



INTERIM FACULTY HANDBOOK

SUNY Old Westbury

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Introduction

Welcome to SUNY Old Westbury's Interim Faculty Handbook! This Handbook serves as a policy reference to provide faculty members and other members of the campus community with information about the institution in general; teaching and classroom management; academic, enrollment, and student services; faculty responsibilities; faculty appointments, evaluation, reappointment, promotion and tenure; and faculty leaves and benefits. It also provides you with information about the resources available to you as a member of the SUNY Old Westbury campus community. **This Interim Handbook will remain in effect while negotiations continue on a final version of the Handbook to be approved by the University faculty.**

This Interim Handbook was developed by the SUNY Old Westbury Office of Academic Affairs in cooperation with the University's shared governance process, as represented in the Old Westbury Faculty Senate and standing committees. Shared governance is defined in the faculty bylaws, available here: <https://sites.google.com/site/oldwestburyfacultysenate/bylaws-policies-etc-1>. This Handbook has been prepared in accordance with Article IX, Title A, §3 of the State University of New York Policies of the Board of Trustees (SUNY BOT), which can be found here: <https://www.suny.edu/sunypp/>. The policy states:

§3. Handbook. The chief administrative officer of each college shall be responsible for the preparation and publication of a college handbook, subject to the approval of the Chancellor. Such handbook should include an administrative organization chart, a statement of administrative responsibilities, faculty bylaws, local policies and such other information concerning the college as he or she may deem advisable and shall be made available to all members of the academic staff of the college.

This Handbook is not intended to be all-inclusive but is rather a general guide focusing on matters most directly related to faculty responsibilities in teaching, advising, service, and research or other professional activities. While every effort is made to provide accurate and pertinent information in this handbook, please note that the information is subject to change. SUNY Old Westbury reserves the right to change existing policies, rules, regulations, and procedures. Wherever possible, this will be done after good-faith consultation with the faculty. **The organizational chart will be added to this document as soon as it is available.** Annual updates to the administrative organization chart will be published along with an up-to-date copy of the Handbook online.

Mission: The State University of New York at Old Westbury is a dynamic and diverse public liberal arts university that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. Our University is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission.

NOTE: This document uses the term “University” to describe SUNY Old Westbury. This is not intended to conflict with use of the term “College” in the Bylaws, but simply to reflect the institution’s current status.

1. Personnel Calendar

This section outlines important dates related to regular faculty personnel responsibilities. Further information on academic calendars can be found on the campus academic calendar: (<https://www.oldwestbury.edu/programs-courses/academic-calendars>)

1.1 *Faculty Annual Reports with electronic submission*

Old Westbury asks faculty members to submit annual reports at the end of each academic year. These reports should include lists of faculty contributions in the three areas of teaching, service, and research or professional activities. These reports contribute to administrative decisions about how to allocate the discretionary salary increases provided for in the UUP contract §20.6. (For a full copy of the UUP contract, which governs the terms and conditions of faculty employment at SUNY Old Westbury, and which this Handbook is designed to supplement but not supersede, see <https://uupinfo.org/contract/pdf/22-26/State-UUP-Agreement.pdf>)

Notice to faculty from Provost’s Office	No later than April 1
Individual Faculty reports	Due June 1

1.2 *Reappointment, Promotion and Tenure review dates*

The dates below are taken from the manual of the standing committee on Appointment, Reappointment, Promotion and Tenure (ARPT). (For a full copy of the ARPT manual, see the Old Westbury Faculty Senate website: <https://sites.google.com/site/oldwestburyfacultysenate/bylaws-policies-etc-1>). The ARPT manual provides firm notification deadlines for faculty as they progress through the four stages of pre-tenure review: the first reappointment (after one year), the second reappointment, the one-year-to-tenure review, and the tenure review. The ARPT manual also provides examples of when reviews could take place in order to meet these deadlines, along with examples for promotion from associate to full professor. Specific schedules are worked out by the chair of ARPT on a year-to-year basis in order to accommodate the notification deadlines.¹

These examples are based on a standard tenure track faculty contract start date at the beginning of the academic year. Dates may vary if faculty start in the spring

¹ The ARPT manual has been approved in accordance with the UUP contract and SUNY BOT policies, and any discrepancy between the examples provided in this document and the ARPT manual are not intended to supersede either.

semester. Librarians follow the same reappointment sequence, but dates vary because of the 12-month process.

Review Type	File due to ARPT	Notification deadline
1 st reappointment	September 15, year 2	Notify: Dec 15
Subsequent reappointments	February 1	Notify: 1 year prior to contract end date
Tenure file	February 1	Notify: August 31 1 year prior to effective date
Promotion	Sept 1 for Fall, Feb 1 for Spring	No contractual deadlines

For 1st reappointments with a December 15 notification deadline

ARPT receives Department recommendation	Sept 15
Candidate receives ARPT recommendation (then 10 days to respond)	Oct 20
Dean receives ARPT recommendation	Nov 3
Provost receives Dean's recommendation	Nov 17
Candidate receives Provost's recommendation (then 5 days to respond)	Nov 24
President receives Provost's recommendation	Dec 1
Candidate receives President's decision	Dec 15

For files with August 31 notification deadlines

Action	No later than:
ARPT receives Department recommendation	February 1
Candidate receives ARPT recommendation	Asap; no later than April 28
Dean receives ARPT recommendation	May 5
Provost receives Dean's recommendation	May 19
Candidate receives Provost's recommendation	June 9
President receives Provost's recommendation	June 16
Candidate receives President's decision	July 30

1.3 *Sabbatical Leave*

In accordance with the UUP Contract §23.6, academic employees having continuing appointments who have completed at least six (6) consecutive years of service within the University or who, if they previously have had a sabbatical leave, have completed at least six (6) consecutive years of service within the University from the date of return from their last sabbatical leave, shall be eligible for sabbatical leave. In computing consecutive years of service for the purpose of this subdivision, periods of vacation leave and periods of sick leave with salary

shall be included; periods of leaves of absence, other than vacation and sick leave with salary, and periods of part-time service shall not be included but shall not be deemed an interruption of otherwise consecutive service.

Sabbatical leaves may be granted for periods of one (1) year at rates not to exceed one-half (½) basic annual salary or for periods of one-half (½) year at rates not to exceed full basic annual salary. Academic employees on sabbatical leave may, with the prior approval of the President, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their leave. In such cases, the President may adjust the sabbatical leave salaries to reflect such income, either prior to or during the periods of such leaves, provided, however, that in no case shall sabbatical leave salary be reduced if total earnings are less than full salary.

Sabbatical leaves are not granted automatically, but are supported by the University to promote faculty excellence and enhance the University's mission, reputation, and student educational outcomes. They may be granted for planned travel, study, formal education, research, writing, or other experience consistent with these objectives. All sabbatical leaves are covered by the Policies of the Board of Trustees, Article XIII, Title E.

