Please note that the information contained herein in no way abrogates the CUNY Board of Trustees Bylaws or contractual agreements between the City University of New York and the Professional Staff Congress, nor any subsequent policy changes implemented by such aforementioned parties.

Moreover, College policies and procedures described herein are not conditions of employment. The College reserves the rights to modify, revoke, suspend, terminate, or change any or all of its policies or procedures, in whole or in part, at any time, with or without notice.

The Faculty Handbook is published by the Office of the Associate Provost. Any corrections and/or additions should be sent to Reza.Fakhari@kbcc.cuny.edu.

Revised August 2015
Design by Irina Pistsov
Dear Colleague:

Kingsborough Community College is a special place at which to teach and work. A tradition of innovation by our faculty and staff has transformed our college into one of the best community colleges in the nation, as was recognized by the Aspen Institute’s College Excellence Program in 2013. Under the leadership of President Farley Herzek, we are moving aggressively to enhance the retention of our students, deepen STEM education, create a truly “engaged Kingsborough” culture, and dedicate ourselves to inclusive excellence. These and other important priorities will further transform our institution into a premier community college in the country.

None of our past successes and coming future achievements would be possible without our extraordinary faculty who are devoted to classroom teaching, dedicated to student success, involved in many innovative collaborations, and engaged in exciting research and creative work.

We hope this Faculty Handbook provides useful information to the new faculty (and staff) regarding our college, its offices and programs, its policies and procedures, and its resources and key staff. We also hope the Handbook remains a useful reference guide for the continuing faculty.

The Faculty Handbook is revised and updated annually and can be accessed easily on the Faculty Website at: http://www.kbcc.cuny.edu/faculty/Documents/FacultyHandbook.pdf

Wishing you all a successful 2015-16 academic year!

Cordially,

[Signature]

Reza Fakhari
Associate Provost
OVERVIEW: OUR STUDENTS, OUR MISSION

Kingsborough Community College is part of the City University of New York (CUNY), which was created by state legislation in 1961. It has evolved from a Free Academy, underwritten by the people of New York City in 1847, into a public entity, currently composed of 11 senior colleges, seven community colleges, a graduate school, a law school, and an affiliated school of biomedical education.

Founded in 1963, Kingsborough Community College opened its doors to its first class in September of 1964 and, since then, has served more than half a million students. Kingsborough is located on a beautiful 70-acre site in the Manhattan Beach community of Brooklyn, bounded on three sides by water – the Atlantic Ocean, Jamaica Bay, and Sheepshead Bay.

Over 18,000 degree and non-degree students attend Kingsborough each semester – roughly half full-time and half part-time. In addition, there are approximately 20,000 Continuing Education course enrollments annually. These students come to Kingsborough at different times in their lives, and with different goals, cultural backgrounds, and educational experiences.

Some students come to Kingsborough to prepare for employment or career advancement. Others come to prepare for transfer to four-year colleges and universities, and Kingsborough proudly ranks in the top 5% of 1,100 community colleges across the nation in awarding degrees to students wishing to transfer.

In 2014, 24.2% of degree-seeking students were under 20 years old and 62% were in their twenties. Another 10.8% were in their thirties or early forties, and 2.9% were over the age of 45, with some of the latter group attending through the My Turn Program, designed for students who are at least 60 years old. While many of the younger students fit the profile of traditional college students, others attend Kingsborough while working full-time jobs and in some cases, raising a family.

The students who attend Kingsborough collectively represent 142 countries and speak 73 languages. These students are Caucasian/White (34.8%), African American/Black (32.7%), Hispanic (17.5%), Asian/Pacific Islander (14.8%), and Native American (.2%); the ratio of female to male students is roughly 10:8.

Students also differ in the degree to which they enter Kingsborough prepared to do college-level work. For example, in 2014, roughly 75.4% of incoming freshmen passed the CUNY reading exam, 27.1% passed the math exam, and 70.4% passed the writing exam; only 20.8% passed all three. However, while Kingsborough offers developmental courses in English and Math to help students strengthen their skills in these areas, it also offers an Honors Program that challenges our high achieving students, many of whom transfer to prestigious four-year colleges. Clearly, Kingsborough students are a varied group, and to address the needs of this diverse student population, the following Mission Statement has been articulated:

MISSION STATEMENT

Kingsborough Community College of the City University of New York is a comprehensive community college providing both liberal arts and career education. It is dedicated to promoting student learning and development as well as strengthening and serving its diverse community. To these ends, we strive to fulfill the following goals:

• To offer a superior general education to all degree students
• To provide programs of study for those intending to transfer and those seeking immediate employment
• To promote critical reading, writing, and thinking
• To develop student competence in information literacy, oral communication, quantitative skills, and technolog-
ical literacy
• To promote civic engagement, global awareness, civility, and respect for diversity
• To provide life-long learning opportunities in credit and non-credit programs for the non-traditional as well as the traditional student
• To provide comprehensive services that address student needs in order to support academic success
• To respond to the educational, social, cultural, and economic needs of the communities we serve

To fulfill its mission to be a comprehensive community college, Kingsborough offers programs in liberal arts and sciences, business, allied health services, human services, maritime technology, visual and performing arts, tourism and hospitality, broadcasting technology and management, journalism, and continuing education.

In response to the need of many students to fulfill degree requirements in a timely manner, Kingsborough divides its academic calendar into two 12-week semesters, each followed by a 6-week module. Day, evening, and weekend classes allow flexible scheduling so that students with jobs and family responsibilities can pursue their educational goals.

In addition, all students at Kingsborough receive support through individual, personal, and academic counseling along with workshops to improve remedial skills and career planning and placement services.

As part of fulfilling its mission to be a college for the community, Kingsborough sponsors a year-round series of lectures, concerts, films, and theater productions for the public. These include the summer music festival and the children’s theater, as well as a variety of art gallery exhibits and on-campus colloquia.

In short, Kingsborough’s goal is to continually develop and grow as a center for educational opportunities and cultural programs that respond to the diverse community Kingsborough serves. To reach that goal, Kingsborough strives for high quality and continuous improvement in all areas related to student learning and community relations.

THE CURRICULUM

The College has been authorized by the New York State Board of Regents to award its graduates the degrees of Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.). Please see Appendix A for a list of degree and certificate programs currently offered at Kingsborough. It is important to note that liberal education comprises a portion of each curriculum, including those programs traditionally considered to be in the realm of career education. Most of the curricula have been articulated with four-year institutions of higher education, not only within the City University, but with non-CUNY institutions as well.

In addition, Kingsborough participates in the CUNY Baccalaureate Program, which was established by the Board of Higher Education in 1971 and permits highly motivated students who have a clear idea of their educational and career objectives to design their own academic programs. Students are invited to study at several branches of CUNY and encouraged to pursue independent study under the direction of individual members of the faculty. Students who successfully complete the Program are awarded the degree of Bachelor of Arts or Bachelor of Science from The City University of New York.

ACCREDITATIONS AND AFFILIATIONS

Kingsborough Community College is fully accredited and approved by the Middle States Commission on Higher Education. The most recent Middle States review was completed in Spring 2011, and can be accessed through the Faculty Website under Institutional Research, Assessment and Planning.

The Physical Therapist Assistant Program is on probationary accreditation by the Commission on the Accreditation of Physical Therapy Education (CAPTE), an independent part of the American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA, 22314, (703) 684-2782.

The Surgical Technologist program is also accredited by the Accreditation Review Council on Education in Surgical
The Kingsborough Community College Paramedic Program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT’s Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.

To contact CoAEMSP: 8301 Lakeview Parkway Suite 111-312 Rowlett, TX 75088. OFFICE (214) 703-8445/ FAX (214) 703-8992. www.coaemsp.org

Academic programs are registered by the New York State Education Department, Office of Higher Education and the Professions Cultural Education Center, Room 5B28, Albany, NY, 12230, (518) 474-5851.

The College is a member of the American Association of Community Colleges (AACC), the American Council on Education (ACE), the Association of American Colleges and Universities (AAC&U), the Association of College Unions International (ACUI), the Atlantic Center for Learning Communities (ACLC), the League for Innovation in the Community College, and the Middle States Commission on Higher Education.
COLLEGE GOVERNANCE

Governance at Kingsborough takes the form of the College Council, College Committees, and Student Councils, as set forth in the KCC Governance Plan. These are described briefly below.

THE COLLEGE COUNCIL

Faculty, students, and staff participate in the governance of the College. The governing body of Kingsborough is the College Council. With the President as its presiding officer, the 75-member Council consists of the Vice President for Academic Affairs and Provost, the Registrar, Vice President for Finance and Administration, the chairperson of each department, one additional elected faculty member from each department, elected delegates at-large (who may be faculty, deans, or Higher Education Officers), and other elected members representing students, support staff, and alumni.

The College Council conducts the educational affairs customarily cared for by a college faculty with the exception of the right to confer degrees, which is reserved by the faculty. The College Council generally meets at least twice each semester and meetings are open to faculty, administrators, and staff who are not College Council members. The College Council has five standing committees: the Committee on Instruction, the Curriculum Committee, the Legislative Committee, the Committee on Students, and the Strategic Planning Committee.

A Steering Committee, to set the agenda for the Council, is composed of the chairs of all of the standing committees and the President of the College.

COLLEGE COMMITTEES

The Governance Plan provides for four College-wide standing committees:

COLLEGE COMMITTEE ON FACULTY, PERSONNEL, AND BUDGET

The College Committee on Faculty, Personnel, and Budget is composed of the president, the Vice President for Academic Affairs and Provost, Vice President of Student Affairs, and the department chairpersons. This committee receives all personnel recommendations with respect to the instructional staff from the departments and recommends actions to the president which the president considers before making his or her decisions and recommendations to the Board of Trustees. Five Faculty Review Committees assist the College Committee on Faculty, Personnel, and Budget: the Committee on Reappointment and Tenure, the Committee on Advancement to Associate Professor, the Committee on Advancement to Professor, the Committee on Reclassification and College Laboratory Technicians Series, and the Committee on Fellowship Leaves of Absence.

COLLEGE COMMITTEE ON ADMISSIONS AND ACADEMIC STANDING

The College Committee on Admissions and Academic Standing reviews requests from students for exceptions and waivers concerning admission, loss of matriculation, dismissal, and probation.

COLLEGE COMMITTEE ON ACADEMIC REVIEW

The College Committee on Academic Review, chaired by the Associate Provost, hears student appeals concerning grades and waivers of College academic requirements.

COLLEGE STUDENT DISCIPLINE COMMITTEE

The College Student Discipline Committee hears allegations against students by members of the instructional staff,
employees of the College, or other students. It conducts hearings, makes judgments, and recommends penalties to the Vice President of Student Affairs.

STUDENT GOVERNMENT

Student Government at KCC is divided into five councils: Math & Science, Liberal Arts, Public & Health, Business, and Evening & Part-Time. Students are distributed into constituencies depending on their major and status. The purpose of Student Government is to serve as a voice for the student body. They do everything from lobbying in Albany against budget cuts to welcoming new students to KCC for the first time. They also provide student programming that enhances their time spent here at KCC. Individuals who would like to hold a position in student government must have completed 12 credits at the college and have at least a 2.0 GPA (2.5 for the office of president). Any student who would like to be a part of Student Government can visit office C-123 to find out when their respective council meets. Student Government is organized under the office of Student Life. For more information please visit C-123 or contact them at their extension, 5597.

UNIVERSITY GOVERNANCE

As part of CUNY, Kingsborough faculty also participate in University governance through the City University Faculty Senate. Each unit of CUNY elects 1 delegate for every 60 full-time faculty members eligible to vote, with no unit electing fewer than 2 delegates.

COLLEGE ADMINISTRATION

The major administrative units of the College include the Offices of the President; Academic Affairs; College Advancement; Continuing Education; Enrollment Management; Finance and Administration; Institutional Research, Assessment, and Planning; and Instructional Services and Student Support. These appear on the KCC Organizational Chart and are described briefly below. The names and contact information of some of the College’s current key administrators appear in Appendix B.

THE OFFICE OF THE PRESIDENT (A-226, EXT. 5109)

The President is responsible for upholding and enhancing the educational standards and academic excellence of the College and exercises general superintendence over the concerns, officers, employees, and students of the College.

The President acts as the chairperson of the faculty, the College Council, and the College Committee on Faculty Personnel and Budget. In relating to the CUNY Board of Trustees, he or she submits recommendations for personnel actions, as well as recommendations of the faculty and College Council on curriculum and other educational concerns. The President also advises on all matters related to educational policy and practice.

In addition, it is the responsibility of the President to oversee the implementation of the College Strategic Plan, which articulates college-wide goals. CUNY follows a performance management process that links planning and goal setting by the University and its 24 colleges and graduate schools, measures annual progress toward key goals, and recognizes excellent performance. Each spring, guided by the University’s Master Plan, the Chancellor states the University’s performance targets for the upcoming academic year. CUNY Presidents, working with their executive teams and college communities, then map out performance goals and targets for their institution for the coming year in alignment with those of the University. The college targets reflect differences in campus missions, resources, circumstances, and performance baselines. At the end of each academic year, progress toward each college’s performance targets is assessed.

