INTRODUCTION

Please accept our warm welcome to the Behavioral Sciences faculty at Kingsborough Community College! This brief guidebook is being provided to assist you as you familiarize yourself with some of the responsibilities of your new position, to inform you of some of the resources available at the college, and to enable us to share some of the wisdom of our combined experiences. Our goal is to provide what you need to know about teaching at KCC and about the Kingsborough experience so that you can begin your career here with ease. Most importantly, we want to extend ourselves to you as you begin your journey at the college. We hope you will feel comfortable in approaching us with your questions and/or concerns.

Since we are providing you with information pertinent to our department in particular, we suggest that you familiarize yourself with other sources of information about the college such as the Faculty Handbook, the Student Handbook, and Kingsborough Community College’s faculty homepage (ww.kbcc.cuny.edu/faculty/Pages/default.aspx), where you will find further information about teaching and learning programs and initiatives, research and scholarship, eTools, faculty resources and services, and college policies. Furthermore, you will need to familiarize yourself with CUNYFirst, Pathways, Blackboard, and the new Civic Engagement requirements needed for all students entering in Fall 2013 (please see more about civic engagement in this guidebook). You can find information about all of the above on the KCC website.

We wish you a wonderful, enriching, and rewarding experience teaching at Kingsborough, and hope that this guidebook helps to make yours a smooth transition.

Sincerely,
Your orientation committee,

Professor William Winter (Chair of the committee)
Professor Michael Miranda
Professor Jason VanOra
Professor Maria Bartolomeo-Maida
Professor Susan Lachman
Professor Charles Swift
THE BEHAVIORAL SCIENCES AND HUMAN SERVICES DEPARTMENT

All issues related to academics at Kingsborough are the responsibility of the Office of Academic Affairs (A-218, ext 5661). Among these responsibilities is the operation of all academic departments.

Structure of the Department/ Staff
The chairperson of the Behavioral Sciences and Human Services Department (D-309, ext 5630) is Professor Susan Farrell. The Deputy Chairperson is Professor Michael Miranda (D-328, ext 5614 or email: Michael.Miranda@kbcc.cuny.edu). The office CUNY assistant is Cynthia Olvina (email: Cynthia.Olvina@kbcc.cuny.edu) and the office college assistant is Dorothy Weinberger (email: Dorothy.Weinberger@kbcc.cuny.edu). Appointments to speak with the chairperson may be scheduled through Cynthia Olvina.

The Department consists of the disciplines of psychology, sociology, and anthropology. Although they are not offered as KCC majors, students interested in these disciplines may elect to major in liberal arts with a concentration in the Behavioral Sciences.

Each of these disciplines has a faculty member who is identified as the Coordinator and who is responsible for the day to day functioning of the courses within the discipline. The Coordinators for the disciplines are:

- Anthropology- Suzanne LaFont, (Room E-118, ext. 5453)
- Psychology- Bill Winter, (Room D-302, ext. 5649; and)
- Sociology- Susan Lachman, (Room D-301, ext. 4526)

In addition, the Department directs a variety of career programs, including Mental Health and Human Services, Education, and Alcoholism and Substance Abuse Counseling. The respective Program Directors are:

- Mental Health & Human Services
  Charles Guigno, (Room D-313, ext. 5195)
- Education
  Florence Schneider, (Room V-116, ext. 5878)
- Alcoholism and Substance Abuse Counseling
  Joan Standora, (Room D-109, ext. 5235)

The office staff members for each of these career programs are:

- Mental Health & Human Services: Melinda Thompkins and Shimiya Sinclair
- Education: Cecilia Nunziato and Brandon Clarke; and
- Alcoholism and Substance Abuse Counseling: Jamila Cumberbatch and Kwayne Leonce

All hiring, promotion, travel, budget allocation, and tenure decisions are made under the auspices of our Department’s Personnel and Budget (P & B) Committee, chaired by the Department’s Chairperson. The members of this committee are elected to three year terms by our faculty. Currently, the members of the Department P & B are chairperson,
Susan Farrell, Michael Miranda, Juann Watson, Florence Schneider, and Peter Fiume. Other ad hoc committees are formed throughout the year as needed.

Miscellaneous Departmental Information
During the semester you will be asked to attend departmental meetings run by the chair, Professor Farrell. There are typically two to three meetings per semester. There are also discipline specific meetings that discipline coordinators will arrange over the course of the semester.

You will also be invited to a Brown Bag lunch series with Behavioral Sciences colleagues. This is a new initiative whereby faculty in our department have the opportunity to informally present their research or discuss an area of interest in a friendly and supportive atmosphere. Previous presenters were Professors Bill Winter and Michelle Billies. This is a nice opportunity for those in our department to get to know you. Should you be interested in presenting, please contact the coordinator of this series, Professor Jason VanOra.

STRUCTURING YOUR COURSE

Syllabus
It has been our experience that KCC students function best with a defined course structure in which rules, regulations, and expectations are clearly stated and regularly enforced. We highly recommend establishing policies in the beginning of the semester and providing students with a written syllabus as soon as possible. In addition to an outline of the semester’s readings, your office hours, office phone number, and email address, a syllabus should include your classroom policies regarding attendance, lateness, leaving the classroom during class, use of electronic devices in the classroom, exams, makeup exams, extra credit work, and grading method. It is recommended that your syllabus also include statements about: (a) KCC’s Safe Zones program, (b) Academic Integrity, and (c) Civility. See the college wide Faculty Handbook for recommended statements.

Lastly, it is important to list learning outcomes for your specific courses. Please contact your discipline Coordinator for the specific learning outcomes that you will be listing on your syllabus and ultimately assessing during the semester. It has become increasingly important in recent years to assess student learning outcomes.

Absence Policy
According to college policy, a student may be considered excessively absent if he/ she has been absent for 15% of the total amount of instructional hours that a course meets during a semester or session. Each instructor enforces the attendance policy as he/ she sees fit but students should be warned that excessive absence can result in a WU grade.