Applications for sabbatical leave shall be submitted to the University according to the schedule below. Each application shall include a statement outlining the program to be followed while on sabbatical leave, indicating any prospective income, stating that the applicant will continue as an academic employee for a minimum of one (1) year upon the employee's return, and stating that upon return the applicant will submit to the President a detailed report of professional activities and accomplishments while on leave.

Eligibility notice to Deans, Chairs from Provost's Office	May 1
Application due to Chair	September 15
Chair submits recommendations to Dean	October 15
Dean submits recommendations to Provost Office	November 1
Sabbatical Review Committee meets	November 15 (approximate)
Recommendations to President	November 16
Notification to candidate by President's Office	December 15
Sabbatical final report due to Chair	30 days from start of semester following sabbatical
Chair reviews submits to Dean	14 days from receipt of report
Dean reviews and submits to Provost and President	14 days from receipt of report

1.3.1 *Sabbatical Final Report*

At the completion of the leave and no later than 30 days following the resumption of classes in the semester following return from leave, the faculty member is to submit a “detailed report of professional activities and accomplishments while on sabbatical leave.” This report should be addressed to the President and submitted to the department chair, who will acknowledge its receipt in writing. The chair will review the report and within 14 days of receipt forward it with his or her recommendation to the dean. The Sabbatical Leave Activity Report will be reviewed by the dean and forwarded to the Provost/Vice President for Academic Affairs and the President. Reports lacking in substance or detail will be returned for revision. These reports become part of the faculty member’s institutional records and are subject to review by such agencies as the Office of the State Comptroller.

The following is an outline of information to be included in the Sabbatical Leave Activity Report, which should be as comprehensive, detailed, and precise an account as possible of the itinerary, professional activities, and accomplishments while on sabbatical leave:

1. Summarize briefly the purpose(s) of the sabbatical leave as stated in the original request and any approved amendments thereto. [SUNY Policy on Administration of Sabbatical Leaves, Item 3 states, “It is understood that circumstances beyond control of the faculty member or employee may necessitate a change in plans. However, all such changes must be approved, in writing, by [the Provost] as soon as such need is known. In only exceptional cases shall such changes be approved after completion of the leave.”] If the faculty member has made changes to the sabbatical plan without proper prior authorization, the faculty member must explain the nature of the changes and why the Provost was not given prior notification.
2. Describe in detail the important activities and accomplishments of the leave. The description should include, but need not be limited to:
 - a. Travels: where; periods of time; sites such as libraries, laboratories, museums, theaters; what type of work was done at each location.
 - b. Work Accomplished: concrete description of materials studied, research or production techniques employed, and other activities undertaken.
 - c. Public Outcomes: completed manuscripts, artistic works and performances, and other public statements. Give complete

citation for publication, reading of paper, exhibit, or performance; if action is forthcoming, give specific plans.

3. If the leave turned out differently in minor ways than described in the original request, please explain the reasons and/or circumstances. Major modifications should have been approved in advance, as discussed in #1 above.

4. How will this leave influence the faculty member's creative/professional work in the future?

5. How will this leave influence the faculty member's teaching?

6. During the leave, did the faculty member receive supplementary income from fellowships, grants-in-aid, or earned income to assist in accomplishing the purpose of the leave? If not, please so state. If so, report amounts and sources, and include a statement that these were reported earlier and received approval. "Supplementary income" for this purpose will be regarded as income from new sources or at increased levels from that which an individual has historically earned during periods similar to that covered by the sabbatical leave. [The SUNY Policies of the Board of Trustees state "Eligible employees on sabbatical leave may, with prior approval of the chief administrative officer, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their leaves. In such cases, the chief administrative officer may adjust the sabbatical leave salaries to reflect such income..."] If the faculty member is the recipient of any supplementary income and did not previously submit it for approval to Academic Affairs, they must provide details of such fellowships, grants-in-aid, or earned income at this time, and provide an explanation as to why these were not reported earlier.

2. Faculty Ranks

Faculty ranks are determined in accordance with the Policies of the Board of Trustees (Article II: Definitions §1. Terms). Titles of "academic rank" are tenure track ranks and include: instructor, assistant librarian, assistant professor, senior assistant librarian, associate professor, associate librarian, professor, and librarian.

Titles of "qualified academic rank" are not tenure track; they include lecturer and any of the titles above preceded by "visiting," "clinical," "adjunct," or other similar designation.

A term appointment is for a specified period of not more than three years. A continuing appointment is the language SUNY uses to indicate tenured appointments.

According to the 2016 Faculty Bylaws defining shared governance at Old Westbury (Article 3: Membership §A), “The voting Faculty consists of the Chancellor of the State University, the President of the [University], the Provost/Vice President for Academic Affairs, and persons who have academic rank [as defined in Policies of the Board of Trustees, Article II Sect.1(j)] and term or continuing appointment.” Departmental bylaws should define voting rights for faculty with qualified rank on departmental matters.

2.1 Dual or Joint Appointments

Dual or joint appointments are defined as those in which a faculty member is assigned to two departments and has membership in both. In such cases, the dean (or deans, if the appointment is across two schools) will determine which department will serve as the “home” department for the purposes of personnel matters, such as tenure and promotion, and for requesting funding for travel or other professional development. The chair of the “home” department will consult with the chair of the other department when making personnel recommendations. At the dean’s discretion, both departments may be asked to expend funds in support of the faculty member. The faculty member’s voting rights in both departments will be determined by departmental bylaws.

3. Academic Freedom and Instructors’ Responsibilities

3.1 Academic Freedom

It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching, and research. In the exercise of this freedom, faculty may, without limitation, discuss their own subject in the classroom. While they may from time-to-time comment on contemporary events or news stories, they should spend most of the classroom time focused on course material. If they choose to focus on controversial matters, they should do so in a way that is respectful of diversity of opinion among students and that encourages civic discourse. Faculty should at all times conduct themselves in a manner consistent with Title VI of the Civil Rights Act and Title IX of the Education Amendments Act, and work to ensure that student discussion is also conducted within these legally defined standards of behavior. For more information on Title VI, see: <https://www.justice.gov/crt/fcs/TitleVI>.

The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. Faculty and librarians have the right to engage in instructional activities within their areas of expertise and departmental assignment, without fear of censorship, harassment, threats or intimidation in any form to any degree.

In their role as citizens, employees have the same freedoms as other citizens. However, in their extramural speech, employees have an obligation to indicate that they are not institutional spokespersons. These policies are in accordance with the UUP Contract, §9.1-3.

3.2 *Professional Behavior*

SUNY Old Westbury is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission. All members of the campus community are expected to behave in a professional and respectful manner, and to listen to and respect the diverse ideas and opinions represented. All on campus have the right to work in an atmosphere free from fear or intimidation, and all have the responsibility to interact in a professional and collegial manner. As a campus, we are committed to the ethical principles of fairness, civility, character, respect, honesty, trust, transparency, and inclusivity. We expect positive and respectful interactions with all colleagues and students.

