the discretion of the CAPQ.
4. Interviews the applicant and the Program Chair separately to clarify any issues before the CAPQ makes the final recommendation. If the applicant is a Program Chair, the senior faculty member will be interviewed.
5. Complete the review process and make a recommendation in writing to the Dean.

In the case of an adverse recommendation, the Dean informs the applicant and advises the applicant about the appeals process.

APPEALS TO A CAPQ RECOMMENDATION

The applicant may choose to appeal the CAPQ's recommendation by writing a letter to the Chair of the CAPQ. The applicant must make the appeal within two (2) weeks of notification by the Dean. The appeals process must start within two (2) weeks from the applicant's requests.

TENURE-LINE FACULTY PROCEDURES FOR PROMOTION

A faculty member hired on a tenure track must achieve continuing (tenured) status within six years of the initial date of appointment. Criteria for continuing appointment are specified in the Policies of the Board of Trustees, Article XII (See Appendix A).

Shortly after the fifth anniversary of the initial date of appointment, the faculty member should receive a letter from SUNY Downstate administration (see Appendix B). This letter explains that the faculty member must apply for tenure if he or she wishes to be reappointed. If the faculty member chooses not to apply, the faculty member will only be reappointed for one (1) year after the sixth anniversary of the initial date of appointment. In this case, it is the faculty member's responsibility to discuss administrative procedures with the Program Chair. Any faculty member who does not receive the 5 year letter at the appropriate time is advised to contact his or her Program Chair.

After receipt of this letter and at least eight (8) months prior to the date on which the appointment must be renewed, the faculty member must submit an initiation letter with supporting documents to the CAPQ. This letter of intent, package, including a letter of support from the Program Chair, must be submitted by **February 15** of that academic year. The CAPQ refers to these materials as the Tenure Package. If a faculty member is applying for both tenure and promotion, this must be clearly stated in the initiation letter.

Faculty members who wish to submit the Tenure (or Tenure and Promotion) Package prior to the deadline date may submit their materials to the CAPQ at any time.

The CAPQ review process is described in this document in the section, Functions of the CAPQ. (See page 5).

The CAPQ recommendation and rationale are forwarded to the Dean of the School of Health Professions. After review of the CAPQ recommendation and materials, the Dean makes a recommendation to the President of Downstate Health Sciences University. According to the Policies of the Board of Trustees, the President informs the faculty member of his recommendation.

TIMELINE

(a faculty member hired 9/1/2016 is used as an example)

Years 1 - 5:

- Faculty member follows guidelines to steadily achieve the criteria specified in Criteria for Achievement of Tenure and Promotion
- Faculty member maintains copies of all materials to be included in the Tenure and Promotion package
- **On an annual basis, faculty member formulates annual Goals and Objectives, and reviews these in a formal meeting with the Program Chair**
- On an annual basis, faculty completes the Annual Review of the previous year's Goals and Objectives and reviews these in a formal meeting with the Program Chair.

Year 6:

- Faculty member receives letter from Downstate Medical Center administration at the beginning of the sixth year of hire (example: Letter is sent on the fifth anniversary of the initial date of hire (example: 9/1/2021). Any faculty member who does not receive the 5 year letter at the appropriate time is advised to contact his or her Program Chair.
- Faculty member prepares the Tenure Application Package.
- Faculty member submits Tenure Package to CAPQ at least 8 months prior to the 6th anniversary of the date of initial appointment (January 1, 2022).
- CAPQ reviews the Package.
- CAPQ submits recommendation and materials to the Dean of the School of Health Professions.
- Dean makes recommendation to the President of Downstate Health Sciences University (DHSU).
- President of DHSU makes recommendation to the Chancellor of SUNY.

6th Year Anniversary of Initial Date of Hire (September, 2022)

- If the faculty member has failed to submit the Tenure Package to the CAPQ eight months earlier, the faculty member will be reappointed for (1) one year, after which the faculty member's position will be terminated.
- If the faculty member's application for tenure is denied, the faculty member will be reappointed for (1) one year, after which the faculty member's position will be terminated.
- If the faculty member's application for tenure (or tenure and promotion) is approved, the faculty member is appointed on a continuing basis.