Active Learning
We feel that students learn best in a classroom environment that provides an opportunity for critical thinking, the use of technology, and engagement. Many faculty members in
the department make use of blackboard, WIKI’s, TED talks, and other technological tools in the classroom as well as assignments and group activities that get students interacting with one another. We encourage faculty members to share resources with one another and discuss ways to make the learning process as fun and active as possible. For sample assignments for a particular topic, you may want to contact Professor Jason VanOra (Psychology) or Professor Alison Better (Sociology). There are also great websites where you may be able to access handouts, ideas for assignments, films, etc. Lastly, you are encouraged to attend a variety of faculty interest groups that are offered via the KCTL office (Kingsborough Center for Teaching and Learning). There are many faculty members in our department who have coordinated or participated in faculty interest groups such as professors Laura Kates (Education), Lourdes Follins (Psychology), and Jason VanOra (Psychology). The Kingsborough Center for Advanced Technology Training (KCATT) can help you to infuse technology into your teaching, and will also scan articles that you want to post on blackboard. The contact person at KCATT is Tsubasa Berg (tsubasa.berg@kbcc.cuny.edu).

Exam Tips
If you are using a standard text in a particular subject, especially for an introductory course, there are usually test banks provided by the publisher from which you can select questions for your exams. Faculty members may use the questions that are in the bank and/or original questions. Some faculty members provide review sheets and/or facilitate study sessions prior to major exams, but this is your decision.

It is generally recommended that a graded assignment or an exam be given within the first two weeks of each semester. This gives students and early indication of whether they are performing up to expectations in the course and allows them sufficient time to withdraw from the course should they decide to do so. Many professors find it useful to administer a number of exams during a semester rather than just the traditional midterm and final. Others administer shorter quizzes in between midterm and final exams. This provides students with frequent feedback.

Final exams must be submitted to Office Services for copying by the due date. A reminder of the submission deadline is sent to each faculty member each semester from the registrar. Office Services will also duplicate any other course-related materials that you require according to the same schedule. However, should you need 150 or fewer copies of course materials at any single time, you may use the copy machines provided for faculty use in the Office Services area during the office’s normal hours of operation.

There is also a copy machine available for faculty use in the Department Office. Please note, however, that the department policy is limited to 50 copies at any given time. This limitation is in place to prevent long waits for the machine as a courtesy to our colleagues.
Writing Assignments
Whether or not one decides to assign term papers, give essay exams, or require any written work at all is an individual decision. However, it may be advantageous to consider some of the following suggestions should a writing assignment be given.

It is important to assume that a student has not had prior experience writing papers and to be clear and specific regarding the structure that is required as well as which topics are acceptable. Some faculty members have found it useful to break down large, semester-long writing assignments into its component parts.

Writing Across the Curriculum (WAC) is a writing-intensive program that views the writing process as another form of learning. As a result, courses designated as WAC courses require students to write within their particular discipline to the extent that their written work account for a minimum of 30% of each student’s final grade. Beginning in Fall 2010, every entering student must successfully complete at least one Writing Intensive Course in order to graduate. Writing Intensive courses are taught by faculty members who have been certified to do so through the completion of a training program in Writing Across the Curriculum. We are fortunate to have in our department several faculty members who have been so certified. They are: Alison Better, Ryan Chaney, Lourdes Follins, Monica Joseph, Eileen Kennedy, Stuart Kermes, Beth King, Suzanne LaFont, Michael Miranda, Lisa Paler, Katia Perea, Florence Schneider, Charles Swift, Joan Standora, Petra Symister, Jason VanOra, Joseph Verdino, Barbara Walters, and William Winter. We encourage you to seek any of them out to obtain more information about this program. For more information about this program, you should contact Professor Gloria Nicosia (E-309, ext. 5591), chairperson of the Department of Communications. WAC trainings take place in the Winter module and the WAC course that you train in must already be scheduled for you during the Spring. WAC courses are capped at 25 students. For more information please see the following website: www.kbcc.cuny/WAC.

Using Our Cultural Diversity:
The diverse cultural and ethnic backgrounds of our students provide us with the opportunity to incorporate their experiences into our course content and class discussions. Encouraging students to share their unique perspectives and life stories contributes to making our behavioral sciences courses all the more rich, exciting, relevant, and meaningful. Additionally, the sharing of this cultural information also has the effect of broadening the perspectives of all our students and increasing their appreciation of other cultures.

FACULTY RESPONSIBILITIES

Teaching
Full time faculty members who are tenured or are on a tenure track line have a 27- hour teaching load per year; those on substitute lines have an annual 30- hour teaching load. All full-time faculty are required to teach in the Fall and Spring semesters; teaching in the Winter and Summer modules is optional. Should you decide to teach during a module,
you have the option to do so for compensation or use it to reduce your teaching load in the prior semester. Faculty members may also get release time for taking part in various campus initiatives which are described below and through procuring an external grant and using part of their funding to obtain a course release.

Campus Initiatives/ Learning Communities
There are three primary campus initiatives that you might be recruited for: The Intensive ESL program (contact person: Gabrielle Kahn), Opening Doors Learning Communities (contact person: Samantha Sierra), and the Integrative Studies Program (contact person: Janine Graziano-King). Learning communities involve collaboration across academic departments and are a great way to meet colleagues at the college and support student success. Learning community classes are capped at 25 students. If you are interested in teaching within any of these programs, you will need to indicate this on the teaching preference form (see below for more information) that Professor Miranda requests of you each semester.

Civic Engagement
Civic engagement has become an increasingly important mission at Kingsborough Community College from its inception in Fall 2008. It was recently retired KCC President Regina Peruggi’s vision to cultivate opportunities for KCC students, faculty, and staff to engage the community. According to KCC’s Center for Civic Engagement website (http://www.kbcc.cuny.edu/center_civic_engagement/Pages/default.aspx), civic engagement is defined as “acting on our mutual responsibility to care for each other in the college, in our communities, and on our planet.” Faculty play a major role in civic engagement through the development of courses in which students provide service in the community (Service Learning). Beginning in Fall 2013, all entering students will be required to complete two civic engagement courses as part of what is needed for graduation. For more information about Civic Engagement/ Service Learning opportunities, faculty members can contact the Center for Service Learning at (718) 368-5656.