3.3 *Workload Expectations*

Full-time tenure track teaching faculty have an *academic year* work obligation of 10 months, August 15 to June 15, with a teaching load expectation of 24 credits (or equivalent contact hours) per year, typically 12 credits each fall and spring semester. They also have service and research/scholarly activity obligations. Full-time lecturers have an academic year work obligation and a teaching load expectation of 32 credits (or equivalent contact hours) per year, typically 16 credits each fall and spring semester. This teaching obligation includes an expectation of student advising. Any deviation from this full-time lecturer obligation will be specified in the lecturer's appointment letter before each term appointment.

Course assignments for each faculty member and instructor, including course modalities, are made by the department chair. All departmental schedules are subject to review and approval of the dean. Once approved, any schedule changes or changes in teaching modalities require the written consent of the dean.

Librarians have the same general professional obligations as full-time tenure track faculty, with the exception of teaching course load and student advising. Librarians have a *calendar year* (12 month) work obligation. Librarians are provided research days deemed necessary in accordance with SUNY policy.

The determination of the professional obligation of university faculty or professional employees shall be the responsibility of each campus President or Chief Academic Officer.

Faculty are free, outside of regular university work hours, to engage in other professional activities. The University recognizes that in many cases, external work helps to hone a faculty member's skills and thus enriches that faculty member's teaching and scholarship. The policy governing outside employment appears below (this language is borrowed from the SUNY Cortland faculty handbook).

1. Performance by faculty members of outside professional or scholarly services for compensation, within their area of professional competence, is recognized as a legitimate activity unless it is prohibited by the terms of their appointment.
2. Compensated outside professional services by faculty members must be restricted at all times to engagements that do not interfere with the performance of their university duties.
3. Faculty members engaged in providing compensated outside professional services should inform their immediate supervisors in writing of the nature of such service.
4. Faculty members performing compensated outside professional services must inform those who engage them that the University is not a party to the contract and that SUNY Old Westbury is not liable or responsible in any way.
5. Private use of university facilities, equipment and personnel, unless specifically authorized in writing by the president, is prohibited. No official OW stationery or forms shall be used in connection with the actual performance of such services, nor shall the name of SUNY Old Westbury be used in any official way without prior approval.
6. No compensation may be accepted by a faculty member for special tutoring of students enrolled in courses in the University that are offered by the faculty member's department. Graduate assistants may be excepted, if approved by the department chair and school dean.

A full-time faculty obligation assumes a five-day, 40-hour workweek, typically Monday through Friday (though some weekend obligations may occur, and faculty may choose to stretch their 40-hour work week across more than five days).

SUNY Old Westbury is an academic community devoted to positive and meaningful intellectual discourse between faculty, staff, and students. The

primary home for this community is the OW campus. Thus, to best serve students and contribute to their departmental, academic, and campus communities, full-time faculty are expected to maintain a substantial presence on campus, defined as at least two full days per week during the academic year, with the understanding that some teaching and service obligations may require a more frequent presence.

Faculty are expected to participate in university, department and school meetings. If forced to miss a mandatory meeting due to unforeseen circumstances, faculty should communicate this to the convener of the meeting (i.e., Chair or Dean), provide the reason for the absence, and receive approval from the convener of the meeting (i.e., Chair or Dean). Faculty should be made aware of mandatory meetings at least two weeks in advance and the University, department, and school should work to provide a calendar of such meetings at the beginning of each semester. It is, of course, sometimes the case that emergency meetings must be called due to unforeseen circumstances, but in such cases, leaders will provide as much notice as possible. Faculty are also expected to participate at annual convocations (e.g., Fall, Honors) as part of their regular responsibilities.

3.4 Registered Course Content

All courses taught at SUNY Old Westbury have registered content, course descriptions, and objectives. The registered content is based on the syllabus submitted when the course was created and should be on file in both the department office and the Office of the Registrar. The official Course Description is the description of the course as it appears in the most recent Course Catalog (on file in BANNER). Content of courses as taught should be consistent with the registered content.

Where meaningful and significant deviations have developed over time, a revised course form should be submitted. Students may have a valid complaint when course content deviates significantly from the registered content and published catalog description. Students who believe they have a valid complaint should bring the issue to the department chair, who will confer with the appropriate dean.

3.5 Course Syllabus Preparation & Description

For each course taught, faculty are required to provide a course syllabus for all their students, and to provide a file copy (by the first day of class) for their academic department office. The syllabus should be available in the Learning Management System (LMS), currently Brightspace.

In preparing the syllabus, faculty should note that a failure to make the standards and expectations for the grade known and/or a failure to apply the announced standards and expectations of the course are considered

legitimate grounds for a student grade appeal. Accordingly, the syllabus should be very clear about the grading system, and any subsequent changes that deviate from the syllabus during the semester must be announced and distributed to students in writing (including email), generally well in advance of their implementation. Changes in the grading system that occur after the first exam or first graded assignment should be rare and should not work to the student's disadvantage.

Syllabi should be reflective, comprehensive and confirm the expertise and pedagogical skill of the instructor. Each syllabus should show that all work for credit is at the college level and of the appropriate rigor. All syllabi should contain, at a minimum:

- instructor's office location, office hours, and contact information;
- course name, number, description, credits allocated, prerequisites;
- course learning objectives, requirements, texts, readings;
- assignments, projects, and exam schedules;
- description of course grading methodology (i.e., assignments/tasks evaluated, basis of grade determination);
- bibliographic and other resources; and
- other course policies related to integrity of credit.

Syllabi should also contain statements, or links to information, concerning: OW's academic integrity policy; OSSD procedures; Title IX; student support services; and DEIJ.

3.6 *Distance Learning*

The goal of SUNY Old Westbury's Distance Learning Program is to promote the seamless integration of online modes of content delivery and instructional interaction into the academic offerings of the University. Formats for such integration include fully online classes (synchronous or asynchronous), as well as hybrid classes in which some, but not all, classroom time is offset by online instruction.

Librarians provide instruction sessions or other needs virtually. Librarians need the necessary skillset and appropriate training in the LMS to accommodate such requests.

The University's policy on distance learning is still in preparation and will be made available upon completion.

All distance learning courses must provide for "substantive interaction" between the instructor and students. Please note the following definitions and example from the official regulations of the U.S. Department of

Education. (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/subpart-A/section-600.2>):

“(4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

- (i) Providing direct instruction;
- (ii) Assessing or providing feedback on a student's coursework;
- (iii) Providing information or responding to questions about the content of a course or competency;
- (iv) Facilitating a group discussion regarding the content of a course or competency; or
- (v) Other instructional activities approved by the institution's or program's accrediting agency.

“(5) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

- (i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.”

3.7 *Class Expectations*

The annual full-time faculty teaching load is 24 credits for full-time tenured and tenure track faculty. For course load purposes, due to its more advanced preparation, presentation, and expectations, a three-credit graduate course is considered to be the equivalent of a four-credit undergraduate course. Full-time faculty are expected to have a substantial presence on campus (as defined above), regardless of teaching modality.

Faculty have the responsibility of discharging their scheduled academic duties in a punctual and professional manner. Faculty should meet their

teaching responsibilities in the agreed-upon teaching modality, be on time, and conduct class for the scheduled period.