The Vice President for Academic Affairs and Provost, the Vice President for Student Affairs, the Vice President for Finance and Administration, the Vice President for Enrollment Management, the Assistant Vice President for College Advancement, the Vice President for Institutional Effectiveness, and the Assistant Vice President for Communications and Government Relations all lead major divisions of the College and report directly to the
President. Assisting the President and residing in the President’s office itself are the Chief of Staff, the Legal Counsel and Labor Designee, and the Director of Academic Advisement and STEM Initiatives. Other direct reports to the President include the Executive Director of Budget and Financial Planning (who also serves as treasurer of the KCC Association, Inc., the KCC Auxiliary Enterprises, Inc., and the KCC Foundation, Inc.) and the Chief Diversity Officer.

**THE OFFICE OF ACADEMIC AFFAIRS (A-218, EXT. 5661)**

All issues relating to College academics are the responsibility of the Office of Academic Affairs. This office is led by the Vice President for Academic Affairs and Provost, who is the Chief Academic Officer of the College. As chief academic officer, the Vice President and Provost serves on a number of College committees that are responsible for different aspects of academic programs, as well as on the City University of New York Academic Council. He or she also sits on the College Committee on Faculty Personnel and Budget and, in this capacity, coordinates the submission, deliberation, approval, and review processes for all faculty personnel actions.

Reporting to the Vice President for Academic Affairs and Provost is Assistant Vice President and Associate Provost, who oversees all the programs and centers under the Coordinated Undergraduate Education initiative (CUE) and chairs the Committee on Academic Review, which responds to all appeals of grades by students. Also located in the office of Academic Affairs are the Associate Dean for Academic Affairs, the Director of Academic Affairs, the Director of Academic Programs, the Director of the Honors Program, the Director of Curriculum Development and Program Planning, the Director of Academic Scheduling, the Director of Academic Personnel Services, the Associate Director of Academic Programs, and the Associate Director of Academic Affairs.

The Office of Academic Affairs is responsible for academic departments, academic programs, the Office of Academic Scheduling, the Kingsborough Center for Teaching and Learning (KCTL) and the Kingsborough Center for e-Learning (KCeL), the Honors Program, Learning Communities, My Turn, Center of Academic Writing Success (CAWS) and Coordinated Undergraduate Education (CUE) funded programs, including the Immersion Program and Writing Across the Curriculum. Academic Affairs administrators work closely with academic department chairpersons to oversee program and curriculum development, implementation, and review. To that end, they review all submissions for new courses, changes in degree requirements, and other adjustments of curriculum.

The Office of Academic Affairs, in conjunction with department chairpersons, is responsible for the appropriate staffing of the academic programs. This includes the determination of faculty and other instructional staff hiring for each department, recruitment for these positions, coordination of the appointment process, final interviews, and determination of rank and salary. The Office of Academic Affairs is additionally responsible for the maintenance, integrity, security, and operation of the instructional staff personnel records system, which provides all data necessary for personnel actions, payroll, and reports. Also included is responsibility for implementing monitoring, and complying with collective bargaining agreements, Affirmative Action, and Equal Opportunity objectives.

Finally, this office oversees the development and administration of the schedule of classes, as well as budgetary allocation and the authorization of all expenditures related to instruction, instructional supplies and equipment, and faculty development and travel.

**STUDENT AFFAIRS (A-216, EXT. 5563)**

The Kingsborough Enrollment Data Profile shows a student population that is diverse, not only in terms of race, ethnicity, and age, but also in terms of level of preparedness for college. Kingsborough students also differ with respect to the number of responsibilities they handle while pursuing a college education. Through a rich network of support services, Kingsborough offers students help in achieving their educational and life goals.

The Vice President of Student Affairs is directly responsible for student support. He or she serves as the Chairperson of the Department of Student Development, which is comprised of six major units, each of which houses a number of support services, described briefly below. Since students often have issues that are complex, and referring students for appropriate services is not always straightforward, the Dean of Student Services (A-216, Ext. 5563) invites
faculty to discuss appropriate referrals for students who appear to be in need of support services. In addition, Student Services has prepared a Resource Guide for faculty, which can be found in Appendix C.

THE OFFICE FOR COLLEGE ADVANCEMENT (M-243, EXT. 4539)

The Office for College Advancement is responsible for promoting Kingsborough’s mission and vision as an educational institution. To that end, the Assistant Vice President for College Advancement supervises Alumni Relations, Development and Fundraising, Special Events, Annual Fund, Major Gifts, Planned Giving, Grants Development, Grants Administration, Corporate and Foundation Relations, and the Kingsborough Community College Foundation.

THE OFFICE OF CONTINUING EDUCATION (A-214, EXT. 5051)

The Dean of Continuing Education is the chief administrative officer of the Office of Continuing Education. The Dean oversees a multifaceted program that has a major impact on the quality of life and the financial potential of both the College and the community. The program provides learning opportunities and career, business, and a vocational training for a cross-section of the population, and the age groups served run the gamut from children to mature adults.

The Office of Continuing Education administers the following programs: certification programs such as EMT, Pharmacy Technician, Phlebotomy, Medical Billing, Food Service, Paralegal, and Accounting; vocational programs such as Computers, Insurance, Event Planning, Make-up Application, and Real Estate; remedial programs such as English as a Second Language, High School Equivalency and Regents Prep; community service programs and courses such as College for Kids, sign language, and defensive driving; and other courses such as swimming, drawing, and self-development seminars.

The Office of Continuing Education also offers business and industry training at off-site locations. Training includes healthcare, workplace safety training, customer service, cultural competency training, customized workplace language training from English to Urdu, and accent reduction.

THE OFFICE OF ENROLLMENT MANAGEMENT (V-114, EXT. 6646)

The Vice President for Enrollment Management is responsible for all services and programs that respond to the needs of incoming students while providing ongoing support for continuing students. To that end, he or she is responsible for Admission Services, International Student Affairs, the Village One-Stop Center, Admissions Information and Recruitment Center, Registrar, New Americans Center, Single Stop Center, Financial Aid and TAP Certification, and New Student Orientation. In addition, the Dean is responsible for the College’s advertising and recruitment publications.

THE OFFICE OF FINANCE AND ADMINISTRATION (A-209, EXT. 5028)

The Office of Finance and Administration is responsible for all matters pertaining to the management of the college’s budget and business operations, human resources, the college’s physical plant, and campus security and public safety. To that end, reporting offices include the Business Manager (responsible for Purchasing, Accounts Payable, Accounting, Bursar, Check Distribution, Payroll Audit, and Property), Campus Facilities (Buildings & Grounds, Campus Planning and Design) Environmental Health & Safety, Human Resources (including Payroll) and Labor Relations, Public Safety, and Events Management.

The Vice President for Finance and Administration leads this administrative unit. This Vice President, as the President’s designee, also serves as the Chairperson of both the KCC Auxiliary Enterprises Corporation and the KCC Association. Both of these entities are not-for-profit corporations organized to serve the needs of the KCC community. Faculty members serve as members of the Boards of both entities and also are members of various committees (e.g. the Bookstore and Food Services Committee.)
THE OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT, AND PLANNING (U-212, EXT. 6666)

The Office of Institutional Research, Assessment, and Planning coordinates the multi-faceted elements that contribute to the accreditation and strategic planning processes of the College. While faculty from all academic departments have full responsibility for the assessment of student learning outcomes, the Vice President for Institutional Effectiveness works collaboratively with other senior administrators to monitor institutional effectiveness and support faculty efforts to assess and improve student learning outcomes. The strategic planning process is coordinated by the College Council Strategic Planning Committee and is concerned with academic planning, technology, student support, enrollment management, facilities and other resources, and disaster planning/business continuity. The committee solicits input from faculty and staff in the development of college priorities.

The Chief Information Officer reports to the Vice President for Institutional Effectiveness and coordinates all aspects of instructional and administrative technology, as well as telecommunications.

THE OFFICE OF STUDENT AFFAIRS (A-216, EXT. 5563)

The Vice President of Student Affairs is directly responsible for student support. He or she acts as the chairperson of the Department of Student Development, which is comprised of six major units: Freshman Services, College Advisement, the Counseling & Health Services, Student Life, Career Development/Transfer and Scholarships. In addition to these six units, the Vice President of Student Affairs is also responsible for Student Conduct.

OFFICE OF COMMUNICATIONS & GOVERNMENT RELATIONS (A-228, EXT. 6760)

The Office of Communications & Government Relations serves as the official branding and marketing voice of the College, promoting positive and consistent images for internal and external audiences. The Office provides college news, information, access to subject matter experts, and information about college-wide events that positively endorse its mission. From communications strategies that include public relations, marketing and advertising, to government and legislative affairs, social media and non-technical website management, as well as creative (graphic design), editorial, and production services, the Office directs these efforts to effectively communicate with the public and college community.

In addition to serving as the College’s official media spokesperson, the Assistant Vice President of Communications & Government Relations also supervises the Office of Government & Community Relations/Civic Engagement.

ACADEMIC DEPARTMENTS

Each academic department, subject to the approval of the College Council and the provisions of the other sections of the Bylaws, develops the educational policies of the department through the vote of all of its full-time faculty members. Generally, it cooperates with related departments and other College offices in the development of College-wide interests.

The chairperson of the department is its Chief Executive Officer and is responsible for the general supervision of the department and its administrative work, including the assignment of courses and teaching schedules. The chair also has the responsibility of assuring careful evaluation and guidance for members of the department. The chairperson is elected by majority vote of all the members of the full-time instructional staff in the department who have faculty rank. Election is subject to the subsequent approval of the President and the Board of Trustees. In some cases, a chairperson may be appointed by the President, as is the case in the Departments of Library and Student Development. The usual term of office for the chair is three years.

The Personnel and Budget Committee of the department (which consists of the chairperson and, where possible, four elected members of faculty rank, the majority of whom are tenured) must indicate its approval before any personnel action can be brought to the College Committee on Faculty Personnel and Budget, with the exception of advancement to the rank of Professor. See a list of the academic departments of the College on the next page.
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THE PROFESSIONAL STAFF

The Professional Staff at Kingsborough is comprised of approximately 300 full-time faculty and, in any given semester, between 500-700 adjunct faculty. The College is committed to supporting the work of faculty in their scholarship and in their efforts to advance student learning by exploring issues of teaching and learning and by developing innovative curricula and pedagogies.

Faculty have certain clearly stated areas of concern and responsibility. This section of the handbook provides brief descriptions of those responsibilities and rights as well as descriptions of general College policies that are relevant to the faculty. However, more detailed descriptions of faculty responsibilities and rights can be found in the Bylaws of the Trustees of the City University of New York, the KCC Governance Plan, and The Collective Bargaining Agreement (2000-2002) and Memorandum of Agreement (2002-2007), all of which can be accessed through the Faculty website. These, as well as any subsequent contract agreements, take precedence over the information included in this handbook.

RESPONSIBILITIES AND RIGHTS: FULL-TIME FACULTY

Full-time faculty includes those on substitute lines, those on tenure-track lines, and those who are tenured. Those full-time teaching faculty who began their tenure clock on September 1, 2006 had the option of electing a seven-year or a five-year tenure term within the Academic Year 2006-2007, and, once elected, the term could not be changed. This option only applied to the new September 1, 2006 appointments, as well as those hired from October 1, 2005 through September 1, 2006 who also began their tenure clock on September 1, 2006. For those whose tenure clock began after October 1, 2006, the seven-year clock was in effect. Instructors, Lecturers, and College Laboratory Technicians will retain the five-year clock.

Substitute lines are limited to two years, which do not count toward tenure. Please note that there are some differences regarding the responsibilities and rights of library faculty, faculty counselors, and other academic faculty, who will be referred to here as teaching faculty, although both Library faculty and faculty counselors may, at times, teach; please see the sources cited above for more detailed information regarding these differences.

TEACHING

TEACHING LOAD
Teaching faculty who are tenured or are on tenure-track lines have a 27-hour teaching load per year; those on substitute lines have an annual 30-hour teaching load. All full-time teaching faculty are required to teach in the Fall and Spring semesters; teaching in the Winter and Summer modules is optional. Teaching faculty must submit a Schedule of Teaching and Office Hours, also known as a “Workload Schedule Form” (previously referred to as a horizontal) to their chairs each semester and any modules during which they teach. See Appendix N.

Full-time Library faculty members have a 35-hour work week. Effective August 25, 2006, faculty counselors will have the same 30-hour work week as those hired prior to September 1, 1998. As noted above, both Library faculty and faculty counselors may spend some of their work week teaching.