Faculty may also be interested in the “Brooklyn’s Public Scholars” program as described below:

“Brooklyn’s Public Scholars” will support the development of courses that help students build on their strengths and develop the necessary skills to address the issues that affect their lives and communities. More than half of Kingsborough’s students were born outside of the U.S. and most speak another language in addition to English. Our campus is in one of the most diverse counties in the U.S. and many of our students are already deeply involved in their communities. Centering classroom inquiry on these strengths, the “Brooklyn’s Public Scholars” project provides a framework for designing community-based research projects as pivots between the academy and struggles for social justice. It sheds light on the potential of engaged scholarship in opening up and engaging intercultural dialogues vital to democracy and sustaining the heart, passion, and moral responsibility of higher education in desperately unequal times.
The “Brooklyn’s Public Scholars” project includes an interdisciplinary Public Scholarship Faculty Seminar: A critical intellectual space for Kingsborough faculty to engage with the theory and practice of community-engaged scholarship and teaching. Faculty participants will conduct research in their classrooms, develop new course offerings, and prepare publications for a book and/or special journal issue on engaged scholarship impacting Brooklyn’s communities.

Citation: 
Cahill, Caitlin (2013). Brooklyn’s Public Scholars: Civic research & the Community-engaged campus. Executive Summary. (2012-2014)

Mailboxes
A mailbox (in the form of a mail folder), located in the Department Office (D-309) is assigned to each faculty member. (If a faculty member teaches only in the evenings and/or weekends, a mailbox will be assigned in the Office of Evening Studies, A-113). All mailboxes should be checked each day that the faculty member is on campus. This practice keeps faculty oriented and informed about College and Departmental events and requirements. KBCC email should also be checked regularly.

Semester Timetable
The academic year at KCC is comprised of 12 week Fall and Spring semesters and 6 week Winter and Summer modules. With the quick pace that this schedule creates, teaching at Kingsborough requires a great deal of logistical planning and timely responses to College and Departmental deadlines. For example, final exams must be submitted to Office Services long in advance of finals week. And full-time faculty must decide on the courses they wish to teach and their teaching schedules a full year in advance (see more about this below under Teaching Preference Forms/ Horizontals).

For adjunct faculty, teaching in subsequent semesters depends on Departmental needs and sufficient registration. Adjunct faculty members must submit a list of the days and times of teaching availability to Professor Miranda, the Deputy Chairperson, each semester and module. Cynthia Olvina schedules teaching for the Summer and Winter modules.

The Office of the Registrar (A-101) provides written final examination preparation procedures each semester. Faculty members should be prepared to submit their final exams to Office Services (P-101, ext. 5096) for copying by the midpoint of each semester.

Student grades must be submitted within 72 hours after the completion of the final examination. These grades are submitted electronically through egrading in CUNYFirst. Easy- to- follow instructions for the electronic submission of grades are provided each semester.

Official roll books for each class are provided by the Academic Scheduling office by the end of the second week of each semester. These course roll book pages are legal documents and must be submitted, along with reduced copies, to the Department Office
at the end of each semester. The rollbooks must be completed in ink. At the same time, a copy of each final exam and syllabus must also be submitted electronically to Cynthia Olvina.

Ordering of Textbooks
As of Fall 2013, full time faculty are responsible for ordering their own textbooks online. This is a federal policy requirement. You can access the link via the KBCC website. Our Department’s college assistant, Dorothy Weinberger, will send emails informing you of this process each semester. You can also get in touch with Tsubasa Berg if you have any questions regarding this process. He can be reached via email at Tsubasa.Berg@kbcc.cuny.edu.

Teaching Preference Forms/ Horizontals
Each Fall and Spring semester you will receive a memo from our Department’s deputy chairperson, Professor Michael Miranda, asking you to list your teaching preferences for the following year. On these forms you will need to indicate the following: the courses you wish to teach, any special programs that you will be involved in (e.g. Intensive ESL, WAC, etc.), whether or not you are using release time, and your preferred hours/ days of the week. Classroom space is very limited and, as such, scheduling classes has become very difficult. Faculty have been asked to keep their schedules consistent from fall to fall and spring to spring. Faculty have also been asked to have some flexibility in teaching during late afternoon, evening, and/or weekend hours when possible. It is important to note that once your preference forms are submitted, it becomes difficult to make adjustments. As such, please take these forms seriously and with much consideration. Winter and Summer preference forms will be distributed by Cynthia Olvina 6 months in advance. It is important to know that faculty members can teach a maximum of two courses and that there are no special programs in the modules.

At the beginning of the semester, you will need to complete a workload form (formerly called a “horizontal”). On this form you will need to indicate your schedule, courses, your office hours, office location and phone number, home address, and whether or not you are teaching for overload. As of Spring 2013, there are new forms that get completed electronically. These forms will be sent out each semester by our Department’s Office CUNY assistant, Cynthia Olvina.

Change of Grade forms
Faculty members have the ability to change a grade once grades are submitted for any given semester. Change of grade forms are to be used when a student is given an INC (incomplete grade) or if an error was made in calculation or in entering the grade on CUNY First. As of Spring 2013, there is a new grade change form. All completed forms must be submitted to Cynthia Olvina or Dorothy Weinberger and will ultimately be signed by our department chairperson. The forms are then submitted to the office of the Registrar. It typically takes 2-3 weeks for a grade to be changed. Please use discretion when assigning an INC grade because this grade will become an “F” if the work is not completed by the student within a 6 month period. Furthermore, students are not allowed
to have these forms in their possession. Should a student want to dispute an assigned
grade, they could go to the Office of Academic Appeals (Room M-386).
*For more information about faculty responsibilities, please refer to the College’s New
Faculty Orientation Handbook.*

**SUPPORT SERVICES FOR STUDENTS**
Please know that there are numerous programs on campus that provide support for our
students. Many of our students have struggles outside of the classroom and, as such,
programs are in place to provide them with the extra assistance they may need to stay
focused and achieve their goals despite the obstacles in their personal lives. Some of the
programs are as follows:

- The Single Stop Office (V-231, ext. 5411)
- The Access Ability Office (D-205, ext. 5175)
- The Women’s Center (M-382, ext. 4700)
- The Men’s Resource Center (U-218, ext. 5563)
- The COPE office (T-4206, ext. 4660)
- The Counseling Center (D-102, ext. 5945)

*For a complete list/description of programs on campus, please refer to the College’s
New Faculty Orientation Handbook.*

**REFERENCES**
Perhaps you will find the resources below helpful in regard to teaching pedagogy,
teaching activities, assessment, classroom management, and teaching community college
students in particular:

works: Seven research based principles for smart teaching. San Francisco, CA: Jossey-
Bass.

