

**BASELINE EXPECTATIONS NECESSARY FOR CONSIDERATION
FOR DISCRETIONARY SALARY INCREASE:
FULL-TIME TENURED AND TENURE-TRACK FACULTY**

This document outlines some of the normal expectations of activities of full-time, tenured and tenure-track faculty. These expectations were developed from discussions of academic administrators, deans and department chairs and reflect criteria to be utilized by academic administrators in their consideration of application for discretionary salary increase.

Discretionary salary increases are awarded for exceptional performance over and above these baseline expectations.

A. Teaching

1. SEIs demonstrating effective teaching, and as appropriate, endorsement by chair or colleagues for strong teaching after observation of teaching and review of outlines and other course materials.
2. If on leave for a year, there should be evidence of sustained effective teaching in previous years, including SEI summaries.

B. Service to the University

1. All full-time tenured and tenure-track faculty
 - a. Regularly available to students on campus in accord with university policies, and
 - b. Regular and consistent engagement in faculty and departmental business and governance (e.g., regular attendance at departmental meetings, share in responsibility for campus Open House)
2. Tenured faculty
 - a. Membership and regular participation through the academic year on at least one campus-wide committee, or
 - b. Membership through the year on the School Council or Senate, or
 - c. Departmental leadership or other significant service (as chair, search committee chair, coordinator of a program or in another significant capacity), or
 - d. SUNY-wide service (e.g., as University Senator)
 - e. Significant or substantial service on multiple committees both within and without the campus community

C. Contact with students outside the classroom, including (for example):

1. Academic advising*: Quality, informed major or freshman advising responsibility consistent with norms for the School or College.
2. Faculty advisor to a student club, and/or
3. Organization and leadership of extracurricular field trips for students, and/or

4. Volunteer work with student organizations or student-focused programs, for example, AMP, C-STEP or Scholars Mentorship programs
5. Informal mentoring such as student research, scholarship, papers, independent study, portfolio conference, presentations at meeting, etc.

* Note: Faculty must be provided advisees and be prepared by the university to advise effectively. Students must take responsibility with faculty for effective interaction in the advising process.

- D. Scholarship: Evidence of ongoing scholarship, creative and professional work/engagement (e.g., attendance at professional meetings; professional memberships maintained; genuine, progressive, and productive research agenda; continued development of creative work)
 1. Remain current in knowledge of discipline
 2. Contribute to current knowledge in one's field
- E. Service to the wider community and/or profession: A level of activity may be expected and defined by each School or College

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