ANNUAL LEAVE
As of August 25, 2006, the period of annual leave for full-time teaching faculty is from the day following June commencement until the third day, excluding Saturday and Sunday, preceding August 30th; this ending date for annual leave may coincide with the first day of Fall semester classes. The period of annual leave for full-time library faculty and faculty counselors is 20 days for the first year and, for the second through eleventh year and all subsequent years, 20 days + 1 day for each year of service, with a maximum of 30 days.
SCHOLARSHIP

Faculty are expected and encouraged to engage in scholarship in their disciplines and/or in the scholarship of teaching and learning. To support faculty scholarship, time, in the form of leaves and reassigned time, and funding, in the form of CUNY grants and travel funds, are available.

FELLOWSHIP LEAVES AND PROFESSIONAL REASSIGNMENTS
Teaching faculty and faculty counselors are eligible for fellowship leaves for study and research or for creative work in literature or the arts after six years of full-time service. Fellowship leaves may be taken for one year at 80% pay, for half a year at 80% pay or, rarely, for half a year at full pay. Library faculty may apply for paid Professional Reassignments, not to exceed five weeks, for research, scholarly writing, and other recognized professional activities.

There are a number of conditions that must be met when applying for fellowship leave or professional reassignment. For guidelines regarding these and all types of leaves, please see Article 13 of the CUNY Bylaws and Article 25 of the Collective Bargaining Agreement. A fellowship leave application must be submitted if you wish to apply. The application may be found online through the Office of Academic Affairs web page under Forms.

REASSIGNED TIME
A provision of the last PSC-CUNY contract provides teaching faculty in professorial lines hired as of September 1, 2006 with 24 hours of New Faculty reassigned time to be used for research and scholarship in the first five years of service. Those professorial faculty hired as counselors or librarians will now have the option of receiving 12 hours of reassigned time for research in their first five academic years. These hours, however, must be arranged through consultation with the department chair.

The Kingsborough Committee on Scholarly and Applied Research also considers proposals for applied and pure research directly related to KCC and its educational mission, and the committee grants faculty reassigned time to pursue such research. A call for proposals is usually issued in October. For more information, please contact the Office of Academic Affairs (A-218, Ext. 5661).

TRAVEL FUNDS
Each academic department is allotted travel funds to defray costs incurred by faculty when they attend professional meetings and conferences. If you would like to request travel funds, you must complete an Application to Attend a Meeting or Conference form prior to attending the conference, have it signed by your chairperson, and submit to the Office of Academic Affairs. Upon your return, you must complete an additional form, Overnight/Out of Town Travel Report, have it approved by your chairperson, and submit it to the Office of Academic Affairs along with a conference program and original receipts for travel, lodging, and registration fees. Both forms may be obtained from your department office.

GRANTS
In order to assist faculty in pursuing scholarly activities, a number of grants are offered by Kingsborough and CUNY. These include but are not limited to the President’s Faculty Innovation Award, PSC-CUNY Research Award Program, Community College Collaborative Incentive Research Grant, and the Collaborative Incentive Research Grant. Information on these can be accessed through the Faculty Website under Research and Scholarship.

The Office for College Advancement is the College’s centralized entity for coordinating the submission, processing, and reporting of all College grants and contracts. College Advancement provides technical assistance to members of the faculty and administration in obtaining grant funding for projects that further the mission and goals of the College and support faculty research agendas. Information on applying for grants, including the Grants Procedures Manual, can be found at the Office of College Advancement (M-243, Ext. 4539) as well as on the Applying for Grants section of the Kingsborough website.

In addition, CUNY subscribes to a comprehensive Internet-based resource for funding information called Pivot (pivot.cos.com). Through this service, you can arrange for email notification of grants relevant to your interests.
that are offered by external funding sources. To use this service, you must create a profile through the Pivot website (accessible through the Faculty Website under Research and Scholarship), which will ask for a username and password. Please contact the Director of Development in the Office for College Advancement if you have difficulty accessing this service.

KCC’S HUMAN RESEARCH PROTECTIONS PROGRAM (HRPP) INSTITUTIONAL REVIEW BOARD (IRB) (M-386, EXT. 5029)

Kingsborough’s HRPP/IRB Office is an extension of CUNY’s overall program for the protection of human subjects in research. Under the Vice Chancellor’s Office of Research Compliance, campus HRPP/IRB offices are responsible for the protection and welfare of human subjects in research projects conducted by CUNY faculty, staff and students, and Research Foundation staff. The program provides oversight, administrative support and educational training to ensure that CUNY research complies with federal and state regulations, University policy and the highest ethical standards.

Researchers seeking to conduct studies with human participants must complete an online training course, and apply for and receive HRPP/IRB approval prior to commencing their research projects. All applications must be submitted through the University’s IRBNet online system and processed through KCC’s HRPP/IRB Office.

Comprehensive information—including online training, HRPP/IRB policies, procedures, and guidelines, as well as the Researcher’s Manual for Using IRBNet—is available on KCC’s web page: http://www.kbcc.cuny.edu/irb/Pages/hrpp.aspx and CUNY’s Research Compliance website: http://www.cuny.edu/research/compliance.html

For assistance, please contact: Dr. Carmen D. Rodríguez, Director of Academic Programs and HRPP/IRB Coordinator, Office of the Associate Provost (M-386, Ext. 5029), Carmen.Rodriguez@kbcc.cuny.edu.

SERVICE

Article XI, Section 11.4 of the CUNY Bylaws notes that in addition to the responsibility of faculty to teach and conduct research, faculty are also responsible for guidance duties, committee and departmental assignments, and administrative, supervisory, and other functions that may be assigned by the appropriate College or University authority. In this way, faculty are asked to contribute to the work of their academic departments, the College, and the University.

ADVISEMENT

One way in which teaching faculty members have traditionally served the College and their departments is through student advisement. In recent years, though, this has become increasingly complicated and the college now employs a large cadre of professional academic advisors with whom students are encouraged to meet throughout the year. Through the process of advisement, students may clarify their career and academic goals, graduation requirements, and additional opportunities (internships, scholarships, etc.). Each student is responsible for seeking his or her own advisement and may do so at the appropriate office, whether it is Freshman Services, the Academic Advisement Center, Access-Ability Services, the Office of Military and Veteran’s Affairs, or special programs – all of which offer students year-round advisement. Faculty members are asked to encourage students to schedule an appointment with the appropriate office early each semester.

The expertise of faculty members supplements that of the advisors and remains indispensable in the advisement of students about their progress within a major or discipline. For example: the logical sequence and pairing of courses within the major; the rigors of particular courses within a discipline; appropriate academic and study skills within a discipline; major-based career possibilities and considerations; recommended transfer and graduate institutions.

Faculty members are encouraged to refer students to the catalog of the year they began or last changed their academic plan at Kingsborough for the correct degree requirements necessary for graduation. In the event that a student seeks full academic advisement and planning from you, the following outline is offered in guidance. Please
note, however, that the best source of advisement for a student is a professional advisor who is well equipped to address the complex demands of advisement today.

Some questions to ask, the answers to which have a direct impact on which courses are best for the student to take, and when, include:

1. What is the student’s catalog year?
   » Is the student bound by Writing Intensive and Civic Engagement requirements?
   » What is the student’s plan and sub-plan?
   » Does the student intend to change plans or transfer?
   » Should the student opt-in to Pathways when s/he changes plans?
   » Which Gen Ed guidelines is this student covered by? (e.g., groups 1-5? Groups A-C? Pathways?)
   » If Pathways, which “buckets”, disciplines, and “double-dip” opportunities are available or fulfilled?

2. Is the student eligible for or receiving VA, TAP or PELL benefits or Access-ability accommodations?
   » Does the student have an IEP?
   » What is necessary for SAP?
   » What is the required GPA to maintain eligibility for benefits?
   » How many credits in the major are required to maintain F/T or P/T benefits?
   » How many credits has the student earned compared to credits attempted?
   » By what date must registration be completed to maintain eligibility for benefits?
   » How many semesters has s/he received benefits so far?

3. Have all course pre-requisites been met?
   » Which math placement scores are in effect for this student?
   » Has the student taken advantage of a special initiative for Math?

4. Are there special programs that might benefit the student? (e.g., Learning Communities, ASAP, Honors, GSI, Immersion, Limespring, Multiple-repeater initiatives, etc.)

5. When should the student file for graduation or transfer?

COMMITTEE WORK
Faculty are responsible, subject to the Board of Trustees, for the formulation of policy relating to scholarship, standards of admission, the attendance and discharge of students, the curriculum and programs of study, and the granting of degrees. Much of this is done by faculty through committee work and, in several areas, responsibility is shared jointly by the faculty and by the student body through the College Council. Serving on program, department, and College committees gives individual faculty members a voice in decisions that impact Kingsborough and the Kingsborough community.

OFFICE HOURS
Teaching faculty have a professional responsibility to be available to speak with students outside of class and are required to do so. Generally, full-time teaching faculty hold a minimum of three office hours weekly or an office hour for each course they teach, and should indicate these on the Workload Schedule Form. See Appendix N.

CONVOCATIONS AND COMMENCEMENT
Three important College events, at which faculty attendance is required, take place within the academic year: Fall and Spring convocations and June commencement.

It is a tradition at Kingsborough for the President to call a convocation at the start of the Fall and Spring semesters. Convocations are usually preceded by a coffee hour so that faculty and administrators can reconnect after the winter and summer. The President then greets the faculty and administration, conveys information from the University, reports on the financial state of the College, recognizes achievements of the Kingsborough community, and shares expectations for the coming semester. It is important to attend convocations – they set the tone for the work of the coming semester and contribute to the spirit of community at Kingsborough.

While students may graduate in January, June, or August, all graduations are marked by a single commencement held at the end of the spring semester in June. Commencement is a time to recognize and celebrate our students’
achievements. Graduation is often the culmination of hard work and sacrifice made by students and their families, and many graduates may be the first in their families to attend college and receive a degree; the presence of the faculty in academic robes stresses the significance of the occasion, and all full-time faculty are customarily expected to be in attendance. Following the ceremony, a reception is held for the graduates, their guests, and the Kingsborough community.

PARTICIPATION IN PROGRAMS AND INITIATIVES
Service can also take the form of participation in a number of department, College, and University programs and initiatives, such as Kingsborough's Learning Communities (Opening Doors, Accelerated College ESL, and Integrative Studies Program), the Honors Program, Writing Across the Curriculum (WAC), and Virtual Enterprise (VE). For service that involves a major time commitment, such as directing or coordinating a program, faculty may be given reassigned time.

MULTIPLE POSITION REGULATIONS
Full-time faculty members are expected to devote a major part of their time to the University. However, recognizing the need and desirability for professional activity outside of the University, multiple positions procedures are in place, and all faculty are required to complete and submit a Multiple Positions form (See Appendix O) each semester. Please consult your department chairperson if you have any questions regarding this matter.

OVERLOAD ASSIGNMENTS
Faculty without any reassigned time will be eligible for consideration for an overload teaching assignment when such assignment is determined to be in the best interest of the College and to serve a specific academic need. Permission to take on an overload teaching assignment will only be granted up to a maximum of one course, typically three classroom contact hours, but not to exceed four, per semester. In most cases, overload teaching assignments are not to exceed a total of six classroom contact hours per academic year, though in some instances a maximum number of eight classroom contact hours per academic year is permitted.

Faculty members who receive reassigned time for research are not eligible for an overload assignment during that semester. Faculty with reassigned time for work other than research will not normally be eligible for an overload assignment; however, in those instances when, for academic reasons, the President approves an overload teaching assignment for faculty with such reassigned time, the overload assignment cannot exceed one course (typically three classroom contact hours, but in no event to exceed four classroom contact hours) per academic year. Faculty with reassigned time in a given semester may not carry an overload in that semester. In the Winter and Summer modules, full-time faculty are limited to two three-hour or two four-hour courses, or they may work the equivalent of seven semester hours in a non-teaching capacity. If combining teaching and non-teaching, they are limited to seven semester hours.

PERSONNEL ACTIONS: REAPPOINTMENT, TENURE AND PROMOTION

PROCEDURES
The College Committee on Faculty Personnel and Budget receives from the departments all personnel recommendations with respect to the instructional staff. It recommends actions to the President, which the President considers before making his or her decisions and recommendations to the Board of Trustees.

Non-tenured faculty are appointed for one-year terms and meet with their department chairpersons for annual evaluations at which time they can discuss their work and receive guidance regarding reappointment. These annual evaluations allow departmental Personnel and Budget Committees to make reappointment recommendations to the College Committee on Faculty Personnel and Budget. (Tenured faculty may meet with their chairs for annual evaluations.)

First and second-year reappointments occur in the Spring with notification by April 1, May 1, or June 1; all
subsequent reappointments are made in the Fall, and faculty must contractually be notified of reappointment decisions by December 1. Tenure is awarded to faculty members on tenure-track lines who are hired as Assistant Professors when they are reappointed for an eighth year for those on a 7-year tenure clock; for those who had the option and chose a 5-year tenure clock, tenure is awarded when they are reappointed for a sixth year.