Faculty should not cancel class except under rare and exceptional circumstances. A faculty member who cannot hold a class because of illness or other extraordinary circumstance, must notify their chairperson as soon as possible prior to the scheduled class. The faculty member will decide how to provide alternative coverage for the class or will provide the opportunity to make up the missed class at another time. In the case of an anticipated absence from class (e.g., for religious holiday observance or presentation of a paper at a professional conference), the chair must be notified at the start of the semester (or as soon as possible thereafter) so that an alternative learning experience can be developed.

Course Release requests: Faculty may request a reduced teaching load by obtaining a properly approved Course Release. All reassigned time must be approved by the school dean. Deliverables must be provided to show how the release time was used, unless otherwise directed by the dean.

3.8 *Office Hours*

Faculty have the responsibility to post and maintain office hours. During the Fall and Spring semesters, full-time faculty are required to make themselves available to students by holding at least four office hours per week. At least two of these hours must be held on campus, while no more than two of these hours may be held remotely. If necessary, on-campus office hours may be held during Common Hour to meet the needs of the students. Office hours should be spread through the week and at different times of the day for the convenience of students. Part-time faculty are encouraged to be available before and after class for at least one hour per week, per course, or otherwise schedule equivalent office hour coverage. Faculty should also make sure that information regarding their office hours is easily accessible to their students. Accordingly, it is the instructor's responsibility to notify the department chairperson or secretary of their office hours, to provide this information on the course syllabus and in Navigate, and to post office hours on the office door.

3.9 *Evaluating and Grading Students*

In addition to providing instruction, faculty also have an obligation to fairly and meaningfully evaluate students and to provide useful feedback to students regarding their performance. This responsibility carries with it the expectations that student performance will be measured across the entire semester and that graded assignments/examinations will be returned (or made available in some manner) to students in a timely manner. Completed test papers and answer sheets should be retained for one year

after course completion. For all assignments and exams, a record of each student's grades and the derivation of those grades (according to the instructor's grading policy) must be retained for at least two years, as per SUNY policy, and can be made available to each student upon request. Persons who will not be available for discussion of grades during that time period should make a copy of their grades and final grade calculations in each course available to the department chair in case there are student questions or grade appeals.

Grades: Quality Points Earned

A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	0.70
F	0.00

If a student chooses to take a course on a Credit/No Credit (pass/fail) basis, the student must submit the appropriate form to the Registrar's Office by the deadline stated on the Academic Calendar. Cr/NC grades have no effect on the GPA. Note that many majors have restrictions on accepting courses taken as Cr/NC, and there may be implications for General Education, transferability, and graduate school applications. Thus, students should be encouraged to speak with an advisor before choosing Cr/NC. Faculty should encourage students to complete the form by the deadline if a Cr/NC grade is desired. If a grade of Cr/NC is submitted by the instructor and the student has not completed the appropriate request form by the deadline, the grade will default to an F on the transcript.

All students whose names remain on the official class roster, prepared at the end of the add/drop period, must be assigned a grade. Instructors are asked to submit grades via connect.oldwestbury.edu. For instructions on submitting final grades, please refer to the Faculty Banner SSB How-To Guide. Final grades are due 48 hours after the final exam period.

Undergraduate students and graduate students who do not hold appointments as graduate assistants should not be used (delegated authority) to grade other students. This violates FERPA regulations

regarding confidentiality, and is an inappropriate assignment of responsibility by the instructor of record.

Mid-semester grades

For undergraduate courses, faculty are required to provide “Mid-Semester Progress Reports” at the mid-point of the fall and spring semesters. Accomplishing this requires that at least one graded assignment, examination, or performance measure be completed prior to the deadline set for submission. These grades are not retained in the permanent record, calculated in the GPA, or recorded on academic transcripts. The purpose of mid-semester grades is to provide students with a report of their academic progress. Mid-semester grades are accessed using the following grade structure:

S = Satisfactory (grade of C or higher)
U = Unsatisfactory (grade of C- or lower)
F = Failing

All mid-semester grades are submitted through the Banner System (see the OWConnect portal). Faculty should immediately report to the Registrar any student who is participating in class but not on the mid-semester grade list. School deans will receive a report of faculty who fail to submit all mid-semester grades on time to the Registrar’s Office

Final grades

Final course grades must be submitted within 48 hours after the final exam period and should reflect an evaluation of student performance through the end of the semester. University policy requires that all end-of-semester examinations of either the comprehensive “final” or “last unit” type be given during the formal final exam period. Failure to do so effectively shortens a faculty member’s period of instructional obligation as well as contact hours required to meet course credits. Setting due dates for take-home examinations, term papers, and term projects (at the instructor’s discretion) to fall within the last week of classes or the formal final exam period is allowed. All final grades are submitted through the Banner System (see OWConnect portal). If final grades are not submitted in time for posting, the Deans will be asked to follow up with the chair and faculty member.

3.10 *Adds, Drops, and Withdrawals*

Course registration begins the semester prior to the start of classes. Students may add a course without penalty for the first five days of the semester. Students may also drop a course without penalty during the first

five days of the semester. A dropped course will not appear on the student's registration and the student will not owe tuition for a dropped course. After the add/drop period, a student may withdraw from a course up to the ninth week of classes by filing an official withdrawal form (found on the student portal) with the Registrar's Office. The Registrar will then record a W on the student's transcript. The student remains liable for the tuition of a withdrawn course. A grade of W may not be assigned as a final grade under any other circumstances. A grade of W does not affect the GPA, but may affect eligibility for some types of financial aid.

Early in the semester, the Registrar's Office will ask faculty to report the names of any students who are registered for a course but have never attended. The Registrar will assign those students a grade of WN, indicating the student has not attended the course for which they registered. This does not drop the student from the course. The credits for the course are still included for billing purposes, but as the student has not attended, the credits will not apply toward full-time status for Financial Aid purposes. The WN designation will also eliminate the need for the instructor to submit a final grade of F for students who registered but never attended.

Nonattendance in class does not constitute withdrawal. Students must formally submit a withdrawal request to the Registrar.

3.11 *Incomplete and NR Grades*

A grade of Incomplete (I) may be assigned by the instructor when: extenuating circumstances, such as accident or illness, make it impossible for the student to complete the course work by the end of the semester; the student has completed most of the course work at a passing level; and the instructor expects that the student will be able to complete the remainder of the course requirements by the end of the following semester. A grade of I remains in effect for maximum one semester. A student must make appropriate arrangements with the instructor to complete the course requirements. When work is completed, the instructor submits a Change of Grade Form to change the I to the grade earned. If no grade change is submitted by the end of the subsequent semester, the I automatically defaults to an F. Under extraordinary circumstances, a faculty member may request an extension of the deadline for completing work beyond the maximum of one semester, subject to approval by the dean.

The grade designation NR means that the faculty member did not submit a grade for the student and the student did not withdraw from the course. If unchanged, after one semester a designation of NR automatically defaults to an F.

3.12 *Assessment of Learning*

All faculty are expected to engage in assessment of student learning outcomes in courses, general education, and in the major.