**TABLE 1: Faculty on Tenure Line
CRITERIA FOR ACHIEVEMENT OF TENURE AND PROMOTION**

	Achievement of Tenure and Promotion to Associate Professor	Promotion from Associate Professor to Professor
MASTERY OF SUBJECT MATTER	Presentations at major professional conferences	Continued presentations at major professional conferences (some must be as an invited or keynote speaker)
	Publications (other than peer reviewed journal articles or major textbook chapters, which are considered as Scholarly Ability)	National or international recognition of mastery through formal awards, and/or Achievement of advanced clinical or academic credentials
	Achievement of a Doctoral Degree	
	Consultancies in the field	Consultancies in the field
SCHOLARLY ABILITY	Publications in peer-reviewed journals and major textbooks	Publications related to a clearly identifiable research focus in peer reviewed journals and major textbooks
	Grant proposals	Documented external funding for research activities or education
	Documented research	Research publications related to the applicant's research focus
EFFECTIVENESS IN TEACHING	Documented evidence of teaching effectiveness (e.g, letter from Program Chair, peer evaluations, student evaluations, observation reports, examples of innovative instructional materials)	Documented evidence of innovations in teaching or curriculum development
EFFECTIVENESS OF UNIVERSITY SERVICE	Documented evidence of contributions to Program, SOHP, and Centerwide Committees or special projects	Documented evidence of leadership contributions to Program, SOHP, and Centerwide Committees or special projects
	Documented evidence of community service related to the applicant's profession	Documented evidence of leadership activities in community service related to the applicant's profession

CONTINUING GROWTH	Evidence of continuing education and/or attendance at professional conferences	Continued evidence of participation at professional conferences and advanced educational programs
	Evidence of service in professional organizations	Evidence of service in key leadership roles in professional organizations

**TABLE 2: Faculty on Tenure Lines
GUIDELINES FOR TENURE AND PROMOTION PACKAGE
TO ASSOCIATE PROFESSOR**

CATEGORY	SUBMIT TO CAPQ	HAVE AVAILABLE, IN ANTICIPATION OF REQUEST FOR REVIEW BY CAPQ
INTRODUCTION	Curriculum Vitae (prepared according to CAPQ guidelines)	
	Summary Statement	
MASTERY OF SUBJECT MATTER (Clinical Practice, Presentations, Non- peer reviewed publications)	Summary Statement	1 page abstract for each major presentation or copies of conference proceedings; copies of published work (e.g., book reviews, newsletter articles)
	Copy of diploma for highest academic degree	Copies of award certificates (names of awards are listed in the CV)
		Copies of documentation of advanced certification
SCHOLARLY ABILITY (Publications, Grant Proposals, Research)	Summary Statement	Copies of published journal articles
	Abstracts from published journal articles	Copies of published book chapters
	Summary sheet and notification letter for grant proposals	
EFFECTIVENESS IN TEACHING	Summary Statement	Course Syllabi
	Written review of teaching performance by Program Chair	Creative course resources
		Peer evaluation forms
		Actual course evaluations for all courses taught within last 3 years
UNIVERSITY SERVICE: (Program, SOHP, and Centerwide Committees or Special projects; Community Service Related to the Applicant's Profession)	Summary Statement	Copies of Committee Reports indicating applicant's participation and/or contributions
		Thank-you letters

<p>CONTINUING GROWTH (Continuing Education, Conferences Attended, Service in Professional Organizations)</p>	<p>Summary Statement</p>	<p>List of Continuing Education Courses (date, title, location, sponsoring organization or major speaker) and conferences attended (date, title, location, sponsoring organization) courses and conferences can be on a single list</p>
		<p>Letters/Certificates from Professional Organizations</p>

**TABLE 3: Faculty on Tenure Lines
GUIDELINES FOR PROMOTION PACKAGE
ASSOCIATE PROFESSOR TO PROFESSOR**

CATEGORY	SUBMIT TO CAPQ	HAVE AVAILABLE, IN ANTICIPATION OF REQUEST FOR REVIEW BY CAPQ
INTRODUCTION	Curriculum Vitae (prepared according to CAPQ guidelines)	
	Summary Statement	
MASTERY OF SUBJECT MATTER (Clinical Practice, Presentations, Book Reviews)	Summary Statement	1 page abstract for each major presentation or copies of conference proceedings; Clearly indicate if a presentation was a keynote speech or another presentation by invitation
	Copies of significant national or international award certificates	
	Where applicable, copies of documentation of advanced certification	
SCHOLARLY ABILITY (Publications, Grant Proposals, Research)	Summary Statement (must describe the applicant's identified research focus)	Copies of published journal articles
	Abstracts from published journal articles	Copies of published book chapters or complete textbooks
	Documentation of external funding for research or education	
EFFECTIVENESS IN TEACHING	Summary Statement (must describe innovations in teaching or curriculum development)	Course Syllabi
		Creative course resources
		Letters from colleagues or students documenting benefits from teaching or curricula innovations
UNIVERSITY SERVICE: (Program, SOHP, and Centerwide Committees or Special projects; Community Service Related to the Applicant's Profession)	Summary Statement (must describe leadership roles)	Copies of Committee Reports indicating applicant's participation and/or contributions