Press.


Lang, J. M. (2010). On course. A week by week guide to your first semester of college

**APPENDIX**
- Tenure and Promotion Criteria
- Sample Observation Report
- New INC form and New Horizontal form
- Memo from Professor Miranda re: schedules/preference of teaching forms
- Memo to faculty from Cynthia Olvina re: completing beginning of semester forms
APPENDIX
Preamble

The following criteria are to be considered minimum guidelines for consideration of tenure or advancement, subject to academic review. It is the responsibility of the individual faculty member to ensure that his/her personnel file is kept current and contains all appropriate documentation.

Tenure

The following are the proposed minimum teaching, service and scholarship expectations for the consideration of the awarding of Tenure. (Note: Candidates for the CCE—Certificate of Continuous Employment—must meet the tenure criteria for teaching and service.) In addition, all candidates for tenure should exhibit satisfactory qualities of personality and character, and a willingness to cooperate with others for the good of the institution. Longevity and seniority alone shall not be sufficient.

A. Teaching* Criteria:
   * Note: Counseling faculty will demonstrate outstanding performance in guidance.

Demonstration of sustained outstanding performance in this area as evidenced by exemplary performance in the following:
- Peer evaluations
- Student evaluations

Evaluation of Teaching Criteria may include, but is not limited to:
- New certifications (such as WAC, online, etc.—college, university or professional certifications that enhance teaching excellence)
- Participation in professional development (such as KCTL faculty groups)
- Participation in teaching links (such as Opening Doors, Career-focus or ESL)
- Implementation of innovative teaching strategies and/or technology usage in the classroom.
- Willingness to teach a variety of courses.

   * Counseling faculty will demonstrate outstanding performance in guidance.

B. Service Criteria:

Demonstration of sustained outstanding performance in this area as evidenced by exemplary performance in some or all of the following:
- Committee work in department.
- Other administrative work in department (e.g. coordinating events, serving as technology advisor, etc.)
- Active participation in college-wide events such as orientations, recruitment, and other functions.
- Club advising
- College-wide committee work
• Organizing campus events (e.g., conferences, speakers, art shows, etc.)
• Representing college or department at CUNY-wide conferences or committees

NOTE: Committee service must be supported by committee chair's evaluation of candidate's contributions.

C. Scholarly Contributions Criteria:

Demonstration of outstanding performance and relevant contributions in one's field as evidenced by the following minimum criteria:

1. At least two refereed articles or creative works in one's field with at least one as sole author ("lead author" in the sciences) or solo work.

   Notes:
   a) Graphic designers and illustrators can meet this criteria by having their professional work garner awards in professional competitions.
   b) May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals.
   c) "Acceptable" book sole-authorship satisfies the scholarship criteria.
   d) The second article may be a realized competitive grant from a recognized professional/governmental organization.
   e) Publications that exceed the minimum requirements for tenure may be applied to the next rank advancement.

2. At least one additional contribution from the following:
   • Additional article of like criteria above (co-authorship acceptable)
   • Realized grant
   • Invited presentation (or presentation published in proceedings)
   • Accepted presentation at peer-reviewed conference
   • Published editorial work on anthology/scholarly material
   • Other creative work (e.g., CD's, videos, etc...) in field pending department approval or acceptance
   • Recognized "scholarship of application", to include but not be limited to, securing patents, application of expertise to significant community service, etc.
A SAMPLE Schedule for Tenure Performance

- **During Year 1**
  
  **Teaching**
  1) Preparation of course material
  2) Development of effective teaching strategies
  3) Satisfactory peer/student evaluations
  4) Acclimating oneself to class/student/department/college culture

  **Service**
  1) Participation in college/department orientation activities
  2) Service on department committee(s)
  3) Acclimating oneself to department

  **Scholarship** – Consider potential contributions to field.

- **By Year 3**
  
  **Teaching**
  1) Mastery of course material and effective teaching strategies
  2) Maintain satisfactory peer/student evaluations or demonstrate efforts toward improvement in this category
  3) Self-assessment of teaching effectiveness and adjustments, where appropriate, of application of technology to the classroom
  4) Participation in faculty development and other teaching initiatives

  **Service** – Active engagement in department and college activities and committees.

  **Scholarship** – Evidence of at least one submission, at least one work in progress.

- **By Year 5**
  
  **Teaching**
  1) Continuation of Year 3 activities.
  2) Evidence of growth in teaching skills.

  **Service**
  1) Continuation of Year 3 activities.
  2) Demonstration of leadership in department/college committee.

  **Scholarship** – Evidence of at least one publication or acceptance and additional submission(s)

- **By End of Year 6**
  All categories/areas should be minimally satisfied. Should scholarship criteria not yet be satisfied, evidence of its imminent completion by the end of Year 7 must be provided.
Reclassification to Assistant Professor

Note: Reclassification to Assistant Professor (from non-doctoral lecturer or instructor) can occur in the next semester following the awarding of a Ph.D. or equivalent from an accredited university. In addition, all candidates for reclassification should exhibit satisfactory qualities of personality and character, and a willingness to cooperate with others for the good of the institution.

Advancement to Associate Professor

Note: Advancement to Associate Professor requires a Ph.D. or equivalent from an accredited university and a minimum of three years in rank as Assistant Professor. In addition, all candidates for advancement to Associate Professor should exhibit satisfactory qualities of personality and character, and a willingness to cooperate with others for the good of the institution. Longevity and seniority alone shall not be sufficient.

The following are the proposed minimum teaching, service and scholarship expectations (in addition to those required for tenure) for consideration of advancement to Associate Professor.

A. **Teaching* Criteria:**

* Note: Counseling faculty will demonstrate outstanding performance in guidance.

Demonstration of outstanding performance in this area as evidenced by exemplary performance in the following:
- Peer evaluations
- Student evaluations

Evaluation of Teaching Criteria may include, but is not limited to:
- New certifications (such as WAC, online, etc.—college, university or professional certifications that enhance teaching excellence)
- Participation in professional development (such as KCTL faculty groups)
- Participation in teaching links (such as Opening Doors, Career-focus or ESL)
- Implementation of innovative teaching strategies and/or technology usage in the classroom.
- Willingness to teach a variety of courses.