(<https://www.oldwestbury.edu/division/office-academic-affairs/academic-assessment>)

3.13 *Program Review*

Program reviews will be conducted for each academic program every five years, and all relevant faculty members are expected to contribute to the review process as needed. Deviations from the five-year review cycle must be approved by the Provost.

3.14 *Unregistered Students*

Physical presence in class does not constitute registration in a course even when work is completed. Students who have not registered officially and been included in the official course roster by the end of the term will not receive any credit for their course work.

3.15 *Respectful Treatment of All Students*

Faculty must not seek, promote, or accept compromising or exploitative relationships with students (i.e., academic, sexual, business/financial, or otherwise). Faculty have the responsibility to avoid arbitrary treatment of students, either by favoritism or discrimination by sex, gender identity, race, national origin, ethnicity, creed, age, sexual orientation, health status, physical characteristics, political belief, or disability. Romantic relationships with any students for whom professional staff have current supervisory, instructional, or other professional responsibility are prohibited.

(<https://www.oldwestbury.edu/policies/conductbehaviour/suny-sexual-harassment-response-and-prevention-policy-statement>)

Faculty have the responsibility to ensure that the right of students to speak freely, express opinions, ask questions, and engage in debate within the context of the course and related matters, shall be safeguarded without prejudice. This is not inconsistent with the right of faculty to guide discussions and maintain overall course goals and maintain order and respect.

Faculty have the responsibility to respect the rights of others to engage in

debate, pose questions, put forth challenges, make motions, etc., without fear of harassment, threats, or intimidation in any form to any degree.

Faculty have the responsibility to make appropriate accommodations in their teaching, advising, and other student-related activities for students with physical, sensory, emotional, or learning disabilities in accord with applicable legislation, regulations, and court decisions. Students registered with the OSSD are expected to access their accommodations letter digitally and email it to their instructor. Faculty should acknowledge receipt of the letter. If a student requests a reader or scribe for an exam, a member of the OSSD staff will reach out to the instructor for a copy of the exam. An OSSD staff member will read or scribe the exam for the student via Microsoft Teams at the prescribed exam time. More information on the policies of OSSD and resources for faculty can be found here:

<https://www.oldwestbury.edu/division/office-student-affairs/office-services-students-disabilities/ossd-resources-faculty>.

Faculty members should also be aware of the University's legal obligation to accommodate the religious needs of students. Any student who is unable, because of religious beliefs, to attend classes on a particular day or days shall be excused from any examination or any study or work requirements on that particular day or days. It shall be the responsibility of the faculty and of the appropriate administrative officials to make available to each student who is absent from school because of religious belief an equivalent opportunity to make up any examination, study, or work requirement that they may have missed because of such absence.

4. Student Matters

4.1 Student Concerns

All students must respect the rights of others. The SUNY Policies of the Board of Trustees state that "No person...shall deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings." Where such behaviors do occur, it is the faculty member's responsibility to maintain an effective learning environment and determine the gravity of the situation. When a disruptive incident occurs that cannot be resolved by any other means, the instructor may direct the student to leave the classroom for the remainder of the class period. If the student refuses to leave, or physical violence is threatened, campus police should be called, and the faculty member should inform the department chair.

Faculty and staff are usually the first people to identify students who may be encountering emotional difficulties. Therefore, they play an extremely important role in referring students for help because, as people who

students see often and respect, they may be able to encourage students to accept such a referral. Calling the Counseling and Psychological Wellness Center for a consultation might prove to be helpful in such circumstances. (<https://www.oldwestbury.edu/division/office-student-affairs/counseling-psychological-wellness-services>)

The Panther Community Care Center includes a food pantry and Licensed Social Workers. The PCCC team aims at addressing the basic needs of the Panther community/family at the grassroots level. They strive to deploy a collective approach to identify internally and externally available resources to eradicate food and housing insecurities, as well as attending to other emergencies with the goal of promoting overall academic success and wellness. (<https://www.oldwestbury.edu/panther-community-care-center>)

A faculty member who believes a student behavioral issue has reached a high level of concern, supported by detailed documentation, can report that information to the SUNY OW CARE Team. The CARE Team is a campus resource dedicated to assisting students who may be in distress and may also provide consultation and intervention when students exhibit aggressive, concerning, or disruptive behaviors. Behaviors reported may include harm to self or others, repeated disruption of student learning in the class, emotional outburst, and many others. Your confidential report to the CARE Team can make a difference. Team members coordinate resources and develop and implement a coordinated response, with the goal of providing assistance to the distressed student while mitigating risk to the health and wellbeing of the SUNY Old Westbury community. For more information about the CARE Team, see <https://www.oldwestbury.edu/students-concern>

Students are expected to adhere to standards of honesty and ethical behavior, both inside and outside of class. Plagiarism and other types of academic dishonesty are condemned at all academic institutions. Other types of academic dishonesty include unauthorized collaboration or copying of students' work (cheating); falsifying grades or other assessment measures; destroying the academic work of another student; the dishonest use of electronic devices; and others. When detected and verified, plagiarism and other academic dishonesty will have serious consequences. Faculty reporting students for violations of the academic integrity policy should keep documentation of the violation and notify their department chair. The chair, in turn, should inform the Provost's office, which will keep a record of the violation in order to identify repeat violators, who are, according to policy, subject to more severe sanctions. More information on the academic integrity policy can be found at this link. (<https://www.oldwestbury.edu/policies/academicresearch/policy-academic-integrity>)

4.2 Confidentiality of Student Information

The Family Educational Rights and Privacy Act (FERPA), gives students the right of access to all records maintained by Old Westbury regarding their academic history at the college, and denies access to any third parties, including parents, without the student's consent. Generally, unless an exception applies, information in a student's record may not be disclosed without the student's written consent. For more specific information and training see <https://www.oldwestbury.edu/division/office-academic-affairs/office-registrar/ferpa>.

Faculty have a responsibility to protect students' private information. FERPA does not prohibit faculty from sharing personal observations and knowledge about a student among campus officials when there is a legitimate concern related to student and/or campus safety.

5. Advisement Guidance

Faculty have the responsibility to be available for advising and to offer appropriate advising for students, even those students who have not approached them but who the faculty member can see are at-risk or off track for timely graduation. Faculty should not underestimate the importance of reaching out to and mentoring students in an informal way. Faculty should be aware of program and university requirements and must communicate these to students in a comprehensive and clear manner. Deans will collaborate with chairs and CETL to offer ongoing advising workshops for all faculty.

Advising serves several important functions, including ensuring students understand their degree requirements and stay on track for timely graduation. Advising is also fundamental to building a rapport with students and helping them prepare for a future beyond the bachelor's or master's degree. Quality faculty advising helps students understand the institution's procedures, feel a sense of belonging to the University, and make connections between academics and future goals. A considerable body of research connects the quality of students' college experiences to their interactions with faculty members.