Instructors (in possession of a Master’s degree or in a doctoral program) have five years to complete a PhD. If Instructors obtain the PhD in five years, they are converted to the Assistant Professor’s line with two years credit for four years served as Instructor. If they obtain the PhD in fewer than four years, they are converted to the Assistant Professor’s line with no prior credit, and begin to work toward tenure, which is awarded with reappointment for the eighth year following the conversion.

However, if an Instructor does not obtain a doctorate by the end of five years, he or she may be converted to a Lecturer line with Certificate of Continuous Employment (C.C.E.). Unlike tenure, a C.C.E., is college-specific and does not travel with the individual to another CUNY college. For faculty hired as Lecturers, a C.C.E. is awarded with reappointment for the sixth year.

Tenure and promotion are separate processes, and an Assistant Professor may apply for promotion to Associate Professor immediately following the awarding of tenure. However, the faculty member needs to have a sufficient publication record to support both tenure and promotion; the same publications may not be used for both. In extraordinary cases, an Assistant Professor may apply for promotion prior to the awarding of tenure after having served four years in the rank of Assistant Professor, but promotion rarely precedes the granting of tenure. Associate Professors generally serve in that rank for three years before applying in their fourth year for promotion to full Professor; they need to have completed four years in rank by August 31 of the year for which they are applying.

Downloadable applications and the schedule for applying for personnel actions are available online. Applications must be filed in the Office of Academic Affairs by the posted deadlines. All decisions on advancements and reclassifications become effective on the first of September of each academic year, or on the first day of any month (after September) following approval by the Board of Trustees of CUNY.

**CRITERIA FOR REAPPOINTMENT, REAPPOINTMENT WITH TENURE, AND PROMOTION**

For teaching faculty, reappointment, reappointment with tenure, and promotion are based on the degree to which an individual has successfully carried out the three main responsibilities noted earlier: teaching, scholarship, and service. Criteria for evaluating these are specified in the CUNY Bylaws and in the KCC Governance Plan, and are summarized briefly below. The specific Recommendations of the Task Force for Review of Tenure and Advancement appear in Appendix E. According to the KCC Governance Plan, — For Library and Student Development personnel…service to students, service to the department, service to the College, relations with other members of the department, and other appropriate criteria shall be the primary foci of the evaluation (p. xii). Appropriate criteria include scholarship, and faculty counselors are additionally observed during counseling sessions.

**TEACHING**

According to the KCC Governance Plan, the evaluation of classroom teaching effectiveness is a basic element in the procedure for recommending reappointment, tenure, and advancement of teachers, and notes that teaching effectiveness is evaluated through classroom observations, materials used in the classroom (e.g. examinations), and other standard instruments (pp. xii-xiii).

**CLASSROOM OBSERVATIONS**

Each untenured member of the faculty is evaluated at least once a year through classroom observation by another faculty member in his or her department of equal or higher rank. Observations of tenured faculty are required for all promotions. In addition to providing a snapshot of the effectiveness of an instructor in the classroom, observations help faculty members develop as teachers by providing a venue for discussing and sharing pedagogical materials, approaches, and strategies.
Although it is minimally required that an instructor be given 24 hours of notice prior to being observed, it is more usual for the observer to schedule the observation with the instructor well in advance. Since the observer writes his or her comments on an Observation Report form, it may be helpful for the instructor being observed to see a copy of this form, available online or through departmental offices, so as to get a sense of the foci of the observation. Prior to the observation, the faculty member being observed must present the objective(s) of the lesson to the observer; it may also be helpful for him or her to provide the observer with a course syllabus, a brief lesson plan, and, possibly, copies of some of the materials to be used in class during the observation.

A post observation meeting between the observer and the instructor who was observed is held to discuss the observation. After the observation report is submitted, the instructor who was observed is asked to read and sign it before it is given by the department to the Director of Academic Personnel Services in the Office of Academic Affairs to be placed in the instructor’s personnel file.

STUDENT EVALUATIONS
Student evaluations are carried out in all Fall and Spring semester courses, not just those of non-tenured faculty, and are required for promotion. Students are sent access to evaluation surveys by email. After processing the evaluations and after the course has been completed, the Office of Academic Affairs sends each faculty member the student evaluations for his or her course(s), and a summary sheet of the scores is placed in the instructor’s personnel file.

CLASSROOM MATERIALS
Faculty may offer materials that they have developed for courses to be considered in the evaluation of their teaching. However, while the department chair submits observation reports and student evaluation summaries to be placed in the instructor’s file, it is up to the faculty member to submit classroom materials and other supporting evidence, as discussed below.

SCHOLARSHIP
The KCC Governance Plan notes that in evaluating faculty, major consideration is given to professional development and scholarly and creative achievement. Although not explicitly stated, these are generally evaluated through the following: evidence of research in progress leading toward scholarly publication; publication in professional journals; creative works, show, and performance credits (when such are appropriate to the department); development of improved instructional materials or methods; and participation in activities of professional societies. However, for most departments, the greatest weight is placed on publications, especially in peer-reviewed journals with national readership. Consult your department chairperson if you would like advice on the best places to submit work for publication in your field.

SERVICE
Another area of performance to which major consideration is given is service – to the students, to one’s respective academic department, to the College, and to the University. Service may be evaluated through the formal and informal contributions of faculty to department, College, and University committees; through participation in faculty development initiatives; and through faculty participation in regular administrative activities such as governance, registration, advisement, library, and cultural activities.

DOCUMENTING WORK: PERSONNEL FILES
The personnel file provides a basis for sound academic judgment regarding reappointment, re-appointment with tenure, and promotion. Department chairpersons arrange for observation reports, annual evaluations, and summary scores of student evaluations to be placed in faculty personnel files. However, it is the responsibility of individual faculty members to initial and submit to the Director of Academic Personnel Services (A-218, Ext. 5504) any other materials, such as publications, materials developed for a course, book reviews, letters of commendation, etc., that he or she would like to have considered when being reviewed for a personnel action. If an additional degree or professional license is earned, an official transcript should be submitted to the Office of Academic Affairs.

In addition, faculty should update their Kingsborough CVs each year until tenure and any promotions sought have
been awarded. A convenient way to update the Kingsborough CV is to download the form (available online through the Faculty Website under Working at KCC>Academic Affairs>Forms), complete it, and save it as a computer file, which can be updated regularly. In addition, please notify Human Resources (A-201, Ext. 5436) immediately if there is any change in your contact information.

RESPONSIBILITIES AND RIGHTS: ADJUNCT FACULTY TEACHING ASSIGNMENTS AND MULTIPLE POSITION REGULATIONS

Adjunct faculty are offered courses based on student enrollments and the needs of the departments, and both may vary from semester to semester. Each semester or module that you teach, you must submit a Schedule of Teaching and Office Hours, also known as a “horizontal,” to your department chair.

Kingsborough recognizes that adjunct faculty may wish to teach additional courses elsewhere and this issue is addressed, as it is for the full-time faculty, in a multiple positions policy. Adjunct faculty may teach up to nine hours per semester at Kingsborough and one additional course (maximum six hours) at a second CUNY college. During the Winter and Summer modules, adjuncts are limited to two three-hour or two four-hour courses at one college and one course of no more than six hours at a second CUNY college. Alternately, in Winter and Summer, they may work the equivalent of seven semester hours in a non-teaching capacity at the first college and up to six semester hours (non-teaching) at the second CUNY college. If combining teaching and non-teaching, the limit in the Winter and Summer modules is the equivalent of seven semester hours. An adjunct may not work in a third CUNY college during the same semester. All teaching hours are reported each semester on an Adjunct Workload Reporting form, which will be given to you by your department chair.

Those adjunct faculty assigned to more than the University limit by the department, (i.e., more than nine hours in Fall or Spring) must file workload reporting forms listing all classes taught in any branch of CUNY. Waivers will then be requested from CUNY by the Office of Academic Affairs. The University will ask the Union for approval and the College will await a response. While waiting, the College will pay the adjunct the total number of hours requested. Like full-time faculty, adjunct faculty are observed each semester, and student evaluations are carried out in their classes. Procedures for both are described above. Adjunct faculty are observed until they have accrued 10 observations.

ABSENCE POLICY

Effective August 25, 2006 the University policy on absences for all adjuncts, including teaching, non-teaching and College Laboratory Technicians as well as full-time instructional staff in multiple position assignments has changed. All may be excused for personal illness or personal emergencies, including religious observance, death in the immediate family, or similar personal needs which cannot be postponed for a period of 1/15 of the total number of clock hours in a particular session or semester (or no more than the number of hours assigned for one week). Requests for such leave, where possible, must be made in advance, in writing. If it is not possible to make such a request in advance, the department chairperson or supervisor should be informed as soon as possible and the reason provided must be satisfactory to him or her.

PROFESSIONAL HOUR

Adjunct faculty assigned to six or more contact hours at the same college in the Fall or Spring semesters or in the Winter module will be paid for one additional hour per week in order to engage in professional assignments related to their academic responsibilities, such as office hours, professional development, and training (such as sexual harassment training). The additional hour will not count toward the maximum hours adjuncts are allowed to teach. Office hours should be indicated on the horizontal form.

PARTICIPATION IN THE KINGSBOROUGH COMMUNITY

As an adjunct faculty member, Kingsborough invites you to participate in activities that will contribute to your professional development, such as program and departmental workshops, seminars, and committees as well as
College and University instructional initiatives, such as Learning Communities, Writing Across the Curriculum, and Virtual Enterprise. We also invite you to enjoy the facilities Kingsborough offers and many of the College and community events it hosts.

POLICIES AND PROCEDURES RELEVANT TO FACULTY

Kingsborough policies and procedures that are relevant to the faculty are described briefly below.

POLICY OF NON-DISCRIMINATION, PLURALISM, AND DIVERSITY

Consistent with the principles set forth by CUNY, Kingsborough is committed to engendering values and implementing policies that will enhance respect for individuals and their cultures. Kingsborough believes that, in order truly to benefit from this diversity, the college must foster tolerance, sensitivity, and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the College. Diversity among Kingsborough’s many members strengthens the institution, promotes the exchange of new ideas, and enriches campus life.

It is the policy of Kingsborough to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence.

Kingsborough does not condone and will not tolerate discrimination in employment or in its educational programs and activities.

Kingsborough continues to recognize the important need to maintain equal access and opportunity for qualified students, faculty, and staff from all ethnic and racial groups and from both sexes.

EQUAL EMPLOYMENT OPPORTUNITY POLICY

It is the policy of Kingsborough to provide equal opportunity in employment for all qualified persons without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence.

Kingsborough does not discriminate against job applicants or employees based on their protected group statuses or other non-job-related criteria in any term, condition, or privilege of employment.

AFFIRMATIVE ACTION POLICY

While equal opportunity requires non-discrimination, affirmative action is the dynamic component carrying with it the concept of positive, emphatic, and energetic efforts to actively advance equal employment and opportunity.

Consistent with its obligations as a Federal contractor and as a constituent unit of CUNY, Kingsborough follows the policy to undertake affirmative action for protected classes as delineated in Executive Order 11246 as amended to include Black, Hispanic (including Puerto Rican), Asian/Pacific Islander, American Indian/Alaskan Native, and women. This was expanded to include Italian Americans, pursuant to the Chancellor’s mandate on December 9, 1976.

To this end, the College conducts broad outreach and positive efforts to recruit, employ, retain, and promote employees without regard to race, color, religion, sex, age, national origin, veteran status, disability, or sexual orientation.
RECRUITMENT AND HIRING POLICIES AND PROCEDURES

Pursuant to CUNY’s continuing commitment to equal opportunity, workforce diversity, and development, Kingsborough is committed to recruiting the best qualified candidates for all vacancies with special concern directed toward promoting broad outreach to a diverse audience including women, people of color, persons with disabilities, and other members of protected categories. The purpose of these procedures is to assure that all appointments are filled on the basis of merit and fitness and that the recruitment and selection processes used to hire college personnel attract a broad range of qualified applicants and provide fair and equitable treatment to all who apply for positions at the College. All College staff responsible for recruitment and hiring of personnel are required to comply with the spirit and goals of this policy as set forth in the University Procedures for Recruitment and Selection of City University Personnel and the College’s Affirmative Action Protocol and Search Procedures.

REASONABLE ACCOMMODATION PROCEDURES

Kingsborough, in compliance with sections 503 and 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act as amended in 2008, New York State Executive Law Sec. 296, and the New York City Human Rights Law, provides qualified students with disabilities the opportunity to participate in and benefit from all educational programs and activities at KCC. Kingsborough has a designated system by which reasonable accommodations are provided to qualified students with disabilities for the purpose of access and the assurance of non-discrimination. For additional information, please contact Access-Ability Services at (718) 368-5175.

RIGHTS OF FACULTY:

• Request verification of a student’s eligibility for accommodations. Verification will be in the form of a letter of notification of accommodation written by an Access-Ability Services (AAS) counselor and delivered to the professor by the student. Access-Ability Services is the only office designated to review disability documentation and determine eligibility for appropriate accommodations.
• Expect the student to initiate the request to use accommodations.
• Expect AAS to administer exams in a secure environment when students take their tests at AAS.
*Note: Faculty do not have the right to ask students if they have a disability or ask about the nature of the disability. If students choose to disclose their disability, this information should be treated as confidential.