		Thank you letters
CONTINUING GROWTH (Continuing Education, Conferences Attended, Service in Professional Organizations)	Summary Statement (must describe leadership roles)	List of Continuing Education Courses (date, title, location, sponsoring organization or major speaker) and conferences attended (date, title, location, sponsoring organization) courses and conferences can be on a single list
		Letters/Certificates from Professional Organizations

FACULTY ON NON-TENURE LINES

There are no institutional requirements for administrative review of faculty on non-tenure lines. Some of these faculty, however, are eligible to apply to the CAPQ for consideration of promotion. The following tables are provided to guide this process.

TABLE 4: FACULTY ON NON-TENURE LINES CRITERIA FOR PROMOTION

	Promotion to Clinical Associate Professor	Promotion to Clinical Professor
MASTERY OF SUBJECT MATTER	3 letters of recommendation about clinical expertise from supervisors or colleagues	Continued presentations at major professional conferences (some must be as an invited or keynote speaker).
	Presentations at professional meetings (invited and refereed; local and national)	National or international recognition of mastery through formal awards.
	Achievement of a Master's Degree	
	Demonstration of clinical contributions within the context of the faculty member's professional group (examples: direct patient care, clinical consultation, program development at a clinical site)	
SCHOLARLY ABILITY	Publications in professional forums	Publications related to a clearly identifiable clinical, educational, or research focus.
	Documented participation in group research or grant funded projects	Documented leadership roles in group research or grant funded projects
EFFECTIVENESS IN TEACHING	Documented evidence of teaching effectiveness (letter from Program Chair, peer evaluations, student evaluations, observation reports, examples of innovative instructional materials)	Documented evidence of innovations in teaching or curricula. External funding for educational programs
EFFECTIVENESS OF UNIVERSITY SERVICE	Documented evidence of contributions to Program, SOHP, and Centerwide Committees or special projects	Documented evidence of leadership contributions to Program, CHRP, and Centerwide Committees or special projects
	Documented evidence of community service related to the applicant's profession	Documented evidence of leadership activities in community service related to the applicant's profession
CONTINUING GROWTH	Evidence of continuing education and/or attendance at professional conferences	Continued evidence of participation at professional conferences and advanced educational programs

	Evidence of service in professional organizations	Evidence of service in key leadership roles in professional organizations
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**TABLE 5: Faculty on Non-Tenure Lines
GUIDELINES FOR PROMOTION PACKAGE**

CATEGORY	SUBMIT TO CAPQ	HAVE AVAILABLE, IN ANTICIPATION OF REQUEST FOR REVIEW BY CAPQ
INTRODUCTION	Curriculum Vitae (prepared according to CAPQ guidelines)	
	Summary Statement	
MASTERY OF SUBJECT MATTER (Clinical Practice, Presentations, Book Reviews)	Summary Statement	1 page abstract for each presentation at professional meetings or copies of conference proceedings; copies of published book reviews)
	Copy of diploma for highest academic degree	Copies of award certificates (names of awards are listed in the CV)
	3 letters of recommendation about clinical expertise from supervisors or colleagues	Copies of documentation of advanced certification
		Documentation of participation in clinical activity
SCHOLARLY ABILITY (Publications, Participation in Group Research or Grant Funded Projects)	Summary Statement	Copies of publications
	Documented evidence of participation in group research or grant funded projects	
EFFECTIVENESS IN TEACHING	Summary Statement	Course Syllabi
	Written review of teaching performance by Program Chair	Creative course resources
		Peer evaluation forms
		Actual course evaluations for all courses taught within last 3 years