B. **Service Criteria:**

Demonstration of outstanding performance in this area as evidenced by exemplary performance in some or all of the following:
- Departmental committee work
- Other administrative work in department (e.g., coordinating events, department technology advisor, Web master, etc.)
- Active participation in college-wide events such as orientations, recruitment and other functions.
• Club advising
• College-wide committee work
• Organizing campus events (e.g., conferences, speakers, art shows, etc.)
• Representing college or department at CUNY-wide conferences or committees

NOTE: Committee service must be supported by committee chair’s evaluation of candidate’s contributions.

C. Scholarly Contributions Criteria:

Demonstration of outstanding performance and relevant contributions in one’s field as evidenced by the following minimum criteria:

1. At least two refereed articles or creative works in one's field with at least one as sole author ("lead author" in the sciences) or solo work.

   Notes:
   a) Graphic designers and illustrators can meet this criterion by having their professional work garner awards in professional competitions.
   b) May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals.
   c) "Acceptable" book sole-authorship satisfies the scholarship criteria.
   d) Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article.
   e) The second article may be a realized competitive grant from a recognized professional/governmental organization.

2. At least one additional contribution from the following:
   • Additional article of like criteria above (co-authorship acceptable)
   • Realized grant
   • Invited presentation (or presentation published in proceedings)
   • Accepted presentation at peer-reviewed conference
   • Published editorial work on anthology/scholarly material
   • Other creative work (e.g., CD's, videos, etc...) in field pending department approval or acceptance
   • Recognized "scholarship of application," to include but not be limited to, securing patents, application of expertise to significant community service, etc.
Advancement to Full Professor

Note: Advancement to Full Professor requires a Ph.D. or equivalent from an accredited university and a minimum of four years in rank as Associate Professor. In addition, all candidates should exhibit satisfactory qualities of personality and character, and a willingness to cooperate with others for the good of the institution. Longevity and seniority alone shall not be sufficient.

Candidates for advancement to Full Professor should demonstrate excellence in all areas of consideration. The following are the minimum teaching, service and scholarship expectations (since advancement to Associate Professor) for consideration of advancement to Full Professor.

Additional Requirements for Full Professor:

- Included with the candidate’s curriculum vitae, a personal one-page statement addressing the candidate’s rationale for the advancement.
- Excellence in scholarship must be verified by at least two external evaluators (recognized specialists).

A. Teaching* Criteria:
  * Note: Counseling faculty will demonstrate outstanding performance in guidance.

Demonstration of excellence in this area as evidenced by exemplary performance in the following:

- Excellence in peer evaluations
- Excellence in student evaluations

and some or all of the following:

- Implementation of innovative teaching strategies and/or technology usage in the classroom.
- New certifications (such as WAC, online, etc.—college, university or professional certifications that enhance teaching excellence)
- Professional growth as a teacher (i.e. attending seminars, teaching workshops, KCTL faculty groups, etc.)
- Participation in teaching links (such as Opening Doors, Career-focus or ESL)
- Willingness to teach a variety of courses

B. Service Criteria:

Demonstrated excellence as evidenced by some or all of the following:

1. Introduction of new courses
2. Leadership in committee work in department and college (up to and including committee chair). Significant service as demonstrated by the following:
   - Leadership role in institution (e.g., department chair, department P&B, College Council, chair of committee or sub-committee, creation of activities, and others deemed appropriate by department or college)
• Other leadership work in department (e.g., coordinating events, serving as technology advisor, etc.)

3. Active participation in college-wide events, such as orientations, recruitment and other functions.
4. Club advising
5. College-wide committee work
6. Organizing campus events (e.g., conferences, speakers, art shows, etc.)
7. Representing college or department at CUNY-wide conferences or committees

C. Scholarship Criteria:

Demonstration of excellence in this area as evidenced by exemplary recognition and/or performance in the following:

1. At least three refereed articles or creative works in one's field with at least one as sole author ("lead author" in the sciences) or solo work.

Additional Notes:

a) The Department of Art requires at least one solo exhibition and 2 group exhibitions to meet this requirement.
b) Graphic designers and illustrators can meet this criterion by having their professional work garner awards in professional competitions.
c) May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals.
d) "Acceptable" book sole-authorship satisfies the scholarship criteria.
e) Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article.
f) The third article may be a realized competitive grant from a recognized professional/governmental organization.

2. At least one additional contribution from the following:

• Additional article of like criteria above (co-authorship acceptable)
• Realized grant
• Invited presentation (or presentation published in proceedings)
• Accepted presentation at peer-reviewed conference
• Published editorial work on anthology/scholarly material
• One or more chapters in a published text
• Other creative work (e.g., CD's, videos, etc.) in field pending department approval or acceptance
• Recognized "scholarship of application," to include but not be limited to, securing patents, application of expertise to significant community service, etc.
Additional Task Force Recommendations

1. Communicate tenure/advancement guidelines to all faculty through placement in Faculty Handbook, KCC Website, appropriate orientations, and other materials deemed suitable.
2. Establish a college-wide Tenure/Advancement Advisory Committee as an additional resource to faculty.
3. Establish a college-wide formal orientation workshop for all new tenure track faculty.
4. Conduct periodic tenure workshops for all those in similar years toward tenure to review progress.
KINGSBOROUGH COMMUNITY COLLEGE

Peer Review of Teaching

Kingsborough Community College values excellence in teaching. Teaching quality and effectiveness include a collaborative effort by the individual instructor and the entire faculty. This shared responsibility should be reflected within the process of evaluating teaching through peer review.

Each untenured member of the faculty is evaluated at least once a semester through classroom observation by another faculty member of equal or higher rank in his or her department. Observations of tenured faculty are required for all promotions. The observation of an instructor teaching a class and the evaluation of teaching effectiveness by a peer have two purposes. Article 18 of the CUNY-PSC Collective Bargaining Agreement states:

The evaluation of the professional activities of all employees in a public institution of higher education is essential to the maintenance of academic and professional standards of excellence. The purpose of professional evaluations shall be to encourage the improvement of individual professional performance and to provide a basis for decisions on reappointment, tenure and promotion. Evaluation of a member of the teaching faculty shall be based on total academic performance, with especial attention to teaching effectiveness...