RESPONSIBILITIES OF FACULTY:

• Promote parity by structuring class according to the principles of Universal Design.
• Hold all students to the same academic and behavioral standards.
• Provide accommodations to students who present a current letter of notification of accommodations from AAS.
• Act immediately upon getting a student’s request for accommodations by providing the service, or by contacting AAS (if unsure about request).
• Treat and protect all disability-related information as confidential.

NON-DISCRIMINATION OF STUDENTS ON THE BASIS OF PREGNANCY, CHILDBIRTH AND RELATED CONDITIONS

Kingsborough Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student’s doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Office of Access-Ability Services or the Title IX Coordinator. Office of Access-Ability Services (located in D205), can be reached at 718-368-5175 or by emailing AAS@kbcc.cuny.edu. The Title IX Coordinator, Angel Rivera (located in E109), can be reached at 718-368-5026 or by email Angel.Rivera@kbcc.cuny.edu. For more information, please visit: http://www.cuny.edu/about/administration/offices/ia/advisories/Non-DiscriminationofStudentsontheBasisofPregnancyChildbirthandRelatedConditions.pdf
POLICY AGAINST SEXUAL HARASSMENT AND PROCEDURES FOR IMPLEMENTATION

Kingsborough adheres to the City University of New York’s Policy against Sexual Harassment, as revised on October 1, 2004. To this end, Kingsborough seeks to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University’s non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

» Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;
» Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
» Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or abusive work or academic environment.

It is a violation of the University policy for any member of the College community to engage in sexual harassment or to retaliate against any member of the College community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

All members of the College community are required to cooperate in any investigation of a sexual harassment complaint. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and permanent dismissal from the College and the University.

Kingsborough disseminates this policy and takes other steps to educate the College community about sexual harassment. Kingsborough follows the University procedures and has established a mechanism to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the College community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. To report concerns regarding sexual harassment, please contact Angel Rivera (located in E109) by phone 718-368-5026 or email Angel.Rivera@kbcc.cuny.edu.

As faculty, you may have students confide in you regarding sexual harassment and/or assault they are currently facing on campus. As a member of the faculty on campus, you are encouraged to report these concerns to the Title IX coordinator. Please notify Angel Rivera (located in E109) by phone 718-368-5026 or email Angel.Rivera@kbcc.cuny.edu. You may also refer students to Personal Counseling as a confidential place for students to speak about their concerns. Personal Counseling can be reached at (718) 368-5975 and is located in D102.

POLICY AGAINST WORKPLACE VIOLENCE

CUNY prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior toward people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action consistent with University policies, rules, and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered by the University Policy Against Sexual Harassment.
RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER (HENDERSON RULES)

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom – the rights of professors to teach, of scholars to engage in the advancement of knowledge, and of students to learn and to express their views free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, when members of the university community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Kingsborough Community College functions under The City University of New York system and follows the Henderson Rules to Maintain Public Order. For more information regarding the Henderson Rules and the Student Conduct Process, please visit: http://www.kbcc.cuny.edu/studentaffairs/student_conduct/.

POLICY ON ACADEMIC FREEDOM

The Council of Presidents reaffirmed the principle that the City University of New York should remain a forum for the advocacy of all ideas protected by the First Amendment to the Constitution and the principles of academic freedom. Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher and of the student to freedom in learning. It carries with it duties consistent with the institution’s educational goals and mission.

POLICY ON ACADEMIC INTEGRITY

As noted for students in the KCC Student Handbook, academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Examples of Academic Dishonesty include cheating, plagiarism, obtaining unfair advantage, and falsification of records. Please see the College Catalog for more information regarding the policy concerning issues of academic integrity and Appendix F and G in this Handbook.

LABOR RELATIONS AND GRIEVANCE PROCEDURES

The Professional Staff Congress was recognized in 1972 as the exclusive collective bargaining representative for the instructional staff of the University. The current collective bargaining agreement includes, among other things, policies on grievances, arbitration, and grounds for removal or suspension. For more information, go to www.psc-cuny.org.
SETTLING IN AT KCC

WORKING AT KINGSBOROUGH

All paperwork associated with employment at Kingsborough is handled through the Office of Human Resources (A-201, Ext. 5436). Important forms and policies are posted on the Human Resources Homepage. Some things new faculty members should be aware of include the following:

EMPLOYMENT ELIGIBILITY

The College is required to obtain proof of employment eligibility before or within three days of a new employee’s hire date. A complete listing of acceptable documentation may be obtained from your department or from the Office of Human Resources.

BENEFITS

A Benefits Packet, which includes all forms to be completed, is distributed to new full-time faculty by the Human Resources Benefits Coordinator (P-203, Ext. 6525) at a Benefits Orientation. He or she will explain the Benefits Package to you and answer any questions you may have. Adjunct faculty who have taught for at least six hours each semester for three consecutive semesters (excluding modules) are eligible for health care benefits.

I.D. CARDS

Human Resources will give you a letter to bring to the Office of Public Safety (L-202, Ext. 5069) who will issue you a photo I.D. card. Photos are taken in L-222 during registration or at the Office of Public Safety at other times. Show this same letter to the Bursar (A-205, Ext. 5416) if you need to purchase a parking decal (see note on parking below). Please Note: All individuals on campus are required to carry I.D. cards and must present these at the request of faculty and staff.

PAYROLL

Questions regarding payroll, including the schedule of payroll check dates and direct deposit, may be addressed to the Payroll Management Office (A-201, Ext. 5436). Please note: In order to be placed on payroll, an original social security card must be submitted to this Office. Payroll checks may be picked up at the Bursar’s Office (A-205, Ext. 5416) and are distributed by Payroll Distribution (A-206, Ext. 5994). Please check with them for hours of check distribution. Information regarding payroll can also be found through the Human Resources webpage.

Note that salary increases for full-time faculty take place January 1, but do not take effect until 10 months of service have been completed. So, the first salary increase will take effect January 1 of the second year of service. For adjunct faculty, salary steps are awarded effective the Fall semester following the completion of six semesters in a three-year period (exclusive of the Summer in which the calculation is done).

BUSINESS CARDS

Full-time faculty may order Kingsborough business cards online and through their departmental offices. For online orders, visit the Faculty webpage; a link for stationery orders is listed under eTools. We only allow Kingsborough Email addresses on Business Cards.

CUNY POLICY ON GIFTS TO FACULTY

CUNY has specific guidelines regarding gifts to faculty. Please see Appendix K for a full explanation of the policy.
TUITION WAIVERS

Full-time instructional staff are eligible upon their appointment to receive tuition waivers for up $5,250 per year, tax free, to take graduate courses at any CUNY school; to take undergraduate courses, the waiting period is one year of service. The waiver is not applicable to continuing education and non-credit-bearing courses. There is no limit to the number of undergraduate credits that may be taken per semester, but graduate credits are limited to six per semester. Tuition is waived for one course, graduate or undergraduate, at any CUNY school for adjunct faculty after their tenth consecutive semester teaching in the same department in the same school (Fall and Spring only). Full time substitute service in a position on the instructional staff immediately preceded by and immediately followed by adjunct service with no break in service shall count as continuous adjunct service for determining eligibility for tuition waivers. Tuition waivers may only be used for courses taken during the Fall and Spring semesters. If you are eligible for a tuition waiver and are interested in taking courses, please contact the Office of Human Resources (Ext. 5511) or consult the Employee Waivers section of the Tuition and Fees Manual on the CUNY website.

THE CAMPUS

Kingsborough’s campus is distinguished by a series of continuous, interconnected buildings; only the T buildings are separate. An interactive web map is available online.

GETTING TO KINGSBOROUGH

Detailed directions for getting to Kingsborough by car or by public transportation are available online. However, please note the following:

PARKING

If you drive to Kingsborough, the Office of Public Safety requires that every car brought on campus bear a parking permit issued by the College. Permits may be purchased at the beginning of the semester in the Bursar’s Office (A-205, Ext. 5416). The letter that is given to you by Human Resources for your I.D. card is also needed to purchase a faculty parking permit. More information on parking can be found online, accessible through the Faculty Website under KCC Campus.

TRAIN, BUS, AND SHUTTLE BUS

If you take public transportation, note that Kingsborough is not directly accessible by train. The closest stations and connecting buses (to the last stop, Oriental Boulevard and Mackenzie Street) are:
Brighton Beach (B or Q) – B1 or KCC Shuttle Bus*
Sheepshead Bay (B or Q) – B49
25th Avenue (D) – B1
Avenue X (F) – B1
Bay Parkway (N) – B1

*Kingsborough offers free shuttle bus service (I.D. required) for students between Brighton Beach and Coney Island (Stillwell Ave.) Subway Stations and KCC (the shuttle stops just outside the main entrance). The shuttle runs regularly and operates whenever classes are scheduled. It does not operate on Saturday, Sunday, or holidays. Hours of operation are Monday through Thursday from 7 AM to 11 PM and Friday from 7 AM to 3 PM. Check online for updates.

CAMPUS SAFETY

The Office of Public Safety (L-202, Ext. 5069) is dedicated to providing excellence in protection and service to the College community. As law enforcement officers, they continuously endeavor to ensure a safe and secure environment conducive to a positive social and educational experience. Their departmental motto — Service, Integrity, and Pride — exemplifies their mission.
The men and women of the Public Safety Service are held to the highest standards in achieving the level of professionalism the College community deserves and has come to expect. Our Officers are involved in problem
solving, training, communicating, and if need be, enforcement of New York State laws and the rules and regulations under which the City University of New York operates.

All health- and medical-related emergencies occurring at the College should be reported at once to the Office of Public Safety, which has a specialized unit of Officers who are trained as Emergency Medical Technicians. These Officers augment responding units and assist with medical emergencies on campus. The members of our Critical Response Team (CRT) are trained to assess, treat, and triage patients under the New York City Basic Life Support protocols.

The Public Safety Department maintains a Comprehensive Security Alarm System that is monitored 24/7 year round. This system is connected to many different types of alarm devices which provide protection to many different areas throughout the campus. Additionally, our stairwells and corridors are equipped with Emergency Assistant Alarms. These devices when pulled will automatically generate a security response to that location. These devices are for emergency use only and have been instrumental in assisting with quick responses related to both security and health related issues.

There are currently 115 Security Surveillance Cameras that are strategically located throughout the campus. All surveillance cameras are located in public areas on both the interior and exterior of the campus. Our surveillance cameras assist with providing campus safety and continue to be an integral part of our security effort to maintain a safe environment for the entire college community.

The Office of Public Safety should be notified immediately of any breach in the safety of the campus.

For emergencies, dial 7777 from any campus telephone.

In addition, the Office of Student Affairs coordinates the Assessment and Care Team (ACT) to identify, investigate, assess, refer, monitor, and take action in response to behaviors exhibited by Kingsborough students that may pose a threat to the college community. Numerous recent incidents nationwide reinforce the need to have fast and effective ways to reach faculty during a campus emergency. The following are several ways in which you can receive information in the event of an emergency.

EMERGENCY NOTIFICATION SYSTEM:
In addition to using campus voicemail, Kingsborough now has a system in place to reach faculty, staff, and students quickly via cell phone, text messaging, and personal email. In order for it to work, please supply us with your current contact information and your emergency contact person.

Submitting your information fast and easy:
2. Log in to your CUNYfirst account.
3. Select CUNY Alert Preferences. Here you can add or remove campuses, email addresses, and telephone numbers.

The information you provide will be used strictly for keeping you informed in the case of an emergency. Please encourage your students to supply their information as well, and we ask that you allow students to keep cell phones on vibrate mode so that they can be reached in the event of an emergency without having calls disrupt class.

PUBLIC ADDRESS SYSTEM
An indoor/outdoor public address system is installed campus-wide. The system divides the campus into zones, which allows for targeted messages to be given to those in different buildings or areas of the campus, if necessary.

ELECTRONIC SIGNAGE
An electronic sign is located at the front gate. In the event of an emergency, it will be used to display instructions to those attempting to enter the campus. Additional electronic signage is located in 26 different locations in the campus.
IN CASE OF FIRE
The red fire alarm boxes are to be used. Everyone is expected to evacuate the building in response to fire signals.

FOR ALL OTHER EMERGENCIES
Use the yellow emergency assistance boxes in corridors and stairwells to summon immediate security response.

ENVIRONMENTAL HEALTH AND SAFETY
The Office of Environmental Health and Safety (P-105, Ext. 4778 or 5899) is responsible for the compliance of Federal, State, and City codes, regulations, and standards that may have an impact on the College. The office achieves its goal through training and education, accomplished by direct contact with faculty, staff, students, and visitors who are part of the College community.