UNIVERSITY SERVICE: (Program, SOHP, and Centerwide Committees or Special projects; Community Service Related to the Applicant's Profession)	Summary Statement	Copies of Committee Reports indicating applicant's participation and/or contributions
		Thank-you letters
CONTINUING GROWTH (Continuing Education, Conferences Attended, Service in Professional Organizations)	Summary Statement	List of Continuing Education Courses (date, title, location, sponsoring organization or major speaker) and conferences attended (date, title, location, sponsoring organization) courses and conferences can be on a single list
		Letters/Certificates from Professional Organizations

Faculty Seeking Promotion to Clinical Associate Professor

**TABLE 6: Faculty on Non-Tenure Lines
GUIDELINES FOR PROMOTION PACKAGE
PROMOTION TO CLINICAL PROFESSOR**

CATEGORY	SUBMIT TO CAPQ	HAVE AVAILABLE, IN ANTICIPATION OF REQUEST FOR REVIEW BY CAPQ
INTRODUCTION	Curriculum Vitae (prepared according to CAPQ guidelines)	
	Summary Statement	
MASTERY OF SUBJECT MATTER (Clinical Practice, Presentations, Book Reviews)	Summary Statement	1 page abstract for each major presentation or copies of conference proceedings; Clearly indicate if a presentation was a keynote speech or another presentation by invitation
	Copies of significant national or international award certificates	Copies of documentation of advanced certification
		Documentation of clinical activity
SCHOLARLY ABILITY (Publications, Grant Proposals, Research)	Summary Statement (must describe the applicant's identified clinical, educational, or research focus)	Copies of published journal articles
	Abstracts from published journal articles	Copies of published book chapters or complete textbooks
	Documented evidence of participation in group research or grant funded projects	
EFFECTIVENESS IN TEACHING	Summary Statement (must describe innovations in teaching or curricula)	Course Syllabi
	Documentation of external funding for an educational program	Creative course resources
		Letters from colleagues or students documenting benefits from teaching or curricula innovations
UNIVERSITY SERVICE: (Program, SOHP and Centerwide Committees or Special projects; Community Service Related to the Applicant's Profession)	Summary Statement (must describe leadership roles)	Copies of Committee Reports indicating applicant's participation and/or contributions

		Thank you letters
CONTINUING GROWTH (Continuing Education, Conferences Attended, Service in Professional Organizations)	Summary Statement (must describe leadership roles)	List of Continuing Education Courses (date, title, location, sponsoring organization or major speaker) and conferences attended (date, title, location, sponsoring organization) courses and conferences can be on a single list
		Letters/Certificates from Professional Organizations

APPENDICES

Appendix A:

SUNY Policies of the Board of Trustees, Article XII, Evaluation and Promotion of Academic Employees

Appendix B:

5 Year Letter Sent to CHRP Faculty on Tenure Lines by Downstate Medical Center Administration

Appendix C:

Sample Curriculum Vitae

APPENDIX A

STATE UNIVERSITY OF NEW YORK POLICIES OF THE BOARD OF TRUSTEES

Available at http://www.suny.edu/board_of_trustees/PDF/Policies.pdf

Article XII: Evaluation and Promotion of Academic

Employees. Title A. Evaluation of Academic

Employees.

1. *Policy.* It is the policy of the university to evaluate academic employees.
2. *Purpose.* The purpose of evaluation pursuant to this Title shall be the appraisal of the extent to which each academic employee has met his or her professional obligation. Written communication of such appraisal shall be sent to the academic employee concerned. The evaluations conducted pursuant to this Title may be considered by the chief administrative officer of a college and the college administrative officers in making decisions or recommendations with respect to continuing appointment, renewal of term appointment, promotion, discretionary adjustments to basic annual salary, and for any other purpose where an academic employee's performance may be a relevant consideration. Nothing contained herein shall prevent the chief administrative officer from taking such action as the chief administrative officer may deem appropriate to the operating requirements of the college.
3. *Applicability.* Pursuant to this Title, academic employees may be evaluated; such evaluation, if any, is to be made by the chief administrative officer, or designee.
4. *Criteria.* In conducting evaluations pursuant to this Title, the chief administrative officer of the college concerned, or designee, may consider, but shall not be limited to consideration of, the following:
 - (a) Mastery of subject matter - as demonstrated by such things as advanced degrees, licenses, honors, awards, and reputation in the subject matter field.
 - (b) Effectiveness in teaching - as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses, and student reaction, as determined from surveys, interviews, and classroom observation.
 - (c) Scholarly ability - as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications, and reputation among colleagues.
 - (d) Effectiveness of university service - as demonstrated by such things as college and university public service, committee work, administrative work, and work with students or community in addition to formal teacher-student relationships
 - (e) Continuing growth - as demonstrated by such things as reading, research, or other activities to keep abreast of current developments in the academic employees' fields, and being able to handle successfully increased responsibility.