Navigate is our student success management system, the software tool that Old Westbury uses to develop a collaborative care network, holistically supporting students through their academic journey. Students use Navigate to monitor their progress, communicate with advisors, and schedule appointments through the Navigate Scheduler. Faculty use Navigate to monitor student degree progress, make advising appointments, add advising notes, view any previous advising notes, and issue early alerts for students at risk in their class.

Many resources can be found on the faculty portal, OW Connect (<https://experience.elluciancloud.com/suonycaw>). This site provides links to Banner (the Student Information System), Navigate (our student advising and success monitoring software), DegreeWorks (our degree audit software), our Liberal Education Curriculum (required for all students), our undergraduate and graduate catalogs, and our academic calendar. In addition, it provides links to the Academic Advising Center, with support information for students and professional advising staff who can help answer questions about degree requirements. (<https://www.oldwestbury.edu/academic-planning-center/about-aac>).

6. Reappointment, Promotion and Tenure

Faculty and Librarians are charged by the Bylaws with the evaluation of tenure track academic employees for reappointment, promotion and tenure at SUNY Old Westbury. This evaluation is conducted at two levels: at the department level and at the Appointment, Reappointment, Promotion and Tenure Committee (ARPT) level. The primary instrument for evaluation is the reappointment, promotion, or tenure file, which is prepared by the candidate in consultation with a Department Evaluation Committee. This file also contains the Evaluation Committee's, and ultimately the department's, evaluation and recommendation. Both the department and the ARPT make recommendations. Final decisions on personnel issues are made by the President of the University, in consultation with the Provost and Dean (who may provide the President with written comments), after reviewing the file and the recommendations of the department and the ARPT.

6.1 Departmental Guidelines for RPT

Each department will set up an evaluation committee of at least three members. The candidate should work closely with the evaluation committee in creating the review file in line with departmental and ARPT evaluation guidelines. Details on file creation and the review process can be found in the ARPT Manual on the Faculty Senate website. (<https://drive.google.com/file/d/1DMOxGfldErdOs1QgCQ5ReXc8-Nxy0692/view>)

Sample Timeline to Tenure—Start Date Fall 2019, Date Tenure Effective Sept. 1, 2026

	1st review	2nd review	3rd review (“1-Year-to-tenure-review review”)	Tenure review
Appointment Term	Sept. 2019-Aug. 2021	Sept. 2021-Aug. 2023 Spring 2022	Sept. 2023-Aug. 2025 Spring 2024	Sept. 2025-Aug. 2026 Spring 2025
ARPT Review	Fall 2020			
Notification deadline	Dec. 15, 2020	Aug. 31, 2022	Aug. 31, 2024	Aug. 31, 2025

6.2 Procedures

Re-appointment, promotion, and tenure reviews follow a common path (in cases of candidates for both promotion and tenure, two votes/recommendations are submitted):

- Departmental evaluation committee recommendation
- Department (as committee-of-the whole) vote(s) on recommendation(s)
- Campus-wide ARPT Committee recommendation(s)
- Dean recommendation(s)
- Provost recommendation(s)
- Presidential decision(s)

It is possible for a faculty member to receive a positive vote/recommendation for tenure, but not promotion, but such instances should be rare and clearly justified.

6.3 Eligibility for Tenure and Promotion to Associate Professor

In accordance with the timeline above, most assistant professors become eligible to apply for tenure and promotion during their sixth year as a faculty member. It is, however, possible for new assistant professors who have served in a tenure-track faculty position at a previous institution to receive up to three years of credit toward tenure. Such a grant must be included in the faculty member’s official offer letter signed by the Provost. Assistant Professors who have performed at an exceptional level, as determined by their chair and dean (in consultation with department faculty), may be considered for promotion and tenure earlier than the normal sixth year. Faculty may not skip over any rank in the sequence (e.g., they cannot move directly from Assistant Professor to Professor without first having served as Associate Professor)

6.4 *University-wide Guidelines for Faculty Appointment Renewal*

The University typically considers three primary categories as the basis for review in all tenure track faculty personnel actions:

1. Teaching and learning effectiveness
2. Scholarship, research, and creative work
3. University, community, and professional service

The Policies of the SUNY Board of Trustees list two other criteria: mastery of subject matter and continued growth. These are evidenced by sustained contributions and demonstrated excellence within the three categories above.

6.5 *Teaching and Learning Effectiveness*

Teaching and Learning encompasses advising, promoting, guiding, facilitating, and evaluating student learning. Faculty members are catalysts for creating and adapting learning environments in and outside the classroom that stimulate students to learn, to be curious, to be critical thinkers, to be effective writers and speakers, and to be creative problem solvers.

Effective teaching and learning are dependent upon faculty utilizing a variety of teaching techniques and designing and revising curriculum to realize student learning outcomes. Included within the category of teaching are professional development opportunities, including attending workshops and conferences, as well as other efforts necessary to maintain mastery of subject matter and teaching methodologies. The teaching and learning category also includes the teaching-related activities of independent study and thesis supervision, field supervision, mentoring of students, and student involvement in research.

Academic advising is an important component of the faculty member's teaching obligation. The University is committed to graduating students on time (e.g., after four years of full-time undergraduate study), and faculty advising is a significant factor in keeping students on track academically. Faculty advising helps students understand Old Westbury degree requirements, administrative procedures, major choices, and career pathways. Academic advising is a teaching opportunity and effective academic advising is an expected component of teaching excellence.

6.6 *Scholarship, Research and Creative Work*

Encompasses producing an identifiable product subject to systematic internal and external evaluation by professional peers and resulting from:

- Creation of new knowledge or artistic expression within the discipline (Discovery).
 - Original research as reported in articles, books, and presentation of papers; performances; grant proposals; inventions and patents; software development.
- Synthesizing of existing knowledge or creative work within one or more disciplines into new patterns and/or for new audiences (Integration).
 - Publication of interpretive studies or criticism; critical reviews or editing of scholarly work; development of public policies or of interdisciplinary programs.
- Utilization of discipline-based knowledge to solve problems (Application).
 - Development and implementation of innovative clinical practice or public school programs; environmental impact analyses; consulting work in the public or private sector based on the faculty member's discipline-based knowledge and expertise.

6.7 *University, Community and Professional Service*

Service encompasses governance of the department, the school, the University, and/or the profession, as well as discipline-based or university mission-oriented contributions to the community that are not included in scholarship. (All faculty members of academic rank are expected to contribute to service at the department, school, and/or university level.) Examples of governance and service include, but are not limited to:

- Department – department meetings and committees, registration activities, Open House, peer review
- University – Faculty Senate, University-wide committees, University-wide student organizations
- SUNY – University Faculty Senate, SUNY ad hoc committees
- Profession – leadership and other service in discipline-based organization at local, state, national, or international levels
- Community – work related to faculty member's area of professional expertise or to the mission of the University

6.8 *Annual Report*

Full-time faculty and librarians are required to submit annual reports summarizing their accomplishments for the current year in the areas of teaching, scholarship or creative activity, and service to the University. At the end of the spring semester, each faculty member and librarian will receive an email from Institutional Effectiveness with a link to an electronic submission form. All completed forms will be submitted to Institutional Effectiveness, and Institutional Effectiveness will give the deans access to them upon request.