The observation and evaluation of teaching by one’s peers should foster professional growth. While there is no single best way to deliver instruction, the observation and evaluation of classroom teaching should reflect practices of good teaching which the department faculty value.

The purposes of the attached form are to provide a systematic basis for classroom observation and evaluation that is as equitable as possible for all disciplines and styles of teaching, and to create a standardized record that promotes greater reliability among different observers. The form is a combination of checklist, rating sheet and written analysis. By using the form to its fullest capacity, the observer can mentor new instructors, assist colleagues and promote teaching excellence. Personnel and Budget Committee decisions regarding reappointment, promotion or tenure should not be the first time a member of the faculty hears he or she needs to improve teaching effectiveness. Observers have responsibility for providing specific feedback and suggestions via this process each time they observe someone’s class.

Furthermore, the observer is in a colleague’s classroom not only to evaluate, but to create a dialogue between peers. The focus of the discussion should be the theories, best practices and ideas about what constitutes excellence in teaching. It is hoped that both practitioners of the art of teaching benefit from the peer review process.

5/06

The Observation Report

In observing faculty members, we are looking to see ways in which instructors help students achieve the learning objectives of each course. We can usefully think about the teaching performance under several necessarily interrelated headings. We understand that different disciplines will entail different pedagogical emphases, and so we have allowed room for departments to create their own questions under Departmental Priorities. The following questions are meant to serve as guides in observation of faculty members.

1. **Classroom Management.** Is the instructor in command of the classroom? Was attendance taken? Is the atmosphere in the class conducive to learning? Did the class begin/end on time?

2. **Instructional Coherence.** Is the lesson under observation coherent in itself, with a clear focus which is clearly presented and reinforced by the instructor? Does the instructor provide/elicit enough depth and detail to adequately consider the subject? Is the lesson part of a coherent learning process? Is the pacing of the lesson appropriate to the course and to the students? Are topics/activities sequenced logically? What evidence is there that the class fits in with a series of lessons designed to help students achieve the objectives of the course?

3. **Teaching Strategies.** What teaching strategies or premises about teaching does the instructor rely on? How is
the subject of the class related to the course objectives? How effectively does the instructor's teaching help students achieve the course objectives? How does the instructor's presentation of material, including discussion, questioning, class and group activities, support learning objectives? Is the teaching of critical thinking* emphasized? Is there good use of examples/explanation to clarify points, including those questioned by students? Are student questions encouraged? Is sufficient time given for students to respond to instructor's questions? Is there opportunity for students to interact so that they may discover, discuss, or apply content points? Are graphics, chalkboard, etc. used effectively?

*Critical Thinking could include any of the following: challenging students to understand complex ideas, analyze, compare/contrast, evaluate arguments carefully considering a variety of perspectives, draw conclusions, synthesize.

4. **Subject Mastery.** Does the instructor demonstrate mastery of the subject matter and understanding of the learning situation (including a sense of the students themselves) in which the subject matter is presented? Is the subject matter and level of analysis being asked of the students of a degree of difficulty suitable to the course? Is the material presented relevant to the purpose of the course?

5. **Instructor and Students Attitudes and Characteristics.** Are interactions in the classroom respectful, positive, and educationally productive? Is it clear that both instructor and students are prepared for the class? What evidence is there of interest, enthusiasm, and engagement in class activities on the side of the instructor and of the students? Does the instructor motivate students and encourage student learning in appropriate ways? Does the instructor respond appropriately to student behaviors and concerns? Does the instructor's tone, voice, etc. contribute to engaging students?

6. **Departmental Priorities.** In what ways does the class support the specific educational priorities of a given department? Additional Departmental Observation Elements (if needed) will be determined annually by each departmental P&B.)
TO: Department Chairpersons

FROM: Stuart Suss
V.P. for Academic Affairs & Provost

SUBJECT: Instructions for Post-Observation Conference

1. Schedule conference within two weeks of receipt of observation report by chairperson.

2. Conference to include faculty member and observer. Either a member of the P & B Committee or a member of the Department with the rank of tenured Associate Professor or tenured Professor may be assigned by the Chairperson at the request of the employee or the observer.

3. Observation report to be read and signed by observee before conference.

4. Conference should be an exchange between the observer and the candidate.

5. Notes should be taken during the conference by the observer. If a third party is present the notes should be taken by the third party.

6. Memorandum should be prepared by the observer or, where appropriate, the third party, within 10 days after conference, and presented to candidate for signature.

7. Memorandum should clearly conclude satisfactory or unsatisfactory performance and should reflect the exchange of comments during conference.

8. A copy of the post-observation conference memorandum may be given to the employee provided a signed receipt is tendered.
KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York

OBSERVATION REPORT

INSTRUCTOR__________________________ DEPARTMENT__________________________ SUBJECT__________________________

OBSERVER__________________________ DATE OF OBS__________________________

Course__________________________ Time Obs. Began__________________________ Purpose: Reappointment [ ] Year______

Section__________________________ Promotion [ ]

Room__________________________ Time Obs. Ended__________________________ Other__________________________

What is the topic of this lesson? ________________________________________________

What are the objectives of this lesson? (Must be obtained from instructor prior to observation) ______

______________________________

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Were the objectives of the lesson communicated to the students? ________________________________

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Were the objectives of the lesson met? ____________ Yes ____________ No

What evidence was there that the instructor did or did not achieve these objectives? _________________

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Brief Summary of Lesson:_________________________________________________________

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______________________________
Consider each teaching element below and evaluate the teaching skills of the instructor by placing a check mark under the term best describing your evaluation of the instructor's actions. Add comments to illustrate your evaluation. Provide at least a summary evaluation in each category, and evaluations and comments on individual points where you feel you have observed enough to make them. (N.B. "Needs Improvement", "Effective" and "Highly Effective" are to be considered satisfactory evaluations. "Not Applicable" shall not be interpreted as a negative evaluation.)

### Classroom Management

The instructor:

1. Started class on time. 
2. Checked attendance. 
3. Maintained an atmosphere conducive to learning. 
4. Ended class on time.