FACULTY OFFICES
Faculty office assignments are made jointly by the academic departments and the Office of Finance and Administration (A-209, Ext. 5028). Each department has some office space that is shared by adjunct faculty; due to space limitations, full-time faculty may also share office space. All requests for furniture can be made through your department.

KEYS
Requests for keys are made to your department chair. Fill out, sign, and give the key request card to your department chair who will also sign the card and file it with Buildings and Grounds (P-220, Ext. 5124). You will be notified when keys are ready. You must present your I.D. card and sign for your keys when you pick them up. Keys issued to you are your responsibility. Keys you no longer need due to separation or transfer must be returned to the Office of Buildings and Grounds. Do not pass keys along to other employees. All instances of lost/stolen keys must be reported to the Office of Public Safety; Buildings and Grounds must be provided with a copy of the security report. You will be required to pay $1 for each key that needs to be replaced.

TELEPHONE SERVICE
Telephone service is provided in faculty offices through Telecommunications (L715, Ext. 6900). All College phone numbers have a 368 prefix. Requests for faculty office phones and for voicemail are made through the academic departments. (Adjunct faculty offices generally have a single, shared phone.) After your phone has been installed and voicemail has been set up, initialize your voicemail by following the steps below:
1. From your office or any other phone on campus, dial 4990. From an off-campus phone, dial 1-718-368-4990. You will be prompted for your KCC extension number. Please enter the number and press the # key.
2. You will then be prompted to enter a password followed by the # key. Use the password 2580.
3. Follow the prompts to create a new password. Do not use sequential or repeating numbers and do not start with 0.
4. You will then be prompted to record your name and a personal greeting.

To retrieve voicemail from the office phone, dial 4990 and enter your password followed by the # key. To retrieve voicemail from an outside phone, dial 1-718-368-4990. When prompted, dial your office extension and enter your password.

The College will not accept collect calls nor will it be involved in third party billing for long distance calls to be charged to a personal telephone. If you need to make a professional long distance call, dial the operator and give him or her the name and the number of the party you wish to reach.

Kingsborough telephone directories are distributed to all KCC faculty and staff by Human Resources. Extensions for Kingsborough faculty and staff can also be found through the KCC web directory.

OFFICE PERSONAL COMPUTERS
Computer accounts for full-time and adjunct faculty are requested by their department chairperson and setup based
on notification of hire from the Human Resources department and approval by the Office of the CIO. Computers or other devices requested by the chair of your department are assigned to full-time faculty through ITS, the Office of Information Technology Services (L-117, Ext. 6679) and are password protected. To login to your computer for the first time, type in your username (the first initial of your first name followed by your last name) and then your password. If you do not know your password, call the ITS Help Desk (Ext. 6679). You should then change your password; the new password must have seven (7) or more characters including a number and a special character (excluding @ and #). Passwords expire every 60 days. You will be prompted to change your password several days before it is due to expire. Your previous 24 passwords cannot be repeated so it is a good idea to keep track of your passwords.

Computers are commonly loaded with Microsoft Office, Internet Explorer, Adobe Acrobat Reader, Lotus Notes, and SPSS. ITS holds site licenses for a variety of software you may require for professional purposes.

CUNYfirst is the official CUNY database. You must obtain your username and create a password to utilize CUNYfirst. You will need to use CUNYfirst to access your Class Roster, your Verification of Attendance, your Grade Roster, and other student information. Please contact the ITS Help Desk (Ext. 6679) for more information or assistance.

If you have any questions or problems with your office computer, please call or send an email to the Office of Information Technology Services (ITS) Help Desk (Ext. 6679, helpdesk@kingsborough.edu). When you contact the Help Desk, a trouble ticket will be created. The Help Desk system will confirm your request via an email that includes the ticket information and a reference I.D. The system will also automatically send updates about your request. You will receive a call or an email to inform you when the work has been completed. If you are not satisfied with the work or disagree that it has been completed, please escalate the issue to the appropriate manager. Contact Seth Kaye (Ext. 5353, Seth.Kaye@kbcc.cuny.edu) for computer lab/instructional technology related issues. Contact Jonathan Hagler (Ext. 4900, Jonathan.Hagler@kbcc.cuny.edu) for faculty/staff/administrative technology related issues.

Also, please note and comply with Kingsborough’s Computer Policies and CUNY’s statement on Computer User Responsibilities, both available via the Information Technology Services link on the Faculty and Staff webpage.

LAPTOP LOAN PROGRAM
The Office of Information Technology Services has a Laptop Loan Program through which faculty members can borrow a laptop for up to a semester. For more information, contact ITS at ext. 5353 or visit M-224. Laptops must be reserved online; you will need to use your email login and password to complete a laptop reservation request. Then, at the appointed time, you will proceed to the office with the printed receipt and your college I.D. to retrieve your assigned laptop.

KCC EMAIL ACCOUNTS
Email accounts for full-time and adjunct faculty members are requested by their department chairperson or setup based on notification of hire from the Human Resources department. Your KCC email account is the only way official announcements and correspondences will be sent to you. Please see Appendix J for Suggested Faculty Guidelines for Online Interactions with Students.

Email addresses follow the format First Name.Last Name; for example, you can send an email to John Doe at John.Doe@kbcc.cuny.edu or John.Doe@kingsborough.edu. (Please note that @kbcc.cuny.edu is interchangeable with @kingsborough.edu but the kbcc.cuny.edu format should be used on business cards).

Kingsborough email accounts can be accessed through Lotus Notes on office computers. They can also be accessed from any computer by logging in at https://mail.kbcc.cuny.edu or using the Webmail link directly at the top of our website. When accessing your email online, your username is your first and last name in the form of John Doe.

Please contact the ITS Help Desk (Ext. 6679) for password assistance.

Your KCC email is protected by the ProofPoint spam-blocking system. A KCC server scans incoming email messages for spam properties and quarantines the messages that are identified as spam. Each weekday morning, you
will receive an email message (Subject: End User Digest) that contains a digest of the latest quarantined messages addressed to you. If you take no action regarding these quarantined messages, they will be deleted from quarantine in 14 days. You may examine the digest list in case a message was marked as spam incorrectly. Next to each message you have four options:

1. Release - Delivers the quarantined message to your inbox.
2. Safelist - Delivers the message to your inbox and ensures that no email from that sender will be blocked in the future. (Lotus Notes users are also able to set up a personal safelist and a list of blocked senders.)
3. Not Spam - Delivers the quarantined message to your inbox and reports to Proofpoint that the message is not spam.
4. Report Spam – Notifies Proofpoint that the message is definitively spam. This action helps Proofpoint update their filters and become more effective at catching spam.

The End User Digest email also has a Manage My Account link through which you can, for example, modify your lists of safe and blocked senders, choose a spam policy for filtering messages, or suspend receipt of digests.

**OFFICE SUPPLIES**

Office supplies may be requested from your departmental office.

**OFFICE MAINTENANCE, CLEANING, REPAIR AND RENOVATION**

The Office of Buildings and Grounds serves the college community by maintaining building structures and equipment, making all necessary repairs and caring for the grounds. The office is located in room P-220. The Office of Campus Planning and Design serves the college community for special projects on campus, changes in occupancy, to facilitate a special design or installation, or to request furniture such as desks, chairs, file cabinets. This office is located in room P-205.

Campus services are provided by maintenance and custodial employees. All work requests for Buildings and Grounds and/or Campus Planning and Design should be submitted by your department through the electronic work order system Archibus. The link is accessible through the college website under the Quick Links tab. Emergency requests such as hazardous and safety related conditions (i.e. water leaks, tripping hazards, lights out in stairwells, broken locks) should be reported immediately to the Office of Buildings and Grounds at 718-368-5124.

Temperature related complaints should be reported to the boiler room at 718-368-5134. They are available 24 hours per day, seven days per week. In the event that you are unable to reach a Buildings and Grounds staff member, please contact the Office of Public Safety at 718-368-4800. Office cleaning is the responsibility of Custodial Services, also part of Buildings and Grounds (P-220, Ext. 5124).

**LOST AND FOUND**

The College Lost and Found depot has been established in the Office of Public Safety (L-202, Ext. 5069). This office holds items for a period of 30 days.

**FOOD SERVICES**

College food service is provided by Panda House (718-368-3687). The Beach Cafe (also known as the U-Cafeteria) is the main cafeteria on campus. The Beach Cafe is located on the first floor of the U-building in room U100 and is in close proximity to the college bookstore.

On a daily basis, Panda House offers a wide selection of foods including breakfast and lunch items, as well as hot entrées, sandwiches, soups, Chinese food, salads, pizza, sushi, and ice cream; Kosher and Halal food items are also available. During the Fall and Spring semesters, the Beach Cafe is open Monday through Thursday, 7:00 am - 8:30 pm; Friday, 7:00 am - 6:30 pm; Saturday, 7:00 am - 4:00 pm; and Sunday, 7:00 am - 1:00 pm.

At all other times, when classes, registration, and finals are not scheduled, the U-cafeteria operates from 7:30 am until 4:30 pm. During the Winter and Summer semesters, the Beach Cafe (U-cafeteria) hours are Monday through Thursday, 7:00 am - 6:50 pm.

The MAC Cafe offers food service on the second floor of the Marine and Academic Center (MAC). The MAC Cafe
is open Monday through Thursday, from 8:30 am to 4:00 pm during the Fall and Spring semesters; it is closed Friday and weekends. It is also closed during Winter and Summer modules.

Kingsbrew is located on the first floor in the MAC building. It is open Monday through Thursday, 7:00 am - 7:30 pm and Friday, 7:00 am - 3:00 pm. During the Winter and Summer modules, Kingsbrew is open Monday through Friday, 7:30 am - 3:00 pm. Weekly menus for the Beach Cafe as well as the MAC Cafe and the Oceanview Room are posted on KCC website. In addition, Panda House provides catering services for College events; please call extension 5959 for menu selections and prices.

Panda House also opened “T 2 to Go” located in the T-2 building. Here, Panda House offers sandwiches, coffee, cold beverages, etc. for sale during Fall and Spring semesters from 9:30 am to 3:00 pm Monday through Thursday.

Finally, vending machines are available in or near the following locations: U114 (which includes approximately 10 vending machines and one kosher vending machine), V126, A100, E100, and the Gym, on the Library concourse, outside of room M240, near the mailroom in the P Building; near the art gallery and on the third floor of the A&S Building, and in the following buildings: T-2, T-4, T-7, T-8.

If you wish additional information regarding food service, please contact Panda House at extension 5959 or Events Management (located in V-114) at extension 5040.

RECREATIONAL FACILITIES

Each semester and module, the Department of Health, Physical Education and Recreation posts the schedule as well as rules for the use of their facilities by faculty and staff. You must present your Kingsborough ID to use these facilities. Faculty lockers are available, but you must bring your own lock. To learn the combination to gain access to the faculty locker rooms, speak to the staff in G-201 and show them your I.D. card.

BEACH

The beach is open in July and August. As a member of the faculty, you do not need a beach pass, but must show your Kingsborough I.D. Beach hours and information are posted and are available online.

ON STAGE AT KINGSBOROUGH AT THE LEON M. GOLDSHTEIN PERFORMING ARTS CENTER

Part of Kingsborough’s mission is to enrich the lives of people who live, work, and study in our community. Our season includes world-class dance, music, theatre, and family performances from September to May. During the month of July, we present the HOT SUMMER NIGHTS! free outdoor concerts. The Art Smart program attracts more than 8,000 New York City public school children for our weekday performances of professional children’s shows. Discounted tickets are often available for KCC students, staff, and groups. For information about upcoming events, or to purchase discounted student/staff tickets, call (718) -368-5596 or stop by the box office at Leon M. Goldstein Performing Arts Center between 10 am and 5 pm Monday through Friday. Visit us online at www.OnStageAtKingsborough.org
INSTRUCTIONAL PRACTICES AND POLICIES

SCHOLARLY TEACHING: ASSESSING STUDENT LEARNING

Kingsborough encourages faculty to take a scholarly approach to teaching, which includes:

- Identifying student learning goals and objectives. Translating learning goals into learning objectives allows you to identify measurable student behaviors that can then be assessed. The easiest way to do this is to articulate objectives using the stem, “By the end of this course, students will be able to...”

- Choosing pedagogical approaches that will help students achieve these objectives. In choosing pedagogical approaches, please consider the students you are teaching as well as the learning objectives you want them to achieve. As noted in Section I of this handbook, Kingsborough students are a diverse group and many come to Kingsborough underprepared for college. Many faculty members have found that underprepared students can do college-level work if classroom instruction and assignments are scaffolded and encourage active learning.

- Assessing student learning outcomes to determine the effectiveness of instruction. Assessing student learning outcomes provides information regarding the degree to which course learning objectives have been achieved by students in the aggregate; it differs greatly from grading, which evaluates the performance of individual students. Assessment offers faculty insight into how well instruction is facilitating learning; assessment at the course level impacts program and institutional assessment, which is crucial for accreditation.

- Making adjustments to curricula and instruction as needed. Assessment data may indicate that students as a group have met some learning objectives to a greater degree than they have met others. These data then offer faculty the opportunity to make adjustments to their teaching, where needed, to increase student learning.