Title B. Promotion of Academic Employees.

1. *Procedure.* The chief administrative officer of a college, after giving consideration to recommendations of academic employees, including the committees, if any, of the appropriate department or professional area, and other appropriate sources in connection with promotion of a specific academic employee, may promote, or recommend to the chancellor for promotion, such persons as are, in the chief administrative officer's judgment, best qualified. Nothing contained herein shall prevent the chief administrative officer of a college from taking such promotion action as the chief administrative office may deem appropriate to the operating requirements of the college.

2. *Criteria.* Recommendations of academic employees, or their appropriate committees, or other appropriate sources may consider, but shall not be limited to consideration of, the following:

- a) Mastery of subject matter - as demonstrated by such things as advanced degrees, licenses, honors, awards, and reputation in the subject matter field.
 - b) Effectiveness in teaching - as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction, as determined from surveys, interviews, and classroom observation.
 - c) Scholarly ability - as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications, and reputation among colleagues.
 - d) Effectiveness of University service - as demonstrated by such things as college and university public service, committee work, administrative work, and work with students or community in addition to formal teacher-student relationships.
 - e) Continuing growth - as demonstrated by such things as reading, research, or other activities to keep abreast of current developments in the academic employees' fields, and being able to handle successfully increased responsibility.
3. *Length of service.* Completion of a minimum period of service with the university may be a consideration but shall not be a qualification for promotion.

APPENDIX B

5 year Letter from SUNY Downstate Administration to SOHP Faculty on Tenure Lines

Date:

Dear _____

This is to inform you, on behalf of the President, that as your appointment has been in a tenure track since September 1, 2017, it must be on a continuing (tenured) basis as of September 1, 2024. This is delineated in Article XI, Title B, sub-section 3(a) of the Policies of the Board of Trustees of the State University of New York. The Chairman of your department has also been notified.

A lead time of approximately 18 months to 2 years is needed to fully review your qualifications. I would suggest that you discuss this with your Chair as soon as possible.

You will be required to submit the following to your College's Committee on Academic and Professional Qualifications.

1. Your curriculum vitae in the proper format (described in your College's Tenure & Promotion Guidelines)
2. All documents required by your College's Committee on Academic Qualifications.

Please feel free to contact this office, extension 3042, should you have any questions.

Sincerely,

Assistant to the Vice President

APPENDIX C: SAMPLE CURRICULUM VITAE

CURRICULUM VITAE

Name and Credential(s)
e- mail address office phone; office fax

EDUCATION

(Order: most recent first)

LICENSURE/CREDENTIALS

(Explain any credentials after your name above)

EMPLOYMENT

Teaching responsibilities:

Fall Semester:

Spring Semester:

Summer Semester

Faculty Mentor for Student Research Projects

(State years; # of projects per year, summary statement of project topics)

List all other positions: most recent first

(Title of position; Name and location of facility; brief summary of responsibilities)

ADVISORY/CONSULTATION

If applicable, list paid or voluntary advisory or consultation service provided to a professional organization or facility

PUBLICATIONS

Thesis/Dissertation

Peer-Reviewed Journals

(Order: most recent first; type your name in bold font)

Book Author or Editor, Journal Editor (whichever is applicable)

(For Journal Editor, state name of journal and issue; briefly describe topic of the issue)

Book Chapters, Published Abstracts and Proceedings

CURRENT RESEARCH

(“Name of study”; researchers - with your name in bold)

FUNDED PROJECTS

(Name of project; type of project -e.g., research, training grant; funding agency; amount of funding; dates of funding.)

GRANT APPLICATIONS APPROVED BUT NOT FUNDED (if applicable)

PROFESSIONAL PRESENTATIONS

(Order: most recent first; For each presentation, include title, names of other presenters, type/length of presentation; sponsoring agency; location; date(s). If not otherwise apparent, clarify the nature of the audience – to distinguish from classroom lectures.)

UNIVERSITY SERVICE

Center-Wide University Service

(Position, Committee Title; Dates)

Service to the School of Health Professions

Service to the..... Program (state title of the applicant’s program within CHRP)

PROFESSIONAL ACTIVITIES

National Activities

Regional Activities

Community Service Award