### Summary

### Instructional Coherence

The instructor:

5. Introduced the lesson (overview or focusing activity). 
6. Paced topics or activities appropriately. 
7. Sequenced topics or activities logically and with continuity. 
8. Related the lesson to previous or future lessons or assignments. 
9. Summarized or reviewed major lesson points.

### Summary
<table>
<thead>
<tr>
<th>Teaching Strategies Used</th>
<th>Needs Improvement</th>
<th>Highly Effective</th>
<th>Not Applicable</th>
<th>Comments</th>
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<tbody>
<tr>
<td>The instructor:</td>
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<tr>
<td>10. Presented or explained content</td>
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<td>11. Used examples to clarify points.</td>
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<td>12. Varied explanations to respond to</td>
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<td>student questions or need for</td>
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<td>clarification.</td>
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<td>13. Fostered critical thinking.</td>
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<td>14. Emphasized important points.</td>
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<td>15. Used chalkboard, graphics, visual</td>
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<td>aids or other enhancements to support</td>
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<tr>
<td>presentation.</td>
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<td>16. Encouraged student participation/</td>
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<tr>
<td>questions.</td>
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<td>17. Asked questions to assess student</td>
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<tr>
<td>understanding.</td>
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<td>18. Waited sufficient time for students</td>
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<td>to answer questions.</td>
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<td>19. Provided opportunities for students</td>
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<td>to interact together to discover/discuss</td>
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<td>or practice content points.</td>
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**Summary**
## Subject Mastery

<table>
<thead>
<tr>
<th>The instructor:</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Highly Effective</th>
<th>Not Applicable</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>20. Presented content at a level appropriate for the students.</td>
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<td>21. Presented material relevant to the purpose of the course.</td>
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<td>22. Demonstrated command of the subject matter.</td>
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</table>

## Summary

## Instructor and Student Attitudes and Characteristics

<table>
<thead>
<tr>
<th>The instructor:</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Highly Effective</th>
<th>Not Applicable</th>
<th>Comments</th>
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<tbody>
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<td>23. Instilled appreciation for the subject.</td>
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<td>24. Showed respect for student questions and responses.</td>
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<td>25. Used appropriate voice volume and inflection, and was easy to understand.</td>
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<td>26. Presented information or led discussions with enthusiasm and interest.</td>
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<td>27. Responded appropriately to student behaviors and concerns.</td>
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</table>

(Continued on next page)
Instructor and Student Attitudes and Characteristics (continued)
The instructor maintained an environment where the students:

<table>
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<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
<th>Not Applicable</th>
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<td>28. Were attentive and ready to learn.</td>
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<td>30. Had a positive rapport with the instructor.</td>
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</table>

Summary

Additional Departmental Observation Elements (if needed)
To be determined annually by the departmental P & B.

<table>
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<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
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<th>Highly Effective</th>
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Summary
Evaluation of Lesson:

Comments:

Specific Recommendations for Improvement:

Additional Comments:

Overall Evaluation of Lesson:

Unsatisfactory [ ]  Satisfactory [ ]

Signature of Observer _____________________________ Date ____________________________

I understand that my signature means only that I have read this 6-page observation report:

Faculty Member's Signature _____________________________ Date ____________________________

5/06
KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York
POST-OBSERVATION CONFERENCE MEMORANDUM
Spring ( ) Fall ( )

<table>
<thead>
<tr>
<th>Post-Observation Conference</th>
<th>Names of Department Representatives Present:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Date ___________________________</td>
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<tr>
<td>Post-Observation Date ___________________________</td>
<td>Observer</td>
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<td>Course and Section ___________________________</td>
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<tr>
<td>Name of Observer _______________________________</td>
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<tr>
<td>Date Observation Report filed with Department Chairperson</td>
<td>P &amp; B member or other assigned by Chairperson</td>
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Faculty Member's Name __________________________________________

Date of Discussion ___________________________ Department ________________

(attach additional pages, if necessary)

Signed ________________________________

Title ______________________________________

(Observer, Chairperson or Chairperson's designee)

I understand that my signature means only that I have read this memorandum and that I may attach any comments I wish. I do _____ do not _____ intend to submit a rebuttal or comments. If yes, when ___________________

Faculty Member's Signature ___________________________ Date ________________

Original: Personnel File
Copy: Faculty Member

7/05
WORKLOAD SCHEDULE FORM

PERSONAL INFORMATION (PLEASE PRINT ALL INFORMATION)

DATE: TERM/YEAR: REFERENCE #: 

LAST NAME: FIRST NAME: DEPARTMENT: 

RANK: F/T P/T CUNY FIRST EMPLOYEE ID #: 

HOME ADDRESS: 

ZIP: 

HOME TEL: EMERGENCY TEL: E-MAIL ADDRESS: 

<table>
<thead>
<tr>
<th>CUNY/first COURSE ABBREVIATION</th>
<th>CUNY/first CLASS #</th>
<th>CUNY/first SECTION #</th>
<th>CONTACT HOURS (*Please Tally)</th>
<th>CREDITS/UNITS (*Please Tally)</th>
<th>OVERLOAD (Y/N)</th>
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*TOTALS 

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<tr>
<th>A</th>
<th>B</th>
<th>TOTAL (A + B)</th>
<th>Hrs. Carried Fall to Spring:</th>
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DEPARTMENT CHAIRPERSON: DATE: 

SCHEDULE OF TEACHING AND OFFICE HOURS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CUNY/first CLASS #</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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INTEROFFICE MEMORANDUM

DATE: 9/10/13

TO: All Full-Time Faculty Members

FROM: Michael Miranda

SUBJECT: Teaching Preferences for Fall 2014

As you complete the attached grid, please keep the following in mind:

1) All classes must fit into the existing grid. This means that classes which meet for three hours each week may meet once (for a total of three hours), three times (for one hour each), or twice (once for two hours and once for one hour); and

2) Classroom availability between the hours of 9 AM and 3 PM is limited. The template which will be used by Academic Scheduling to create the Fall 2014 schedule is the one which is currently in place for Fall 2013. **This means that no classes will be included in the Fall 2014 schedule between the hours of 9 AM and 3 PM if they are not on the Fall 2013 schedule unless a Fall 2013 class during those same hours is eliminated from the schedule.**

Please follow the instructions on the page 2 as you complete the attached Program Worksheet. Feel confident that every attempt will be made to honor your requests, but please understand that this may not be possible as we must meet the needs of the College, the Department, and special programs (e.g., ESL, ODLC, etc.) as well as those of our individual faculty members.