COURSE SYLLABUS

Identifying clear learning objectives helps focus a course, and making these objectives and criteria for evaluation explicit for students offers students the opportunity to begin to take an active role in their own learning and provides a framework through which they might make connections among what might otherwise appear to be a set of disjointed facts, concepts, or activities.

Helping students make these connections, both within and across courses, is at the heart of a liberal education. So, in addition to including contact information, office hours, and a list of required texts and materials on your course syllabus, we encourage you to include your student learning objectives for the course, as well as how these will be assessed, a brief description of major assignments, and some statement of grading criteria. It is also important to include policies regarding attendance and academic honesty (Appendix H) and how students’ behavior with respect to these may impact their grades.

Depending on the course and the policy of the department, adjunct faculty may, in some cases, be asked to follow a departmental syllabus.

TEXTBOOKS, COURSE MATERIALS, AND INSTRUCTIONAL TECHNOLOGY

BOOK ORDERS

Book orders are placed through your department, which must approve all required and supplementary course texts. For some courses in some departments, adjunct faculty may be required to use texts and materials selected by the
department. To comply with the HEO Act regarding course materials cost transparency, all book orders must be in
before registration opens. The deadline for all Spring and Summer books is November 1 and the deadline for all Fall
and Winter orders is April 1. Book orders are submitted by faculty or department support staff through the CUNY first
textbook ordering application. The College Bookstore (U-101, Ext. 5500) sells all required textbooks, selected
reference and reading materials, gym and nursing uniforms, and many other items. Bookstore hours are posted.

WORD PROCESSING
Typing Services (P-203, Ext. 5511) provides word-processing services for the instructional staff. Although copy
can be submitted by mail, it is suggested that it be submitted in person when substantial explanation of method or
format is necessary.

COPYING
Up to 150 copies can be made by faculty members at the copy machines outside of Office Services’ Print Shop
(P-101, Ext. 5096). The Print Shop opens at 7:30am Monday through Friday. It closes at 6:00pm Monday - Thursday
and at 5:00pm on Friday. When making copies, please sign in, indicate your department, and record the number
of copies you are making. Evenings and weekends faculty members can make up to 30 copies in the Office of
Academic Scheduling (A-113, Ext. 5686).

Sets of more than 150 copies will be made by the staff of the Print Shop. Submit materials to be copied along with
the appropriate form one week in advance. Please note that materials that are copied and distributed to a class are
subject to fair use agreements.

ERESERVE AND RESERVE
eReserve is an online counterpart to the traditional Library Reserves system, where required readings or supplemental
course readings are held for student use. Students can access eReserve readings in a digital format 24 hours a
day, 7 days a week from any computer with an Internet connection. Links to eReserve can be found under Course
Reserves on the Kibbee Library Home Page or under eTools on the Faculty Website, and eReserve course pages can
be linked to Blackboard course sites (see below).

All non-bound materials that, if copied, would comply with fair use agreements, can be made available through
eReserve. This includes journal articles, book chapters, lecture notes, internet sites, PowerPoint presentations,
quizzes, and exams. To place something on eReserve, submit one copy of the item along with an eReserve form that
contains a full citation. Library staff will check that copyright agreements are honored and will scan the item. Please
allow five business days for submitted materials to appear on an eReserve course page. Faculty are welcome to
submit items already in digital form; this will speed up the process.

Bound materials and those which, if copied, would not comply with fair use agreements, can still be made available
to students through the Reserve Desk in the Library (L-201, Ext. 5637). When placing non-bound texts on reserve,
please make several copies, including a back-up copy for the Library, and please allow at least five business days for
the reserve materials to be processed.

BLACKBOARD
Faculty may choose to enhance a credit-bearing course through Blackboard, which is a comprehensive and flexible
e-learning software platform. Course materials, including a link to eReserve, can be placed on a Blackboard
course site. Blackboard has a number of features that can facilitate instruction, including an on-line discussion
board through which students can interact with their instructor as well as their classmates. While it is true that
some students may not have access to computers at home, computers are available for student use in the library,
in computer labs (when the labs are not scheduled for class use), and in the Cybercafé (on the second floor of the
Marine and Academic Center); therefore, all students should be able to participate in courses that utilize Blackboard.

Blackboard can also be used to offer hybrid courses, in which some class sessions meet on campus and others take
place online, as well as fully online courses. Faculty who are interested in offering hybrid or online courses should
consult their department chairs.
If you are planning to use Blackboard, please contact the Kingsborough Center for e-Learning (KCeL) with the relevant course and section number(s). In a day or so, your course(s) should appear on Blackboard when you login. If you are a new user of Blackboard, KCeL will help you register to login to the CUNY Portal, through which Blackboard can be accessed, and will set up a Blackboard orientation for you. (To register on your own, go to www.cuny.edu and click on log-in then CUNY Portal. At the next page, click on Register for a New Account and follow the instructions on the screen to create a username and password. The default username is the initial of your first name followed by your last name; you may also choose a different username).

For more information on using Blackboard, other instructional software, or state of the art instructional technology, please contact KCeL (L-705, Ext. 6622), which offers consulting services, training, and assistance to help faculty members integrate technology into their courses in order to increase teaching effectiveness.

**TURNITIN**

Turnitin is a web-based plagiarism detection service available to Kingsborough faculty. While it may be the case that students deliberately plagiarize, it is often the case that students plagiarize unintentionally. Turnitin can be used as a teaching tool to help students recognize their own unintentional plagiarism and learn strategies for appropriately integrating text into their work.

Students submit papers through Turnitin, which compares each student paper with over a million documents (including previously submitted student papers, internet resources, and commercial databases of journal articles and periodicals) that are stored in its database. As a result of this comparison, a student’s paper is analyzed for plagiarized passages, and an originality report is sent to the instructor. KCeL (L-705, Ext. 6622) offers “hands on” training sessions on Turnitin throughout the academic year. These sessions take faculty through the process of setting up their own Turnitin accounts and goes through the steps for submitting papers and analyzing results. Turnitin also offers a guided tour of the product and online training.

The Turnitin program, however, currently does not search books or articles in subscription databases available through the CUNY Library Databases, or any other subscription database such as The New York Times on the Web. For those resources, it is best to search the CUNY Library Databases and/or supplement your Turnitin review with a search in a Web search engine (e.g., google.com). Please contact KCeL for training regarding such searches.

**PBWORKS**

Many members of the faculty have been working with PBworks – either as a course tool for use with students, as a tool for course development, research documentation, and/or collaborating with other faculty. PBworks is freeware (http://pbwiki.com) and is not managed by CUNY or Kingsborough, but you can drop by KCeL or KCTL for ideas about using it.

**ACADEMIC SERVICES & MEDIA SUPPORT**

Information Technology Service’s Academic Services department (M-224, Ext. 6679) and the Library’s Media Center (L-118, Ext. 5044) offer faculty a number of options for enhancing classroom instruction through technology.

**HANDS-ON COMPUTER WORK**

Faculty who would like students to have access to computers during class have two options. First, they may reserve a computer lab for a single class period or on a recurring basis. To request such computer lab time for non-computer classes, you must complete a request form and submit it to Information Technology Services (ITS). Request forms are available online on the Faculty Website via the Information Technology Services tab. Please note that fewer computer labs are available at popular teaching times; more tend to be available on Friday when fewer classes are in session.

The second option allows faculty to request a laptop cart, which generally holds 30 laptops and a projection device. Carts are available through the Media Center, which requests that you do not disconnect the projection device and connect it to your own laptop. Media Center requests may be made online via the Library link at the top of KCC’s website or in person; signatures are required and receipts are given when you receive equipment. In some academic
departments, the demand for laptop carts is very high. These departments (i.e., Art; Behavioral Sciences; Biological Sciences; Communications and Performing Arts; Business; Health, Physical Education, and Recreation; English; Nursing; Physical Sciences; and Tourism and Hospitality) have their own carts; requests to use them can be made by faculty to their departments.

**Other Media Support**

The Media Center also offers TVs, VHS and DVD players, overhead projectors, and a film collection for classroom use. All media requests may be made in person, by phone, or online via the Library link at the top of KCC’s website. As equipment is limited, please be sure to make reservations as early in the semester as possible. The Media Center also houses a mini-theater that seats 30-35 people. It can be reserved by faculty but is often booked for film classes, so availability is limited (especially in September and October).

**OFF-CAMPUS ACTIVITIES**

[Please note: The following information applies to trips associated with classroom activities. Trips that you may plan as an advisor to a student club follow a different procedure.]

Not only are Kingsborough’s surroundings beautiful, they are also rich in the history, culture, and landscape that uniquely define New York City. From its museums to its theaters to its parks, New York offers a wealth of opportunities that can enhance and integrate classroom learning. For this reason, off-campus enrichment activities are strongly encouraged.

Planning an off-campus activity for your students, however, requires some preparation as student trips pose potential legal problems. For this reason, if you are planning an off-campus activity, you must have it approved by your department chairperson and the Office of Academic Affairs (A-218, Ext. 5661) and, if the activity involves an extended absence from campus, you must file a list of participating students. Please get approval well in advance of the activity and, if the activity interferes with regularly scheduled classes, please discuss it with the instructors involved and come to some agreement before you seek approval. Further, off-campus activities involving contractual obligations must be approved by the Business Manager (Ext. 5902), and participants must pay any monies involved to the College, which will then pay the contractor according to the terms of the contract.

Requests for bus service, accompanied by the necessary approvals, must be submitted to Office of Business Affairs at least one month prior to the date of the trip. Provided they meet the insurance requirements for such use, personal automobiles may be used in connection with class and extra-class activities on a voluntary basis only. No instructor or student group advisor may require a student to travel in a privately owned vehicle as part of the requirements for class or extra-class participation.

Despite the preparation involved, we urge you to take advantage of the many learning experiences available for your students and we will support your efforts to do so.

**ABSENCE OF AN INSTRUCTOR**

If you must miss class for any reason, please do not cancel or reschedule classes; only department chairpersons have the authority to cancel classes. If you are absent, please contact your chair; if your chair cannot be reached, contact the Office of Academic Affairs, which will authorize appropriate action. In all cases, absences should be reported as early as possible.

When you return to the College, please complete and sign a Notice of Absence form on file in your departmental office. A copy of the signed form will be returned to you for personal records, the original will be sent to the Office of Human Resources, and one copy will be filed in the departmental absence file for preparation of the Monthly Absence Report, which is submitted to the Office of Academic Affairs.
RECORD KEEPING

Faculty are responsible for keeping accurate records, as described below. In addition, because students can appeal a grade up until the end of the semester following the semester in which the grade was given, faculty are required to keep student work that has not been returned to students or that students have not picked up, for one year after the course completion date.

ROLL BOOKS/GRADE SHEETS

Roll books for each class, which list the names of registered students, are distributed by the department chairperson during the first week of classes, along with instructions for maintaining them; please follow these instructions carefully.

VERIFICATION OF ATTENDANCE (VOA) ROSTERS

In the beginning of each semester or module you will be asked to confirm if students who are officially enrolled in each of your courses have commenced attendance. The roster on which you make these notations is referred to as a VOA (Verification of Attendance) Roster and available online through CUNYfirst. You can access this system through the Faculty Center on CUNYfirst.

Follow the instructions provided by the Registrar’s Office and the Associate Provost Office to submit your VOA rosters. Please be sure to do so before the indicated deadline. As you enter the VOA roster, you may review the list of dates displayed at the top of the screen for reference; then select the appropriate attendance status for each student by using the drop down attendance certification choices. By selecting ‘No,’ you are indicating that the student never attended the section; the student will be assigned the non-punitive grade of WN.

You can save the roster and return to it later; once completed, rosters are submitted to the Registrar’s office electronically. You will receive an immediate indication of your completed submission.

FINAL EXAMS

PREPARATION

The Office of the Registrar (A-101, Ext. 5136) posts final examination preparation procedures every semester. In brief, faculty submit final exams to Office Services (P-101, Ext. 5096) a few weeks before finals week. Exams are then kept by the Registrar, so that a final exam is available in case an instructor is absent on the day his or her exam is to be given. Instructors have the option of submitting either a legible, handwritten final examination that needs to be typed and duplicated; a typed exam that only needs to be duplicated; or copies of a typed exam that are ready to be administered. It is the responsibility of the individual faculty member to arrange for special examination equipment or supplies (e.g. audio-visual equipment, tapes, accounting/graph paper, etc.).

SCHEDULING

Final examinations are administered according to the final exam schedule. Instructional staff may not cancel or reschedule exams.

PROCTORING ASSIGNMENTS

Every full-time faculty member is responsible for eight proctoring assignments per academic year; for those faculty members who have reassigned time, that number may be reduced by a formula determined by the Office of Academic Affairs. Faculty members with overload courses carrying finals are responsible for additional proctoring assignments beyond the original eight. Evening and Weekend Studies faculty proctor their own exams; this may or may not be the case for Day Session faculty, and those who proctor exams that are not their own should return completed exams to the appropriate department.