6.9 *Performance at Rank*

The University values the individual and unique contributions of each faculty member in each of the three categories of the professional obligation. All faculty members are therefore expected to continue performance at rank once continuing appointment or a promotion is achieved. An individual faculty member's talents may affect the balance among the three categories.

6.10 *Promotion of Tenure Track Faculty*

Most new tenure track faculty at the University are appointed at the rank of Assistant Professor. In cases where the doctoral dissertation is substantially advanced but not yet completed, a faculty member may receive an initial appointment at the rank of Instructor (tenure track). Faculty appointed at the Instructor level will receive automatic promotion to Assistant Professor upon final certification of the terminal degree. The terminal degree is generally a minimum requirement for appointment as an Assistant Professor. For more information on the procedures and criteria for reappointment, promotion, and tenure, see the ARPT Manual.

6.11 *Teaching Portfolio*

At all levels of promotion, a teaching portfolio must be provided. The following requirements must be included:

- Statement of Teaching Philosophy and Focus
 - List courses taught including contact hours and the number of students enrolled in each
- Improvement of Teaching
 - Professional development as a teacher (workshops, conferences, etc.)
 - Demonstration of continuous improvement efforts
- Peer Evaluation
 - Review of course syllabi, assignments, and examinations

Faculty are encouraged to provide a plethora of evidence in their teaching portfolio for their promotion including, but not limited to:

- Student evaluations
- Student outcomes and accomplishments
- Teaching related activity and service beyond the classroom
- Number of advisees (undergraduate, graduate)
- Evidence of advising quality (surveys, letters, etc.)

6.12 *Promotion to Associate Professor*

There must be evidence that the faculty member has made sustained high-quality contributions to the department and the University as an Assistant Professor. The faculty member must have established a commendable reputation beyond the campus for scholarly work in the field. There is also the expectation that the person has made discernible progress toward achieving excellence in the discipline/profession, has shown commitment to excellent teaching, and has demonstrated continuous excellence in service. Completion of a minimum period of employment with the University may be a consideration but shall not be a qualification for promotion.

6.12.1 *Teaching*

For promotion to the rank of Associate Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor. For this purpose, the teaching portfolio should include evidence of achievement in two or more of the following areas:

- Providing active mentoring of a new faculty member through a delineated program of activities
- Revising courses to assure a continuous state of development and use of extensive and current resources
- Undertaking new course assignments successfully
 - Providing team or course leadership, by designing, developing and successfully teaching new courses not previously part of a department's offerings and/or by participating successfully in university-wide instructional programs
- Providing whole-class student evaluations of teaching effectiveness in a variety of courses over a reasonable period of time since appointment or promotion to the rank of Assistant Professor
- Confirming teaching excellence by departmental colleagues (by peer review of class or videotape)
- Demonstrating consistent, successful involvement with independent studies, research projects, final major student works, and/or theses

6.12.2 *Scholarship*

The candidate must show significant advancement in the area of scholarship beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation results to new areas of

investigation. The demonstration of scholarship must include products/performances that are subject to external peer review and contribute to the body of knowledge in the field. Each academic department has developed guidelines for evaluation of scholarship and creative activity.

The candidate will prepare a Scholarship Focus and Summary. This statement **must** include the following:

- Overview of the area of scholarship
- List of each scholarly product with a brief description of the peer review process and reputation of each product/piece
- Brief reflective critique

6.12.3 *Service*

The candidate should demonstrate excellence on a continuous basis in the area of service as Assistant Professor. The level and impact of service should have expanded significantly in at least one arena (campus, community, profession, etc.) Community-based service must have direct relevance to the candidate's area of disciplinary expertise.

The candidate should prepare a summary of service activities including specific responsibilities and leadership roles assumed. These service contributions should relate to (or lead to):

- Leadership roles on departmental, university, community, and/or professional committees
- Participation in service activities beyond the department
 - Some faculty may become focused in one area of service outside the department, while others may participate at many levels
- Student based service efforts
- Evidence of participation and leadership that may be provided through several types of evaluation:
 - Peer review
 - Letters from committee chairs citing specific contributions to the work of their committee
 - Substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives
 - Active leadership in disciplinary professional organizations

6.13 *Promotion to Professor*

For consideration of promotion to the rank of Professor, the candidate must demonstrate professional growth and excellence on a continuous basis in the rank of Associate Professor in all three performance areas. The candidate's work must have established them as a leader in the department and at the University; their contributions must be of high quality, have been sustained over a reasonable period of time as an Associate Professor, and suggest the likelihood of continued productivity. While there is no minimum "time in rank" required for promotion from Associate Professor to Professor, the general expectation would be 5-7 years, and promotion to Professor after fewer than 3 years would occur only under very rare circumstances.

6.13.1 *Teaching*

Teaching excellence and commitment should extend beyond that demonstrated at the rank of Associate Professor. For this purpose, the teaching portfolio should include two or more additional items from the following:

- Demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources
- Successfully undertaking new course assignments and by designing, developing, and successfully teaching new courses not previously part of curricular offerings
- Providing whole class evaluations in a variety of courses since promotion to the rank of Associate Professor
- Confirming teaching excellence by departmental colleagues who are directly familiar with the person's work
- Evidence of a major contribution to the department or university-wide instructional program
- External assessment or reviews of student and graduate accomplishments or creative works that have a direct link to the faculty member

6.13.2 *Scholarship*

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor, with evidence of new and more sophisticated levels of achievement. Successful scholarship has led by now to publication or creative work that has been subject to further review. The significance of the person's accomplishment is attested to by peers and reputable figures in the field away from campus:

- Recognition of the quality of the work (publications, work of art, or performance record) should be made evident and available in the form of reviews, comments and citations in the works of others, and direct letters of assessment by recognized authorities off-campus solicited by the department, or invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, to choreograph, or to perform
- Reputation of the journal/gallery/theatre in which their works have appeared will be an important consideration, as will the publishers or sponsors
- Honors or awards that serve to recognize the person's contributions for long term work in the field and/or new interpretations and applications of scholarship

6.13.3 *Service*

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. Not only has the candidate consistently played a constructive role in departmental meetings, committees, academic advisement and university-wide faculty governance since the last promotion, they are now an acknowledged leader in the department, the University, and the profession.

6.14 *Evaluation of Librarians*

While librarian ranks are comparable to teaching faculty (i.e. assistant, associate, full), the criteria for evaluation differ slightly given the differing job responsibilities. The following criteria are based on the Policies of the Board of Trustees of SUNY and on the Association of College and Research Libraries (ACRL) division of the American Library Association Model Statement of Criteria and Procedures. This ACRL statement defines the master's in library science degree or its historical antecedent as the appropriate terminal professional degree. These criteria are to be used in evaluation for term appointment renewal, promotion, and continuing appointment (tenure).

Mastery in the field of librarianship: as evidenced by the completion of the required master's degree, reputation, certificates, honors, awards in librarianship or another field, other specialized training.