Keep in mind that any changes to your schedule which you might request after you have submitted your Program Worksheet will be extremely difficult to honor without inconveniencing one or more of your colleagues.

Thank you.

Please note: Requests for specific room assignments should be made directly to Cynthia. **DO NOT place room requests on your Worksheet.**
INSTRUCTIONS FOR COMPLETION OF PROGRAM WORKSHEET

1. For all those whose primary duty is classroom instruction, a four-day teaching schedule is the minimum unless there are extenuating circumstances. All exceptions to this rule must be approved by the Department Chair, Dr. Susan Farrell.

2. Wherever possible, a six-hour spread should be the maximum for any given day.

3. On the front of the Worksheet, please include the following:
   a) The subject(s) you wish to teach by course number (e.g., SOC 31) and the days and times you which to teach each class; and
   b) Your first and second choices for an unassigned day.

4. If you know that you will be teaching a course with a special designation (see the list below), it is very important for you to include that designation on your Worksheet. The designations are:

   CE = Civic Engagement Course
   E = ESL Intensive Course
   H = Honors Course
   HEC = Honors Enrichment Course
   Hy = Hybrid Course
   ISP = Integrated Studies Program Link Course
   L = Fully Online Course
   ODLC = Opening Doors Learning Communities Link Course
   WI = Writing Intensive Course
   WS = Women’s Studies Course

   Please note that, in some cases, the same class can be assigned more than one designation (e.g., a Women’s Studies class may also be a Writing Intensive class). When this is the case, please be sure to note both designations on your Worksheet.

   Also please note that if you are teaching a course in either of the links or in the ESL Program, your flexibility in scheduling the class is limited. Please check with the administrators for these programs before making any changes in the scheduling of these courses on your Worksheet.

5. Is your schedule for the Fall 2014 semester identical in every way to your schedule for the Fall 2013 semester?
   
   Print Your Name ____________________________  Yes ________  No ________

6. Finally, please submit this form and your completed Worksheet to me no later than Monday, September 30th.

   However, if you are teaching in the Education, Mental Health, or Substance Abuse Programs, please submit your Worksheets directly to the specific Program Director.
INTEROFFICE MEMORANDUM

TO: Department of Behavioral Sciences and Human Services Faculty
FROM: Cynthia Olvina
SUBJECT: Filling out the "NEW" Workload Schedule Form

The New Workload Schedule Form is replacing the old Schedule of Teaching form, formally known as the “Horizontal.” The "Workload Schedule Form" has to be filled out in the following way:

**Personal Information Section:** PLEASE ENTER ALL INFORMATION

**Section A: Course Information:**
- **Course Abbreviation**—Ex: Ant 3700, Psy 1100, Soc 3100
- **Class Number**—Ex: 12345 (Registration code, 4 or 5 digit #)
- **Section Number**—Ex: 22, S07, W14
- **Contact Hours**—Ex: 3, 6, 1
- **Credits/Units**—Ex: 3, 6, 1
- **Overload**—Indicate Y for "Yes" or indicate N for "No"
- **Totals**—you MUST tally up at the bottom of section A the “contact hours” & “Credits/Units”

**Section B: (Only fill out this section if you have Reassigned Time)**
- **No. of Hrs. Reassigned Time**—Ex: 3 hours New Faculty
- **Reassigned Time Duties**—Ex: Program Director
- **Compensated Reassigned Time**—Ex: 2 hours Opening Doors

**Sub-Totals:**
- A—(enter your tally of “contact hours”)
- B—(enter your tally of “reassigned time”, if any)
- **Total (A+B)**—(enter the total number of hours of A+B)
- **Hrs. Carried Fall to spring**—you must indicate this if you are carrying.

**Schedule of Teaching and Office Hours:**
- **Course**—Ex: Mh 3100, Edc 2000
- **Class #**—Ex: 12345
- **Day & Time columns**—Ex: Monday 9:10-10:20am, Tues. 9:10-10:10am, Wed. 9:10-10:10am
- **Office Hours:** Enter Day, Time, Room # and your Phone Extension.

**Note:** This form must be filled out on the pc. No handwritten forms will be accepted.

This form is due at the end of the first week of every new semester/module. Submitting the form after the deadline may affect Blackboard access, availability of class roster, evaluations, grading rosters and payment processing(e.g. direct deposit).

Thank you and if you have any questions please don’t hesitate to email me.

Please keep this memo for future reference!
NOTE: Completed grade change forms should be forwarded to the Office of Academic Scheduling after being signed by the Chair of the Department.

STUDENT NAME: ___________________________ (Please Print) Last Name ___________ First Name ___________ Student CUNY first ID# ___________

Provide an explanation of why the grade is being changed. If a clerical error, please explain (e.g., miscalculation of grades).

☐ Dean of Students: Check if Medical Withdrawal

Last Date of Attendance: ___________________________ Office location where documentation will be stored ___________________________

Grade Change Submitted by:

Approved: Instructor Signature ___________________________ Date: ___________

Approved: Dept. Chair Signature ___________________________ Date: ___________

Approved: Dean of Students Signature ___________________________ Date: ___________

Approved: Chair, Committee for Academic Review ___________________________ Date: ___________

For Use by Registrar:

Student Number: ___________ Date Received: ___________ Processed by: ___________ Date Processed: ___________

<table>
<thead>
<tr>
<th>The grade previously recorded for this student should be changed as follows:</th>
<th>Check If Section is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Subject Area</td>
</tr>
</tbody>
</table>

* NOTE: If DELETING *WN, leave the new grade column blank. If CHANGING *WN to an earned grade, indicate new grade.

Student Messages:

> If a transcript has been recently sent and you would like the College to forward a CORRECTED COPY, please make the request in writing to the Transcript Dept., Registrar’s Office.
> If you are a potential graduate for this semester, you must contact the Graduation Dept., Registrar’s Office, Room A101, (718) 368-5089, to advise them of the grade change.
> If you have any questions about this grade change, please contact the Registrar’s Office, Room A101, (718) 368-4971.

Kingsborough Community College
2001 Oriental Boulevard, Brooklyn, NY 11235

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