

CoW: Discussion of Criteria for Promotion to Full Professor

****Below you'll find the agenda for the 2/2/2024 CoW on promotion to full. Before the meeting, please read the Faculty Handbook Language on Promotion to Full (copied below for your convenience). ****

[Instructions](#)

[Faculty Handbook Language on Promotion to Full](#)

[Criteria to discuss/ Note taking area](#)

Instructions

- 1) Read through the current criteria for promotion (below)
- 2) Assign a scribe that will take discussion notes on this document
- 3) Discuss how well the Faculty Handbook language reflects appropriate promotion standards for the Skidmore Community
 - a) Read the six aspects of promotions policy (listed below), and use these to guide your discussion (feel free to go out of order)
 - b) Scribe: take notes below, organized around the six aspects of promotions policy

Faculty Handbook Language on Promotion to Full

[Guidelines for Advancement in Rank \(Section XIII F, page 130, pursuant to section XIII A\)](#)

b. Promotion to the rank of Full Professor is awarded not on the basis of time in rank but because of the candidate's demonstration of accomplishments; faculty may stand for promotion at their discretion. Appropriate terminal degree (or its professional equivalent) normally is required. Promotion to this rank shall be granted to faculty who have shown evidence of continuing high-quality teaching as well as sustained and significant creative or scholarly growth; and significant involvement in the affairs of the college.

To merit promotion, a faculty member must present evidence documenting having met relevant standards in three areas: teaching, scholarship, and service. In promotion, the teacher-scholar model remains the primary focus. Yet, having made a life-long commitment to faculty members in their tenuring, it is the college expectation that, with promotion to Associate Professor, and more so with promotion to Full Professor, senior faculty are in a position to take on an increasingly significant share of the responsibilities for service. There is, then, an expected trajectory of service from untenured faculty, whose service is expected to be relatively modest, to Full Professors, who are expected to be the sustaining pillars of college service. More precisely, a candidate for promotion to Full Professor must demonstrate the following:

- sustained high-quality teaching across the range of assigned courses so as to show mastery of the craft of teaching in the candidate's areas of competence. As accomplished teachers, Full

Professors are expected to excel in their own classes and, as reflective practitioners of the craft, should also be able to serve as a teaching resource for other faculty. Full Professors are expected to remain committed to their own continuing development as teachers.

- a record of sustained and significant engagement with the candidate's discipline(s), continued development as a scholar or artist, and evidence of success in completing some substantial aspect(s) of research or artistic agenda beyond the candidate's accomplishments at the time of promotion to Associate Professor. Through their research or creative work, Full Professors are expected to have developed a mature perspective on their field(s) that enables them to situate both their own work and the work of their students in the landscape of their discipline(s). Full Professors are also expected to continue their engagement with their scholarly or artistic discipline(s).

- a record of sustained, significant, and effective contributions in service. The college as a community cannot flourish without the contribution of senior faculty. Accordingly, given the college's commitment to faculty in their tenuring, senior faculty are expected to play a leading role in the service that sustains the college community.

Criteria to discuss/ Note taking area

(Feel free to discuss out of order)

Scribe: Write notes below, with comments under the appropriate aspect of the promotion criteria

1. Timeline for promotion
2. Specific words defining the criteria for promotion (e.g. "sustained", "pillar of the community")
3. Overall criteria and relative weighting
4. The role of departmental criteria
5. Diversity, equity and inclusiveness concerns
6. How the service cycle affects evaluation of service

Other notes (not related to the six criteria above):