Academic proficiency and professional effectiveness: Examples of librarianship special expertise within the field include, but are not limited to, Archives, Technical Services, Reference, Cataloging, etc. The following activities are examples of how an individual can fulfil these three aspects of demonstrating academic proficiency and professional

effectiveness: teaching (reference & instruction); preparation of bibliographic aids; information technology including computer, media and web applications; book selection; the publishing field; original cataloging; languages; bibliographic expertise in subject areas; administration; long-range planning; or personnel skills.

Scholarly ability: as evidenced by papers presented at professional and/or scholarly conferences, offices held in professional and/or scholarly organizations, significant research (pure or applied), consulting work, grantsmanship, contributions to the arts, or publications (print, media or web-based).

Service: as evidenced by the knowledge of the role of the library in the academic plan; knowledge of the direction of the curriculum; active participation on college and SUNY committees, the University Senate, with the bargaining agent; special assistance offered to other faculty, students, and community. Librarians need to actively participate on campus committees and professional state and nationwide associations.

Continuing growth: as evidenced by systematic updating in the general field of librarianship and one's specific areas of responsibility, through attendance at meetings, workshops, conferences, seminars; study of a specific area of librarianship or another subject; knowledge of areas supportive of librarianship, e.g., information technology (computer, media, or web-based applications), administration, interpersonal relations, languages; ability to handle increased responsibility successfully.

6.15 *Promotion to Distinguished Ranks*

Distinguished faculty ranks include Distinguished Professor, Distinguished Teaching Professor, Distinguished Service Professor, and Distinguished Librarian. These ranks encourage ongoing commitment to excellence, kindle intellectual vibrancy, elevate the standards of instruction and enrich contributions to public service. The SUNY Provost's Office issues a call for nominations each year, and campuses are limited in the number of nominations allowed. At the campus level, the Faculty University Awards Committee (FUAC) reviews nomination portfolios and makes recommendations to the Provost and President. If approved, the President nominates the candidate to SUNY. Appointment at all Distinguished ranks is the State University's highest academic rank, and is conferred solely by the State University Board of Trustees.

6.16 *Emeritus Faculty*

Those who retire in good standing from SUNY Old Westbury are eligible to apply for emeritus status, in accordance with the Policies of the Board of Trustees (Article XV, Title D) and may append the term "Emeritus" to

their title after the time of retirement. Privileges associated with emeritus rank are those determined as feasible by the President.

A revised policy on emeritus faculty is under development.

7. Faculty Leaves

7.1 Sick Leave

Full-time faculty accrue sick leave time (up to 225 days) during each month of their employment at the University. Accrual rates vary from 1.25 days per month to 1.75 days per month, depending on length of service, during the period of professional obligation (Policies of Board of Trustees, Article XIII Title C). To accrue credit for sick leave during each month, full-time employees must be in full-pay status for such month or major fraction thereof. Part-time academic year faculty accrue at a rate dependent on the number of courses taught. The Office of Human Resources should be contacted for questions related to the use of accrued sick leave credit and/or any other issue related to sick leave.

7.2 Vacation Leave

Full-time faculty with an academic year obligation are not eligible to accrue vacation time. Those with a calendar year obligation, such as librarians, accrue vacation time at rates varying from 1.25 days per month to 1.75 days per month, depending on length of service, during the period of professional obligation (Policies of Board of Trustees, Article XIII Title A & B). A maximum of 40 vacation days may be rolled over from one calendar year to the next. The Office of Human Resources should be contacted for questions related to the use of accrued vacation leave credit and/or any other issue related to vacation leave.

7.3 Sabbatical Leave

See section 1.3 above.

8. Emergencies

8.1 Safety Issues

The safety of everyone on campus is of the highest priority. All emergency conditions on campus are handled initially by the University Police Department. The University Police are sworn police officers with full law enforcement training and powers. The University Police Department will evaluate the emergency condition and advise the administration as to the nature of the emergency and the possible need for

assistance from outside the University. Anyone who witnesses an emergency or potential for an emergency situation should notify the University Police Department.

In the event of an emergency on campus, the University Police can be reached by dialing X3333 if on a campus phone, or 516-876-3333 from any other phone.

8.2 *Alerts*

All faculty are encouraged to sign up for NY-Alert, a messaging system that sends text messages, e-mail announcements, and automated voice-mail messages in the event an emergency occurs at Old Westbury. This includes information on course cancellations due to weather or other unforeseen circumstances. Additionally, the University has in place a dual siren emergency warning system which will blast warning tones and provide notification and instructions to the community as to the nature of an emergency and provide information as to an immediate community response.

During conditions of a weather emergency SUNY Old Westbury will make every effort to continue administrative operations. However, certain conditions (hazardous roads, inability to keep parking lots clear) may force a cancellation of classes. Old Westbury will not post an announcement that the University is open. No announcement means “business as usual.”

Signing up for the NY-Alert system can be done on the Old Westbury portal, ConnectOW, using the Emergency Notification link on the Banner card.

9. **Faculty Resources**

9.1 *Compensation and Benefits*

Faculty are entitled to direct compensation as outlined in the UUP contract §20: Direct Compensation. This includes a negotiated Discretionary Salary Increase that is assigned at the end of each calendar year, as outlined in §20.4 and §20.4 of the UUP contract. Faculty are also entitled to leaves as defined in §23 of the UUP contract.

SUNY Old Westbury is dedicated to the principle of providing compensation for academic employees who perform administrative service work outside of their 10-month obligation. Department Chairpersons are eligible for compensation according to §25 of the UUP contract.

Faculty are also eligible for a variety of state negotiated, voluntary, and affiliate benefits as part of the UUP contract. For more information about collectively bargained benefits, including vision, dental, life insurance, and mental health benefits, see: <https://uupinfo.org/benefits/btf.php>. As state employees, all faculty are eligible to enroll in the New York State Health Insurance Plan (NYSHIP). For more information on NYSHIP, see: <https://www.suny.edu/insurance/>.

9.2 Athletic Facilities and Wellness Room

All faculty have access to the athletic facilities at the Clark Athletic Center. These include rooms with cardio equipment, weights, plyometric equipment, a pool, and multiple dance/yoga studios. (At certain times, the pool may be rented out to after school programs.) For more information about SUNY Old Westbury athletic facilities, including a schedule of free health and fitness courses, see: <https://www.oldwestburypanthers.com/sports/2022/8/16/facilities.aspx>.

9.3 Shuttle Bus

Old Westbury operates a shuttle bus to help transport faculty, staff, and students to campus. For information about the shuttle bus, including a schedule of the shuttle stops, see: <https://www.oldwestbury.edu/shuttle-bus-schedule>. Faculty taking public transportation can also travel to campus on the Nassau Inter-County Express (NICE) bus, routes [N-20G](#) and [N-20H](#).

9.4 Parking

Old Westbury offers parking on campus. Faculty are expected to buy a parking pass, which can be done here: <https://oldwestbury.simplypermits.com/dashboard/>. Parking passes currently cost \$16 for the academic year.