If you know in advance that you are unable to proctor during your assigned time, you must notify your department so that your proctoring assignment can be rescheduled. If, on the day of your proctoring assignment, you are unable to proctor, it is important that you call your department so they can make sure that the assignment is covered. Finals are available for faculty pick-up from D-123 on the day they are to be administered.
STORING
Graded final exams are returned in their envelopes to D-123, where they are stored for one year. In the case of some departmental exams, graded exams are returned to the department. Faculty who proctor exams for other instructors return exams to the appropriate department.

GRADING
Final grades are entered through the Grade Roster in the Faculty Center in CUNYfirst. Follow the instructions provided by the Registrar’s Office and the Associate Provost’s Office to submit your grades before the deadline indicated. For any concerns regarding grade submission, please contact Kingsborough Center for e-Learning (KCeL) located in L705, ext. 6622.

Effective Fall 2008, CUNY has set the following guidelines for grading across all CUNY Campuses:
### GRADING GUIDELINES

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEFINITION</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Passing</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>Passing</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass but course not counted in computing cumulative average</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew officially. Non-punitive grade.</td>
<td>-</td>
</tr>
<tr>
<td>WN</td>
<td>Never Attended. Non-punitive grade.</td>
<td>-</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially (Student attended at least one session); counts as failure</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>No credit granted (Restricted to developmental courses)</td>
<td>-</td>
</tr>
<tr>
<td>S</td>
<td>High-level of proficiency in MAT M200 course</td>
<td>-</td>
</tr>
<tr>
<td>R</td>
<td>Minimum level of proficiency not attained (Restricted to developmental courses)</td>
<td>-</td>
</tr>
<tr>
<td>INC</td>
<td>Term’s work incomplete; changes to “FIN” if work is not made up by 10th week of next 12-week module</td>
<td>-</td>
</tr>
</tbody>
</table>

### ADMINISTRATIVE GRADES

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEFINITION</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA</td>
<td>Withdrew Administratively Due to Immunization (Non-punitive)</td>
<td>-</td>
</tr>
<tr>
<td>WD</td>
<td>Student dropped course after the first week of classes before the Withdrawal period opened</td>
<td>-</td>
</tr>
<tr>
<td>FIN</td>
<td>Failure as a result of an INC (if work is not made up by the 10th week of the next 12-week term)</td>
<td>0.00</td>
</tr>
<tr>
<td>Z</td>
<td>Instructor did not submit grade</td>
<td>-</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade pending</td>
<td>-</td>
</tr>
<tr>
<td>#</td>
<td>Course has been successfully completed in a subsequent semester and is not calculated in the cumulative average (e.g., #F, #WU)</td>
<td>-</td>
</tr>
</tbody>
</table>
Students failing a required course are obligated to repeat it. If the student repeats the course and earns a passing grade of C or better, the original F remains on the transcript, but is no longer computed into the student’s grade point average. Remedial courses in which an R grade is received may not be repeated more than three times, except by permission of the appropriate faculty committee.

The INC grade means that, in the instructor’s opinion, the student has not completed the course requirements. In order to then receive a passing grade, the student must submit missing assignments or make up a missing final by the deadline date printed in the College’s Academic Calendar. If a grade is not earned within the required time, the INC is changed to an R in remedial courses and to an FIN (failure as a result of INC) in non-remedial courses, although faculty may request extensions for students through the Committee on Academic Review. Students receiving an INC are encouraged to contact the instructor as soon as possible. Deadlines by which students must file petitions to take make-up final exams are listed each semester in the Academic Calendar, as are all other deadlines.

Students have roughly two-thirds of a semester or module to withdraw from a course without penalty and receive a grade of W; the last date for withdrawal without penalty is posted on the Academic Calendar. A grade of WU is given in cases when a student stops attending or continues to attend, but is excessively absent. A grade of WN, has been instituted by CUNY, is assigned to students who registered for the course but never attended.

If a student feels a grade in a course is unjust, he or she may speak to the instructor. Subsequently, the student may speak with the department chairperson or the chairperson’s designee. If unsuccessful, a student may then write to the Committee on Academic Review, and, if still dissatisfied, request an appointment in the Office of Academic Affairs.

**STUDENT ATTENDANCE**

The following student attendance policy is in effect at the College: A student who has been absent for 15% of the total number of instructional hours that a class meets during a semester or session may be considered excessively absent by the instructor. The instructor may consider excessive absences as a factor in the assignment of a student’s grade.

**STUDENT CONDUCT**

The Office of Student Conduct is responsible for acting on behalf of Kingsborough Community College and the Office of the Vice President of Student Affairs in matters pertaining to student conduct and discipline. The Office of Student Conduct deals with alleged instances of student misconduct and academic dishonesty on campus by determining the best resolution for a given situation while remaining consistent with the goals and mission of Kingsborough Community College as an institution of higher learning. In matters of academic dishonesty, the Office of the Student Conduct works closely with the Associate Provost to resolve incidents referred by faculty (see Appendix G).

The mission of the Student Conduct Office is to educate students and protect the rights, health, and safety of all members of the Kingsborough Community College community. Student Conduct will also encourage and support a civil and holistic learning environment that fosters personal growth and the development of life skills by holding students accountable for actions and behaviors inconsistent with the scope of the Kingsborough Community College community. The student conduct system also aims to address inconsistent behavior in an approach that informs students and guides them toward a greater sense of personal responsibility, decision-making, and acceptable community standards.

All students must comply with the Henderson Rules and the College Policy on Campus Conduct, as printed in the Kingsborough Community College Student Handbook. Student conduct concerns should be referred to the Student Conduct Officer in the Office of the Vice President of Student Affairs (A-216, Ext. 5563). Academic dishonesty is a serious infraction of the campus conduct policy, and should also be dealt with accordingly; please refer to CUNY’s Policy on Academic Integrity.
ASSESSMENT AND CARE TEAM (ACT)

The Assessment and Care Team (ACT) is the primary group of individuals who deal with students of concern. Members of ACT identify, investigate, assess, refer, monitor and take action in response to behaviors exhibited by Kingsborough students that may pose a threat to themselves or the college community. Anyone, including students, parents, faculty, staff, and other community members, who is concerned about a student and his/her behavior can make an ACT referral.

As a result of a referral to ACT, the team will assess the situation and make recommendations for action. Such actions may range from a wellness counseling or academic support referral to removing the student from the college community by means of the appropriate CUNY processes. When appropriate, ACT will refer students, not deemed to be high risk, to campus resources and services that will enable them to remain in good standing at Kingsborough.

To make a referral, please call:
• Office of the Vice President of Student Affairs at (718) 368 - 5563
• Complete a referral form online by going to the Kingsborough Community College website or using the following link: http://www.kingsborough.edu/act/

IMPORTANT: Behaviors that warrant immediate reporting to Campus Public Safety instead of making a referral:
• Student displays or allegedly is carrying a weapon of any kind
• Student threatens harm to self or others (including written indications of harm of suicide)
• Assault of any nature including sexual assault

For all emergencies: Public Safety (718) 368-7777 or x7777 from a campus phone

FRESHMAN SERVICES advises incoming and first-semester freshmen.
Freshman Services is aimed at assisting freshmen to make a comfortable and successful transition to Kingsborough Community College. The office helps to lessen the anxieties of students who have never attended college before by offering accurate information, support services and a place where they can make a connection with an advisor who will address any concerns they might have. Freshman Services is responsible for advising and registering all incoming freshmen, Pre-Enrollment Services, CampusFest, Academic Advisement, Socials/Open House events and Workshops. Freshman Services is located in room F123 and may be reached at 718-368-4806 or at freshman.services@kingsborough.edu

Provides students with advisement through a number of venues:

ACADEMIC ADVISEMENT CENTER (M-201, EXT. 5744) advises students in their second semester and beyond, supporting and promoting campus-wide advising year round. It focuses on helping students become more responsible for planning their academic programs so they can achieve career and life goals. The Academic Advisement Center does this by providing them with information regarding general College policies and procedures and with referrals to other campus services and departments. It also provides information and workshops to support advisement by other faculty and staff of the College.

HEALTH CAREERS CENTER (M-101, EXT. 4911) advises and counsels all students in the health careers.

OPENING DOORS (E-102, EXT. 4903) advises freshmen in the Opening Doors Learning Communities Program.

EVENING ADVISEMENT CENTER (M-101, EXT. 4911) advises and counsels all evening, part-time and non-degree students.

In addition to advising students, Freshman Services and College Advisement are responsible for teaching all Student Development 10 courses that are not connected to special programs. They also coordinate Freshman Socials and
collaborate with the Office of Enrollment Management to organize and deliver New Student Orientations.

Counseling & Health Services consists of the following four offices (Counseling Services, Student Wellness Center, Women’s Center, and Health Services):

COUNSELING SERVICES (D-102, EXT. 5975)
Counseling Services provides emotional and psychological support to students as they pursue their academic and personal goals, and strive toward enhancing the quality of their experience at Kingsborough. Counseling sessions are confidential and free for all currently enrolled students. In addition to individual counseling, Counseling Services offers groups, and ESL support services. Counseling Services can also provide referral for outside treatment for students with substance abuse concerns. Appointments are required for individual counseling sessions, though for students with immediate need, walk-in and emergency services are also available.

- ESL SUPPORT SERVICES is a component of the Counseling Services office that was created with the goal of assisting ESL students with academic, cultural and personal adjustment to the college. Services available include: personal counseling, ESL intensive learning community, group support, workshops, peer mentorship and Talking Buddies.
- FACULTY AND STAFF OUTREACH SERVICES is another component of the Counseling Services office. The service provides presentations and consultations to faculty and staff on crisis intervention stemming from students behavioral and emotional problems in class and on campus. The information often helps faculty and staff feel better equipped to determine when our assistance is required or when to seek help from other college supportive services.

STUDENT WELLNESS CENTER (A-108, EXT. 5975)
The Student Wellness Center provides health, mental health education, and supportive services in an integrated and holistic way. Its main objective is to provide a safe place on campus that takes into account the diverse needs and backgrounds of KBCC students and to promote multi-dimensional health education and self-care.

The Student Wellness Center has integrated what was formerly known as HELM into its services. The Center is located in room A-108.

WOMEN’S CENTER (M-382, EXT. 4700)
The Women’s Center provides women on campus a place to gather, socialize, network and examine the transitioning lifestyles that will allow them to develop to their fullest potential. Its services include counseling and crisis intervention, special programs, projects, seminars and workshops for women, peer support groups, resources, a women’s mentor program, and consultations with academic departments, organizations and individuals to expand awareness of gender dynamics and women’s concerns.

HEALTH SERVICES (A-108, EXT. 5684)
The office of Health Services is one of many support services offered by the Department of Student Development. It provides first aid health care, medical record review, storage and retrieval, medical consultations, health related referrals, health education, advisory, and preventative health services. A registered nurse is always in attendance when classes are in session.

ACCESS-ABILITY SERVICES (D-205, EXT. 5175)
Access-Ability Services (AAS) serves the KCC community as a resource regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities.

MEN’S RESOURCE CENTER (U-218, EXT. 5339) gives academic and peer support to self-identified men of color. The program is designed to empower men and improve their college experience through one-on-one mentoring, goal-setting, and academic assistance.
OFFICE OF STUDENT LIFE (C-123, EXT. 5597), led by the Director of Student Life, Athletics and Publications makes an integral contribution to the students’ overall college experience. The programs and services it provides support a wide range of extra and co-curricular activities that are designed to facilitate students’ personal and intellectual growth and develop leadership skills. These include over 100 student clubs and organizations, student government and leadership, student publications, and the student ambassador program (for list of Student Activity Clubs see Appendix L). The following may be of particular interest:

COLLEGE CENTER programs provide community and co-curricular activities at Kingsborough for the enrichment and entertainment of the Campus Community. These activities include movies, lectures, demonstrations, concerts, exhibitions, dialogues, fairs parties and trips.

SCEPTER (M-230, EXT. 5603) the monthly College newspaper, is written, produced, managed, and distributed by KCC students, and has been cited for journalistic excellence.

ATHLETICS (G-110A, EXT. 5737) Supported by student fees, intercollegiate athletics are and traditionally have been an integral part of a student’s total college experience and development. Kingsborough’s Athletic Program offers students a wide range of opportunities to participate in many sports.

OFFICE OF CAREER DEVELOPMENT, TRANSFER / NEW START, SCHOLARSHIP OPPORTUNITIES AND EXPERIENTIAL LEARNING

This office offers a myriad of services including Career Development, Transfer advisement, Transfer Scholarship Opportunities, and Service-learning.

CAREER DEVELOPMENT (C-102, EXT. 5115). Career Counselors provide assistance to students in career exploration, job readiness, and self-assessment. We offer several different workshops (e.g. rEsUmAnIa and How to Ace the Interview), host career events (e.g. Job Expo and Part-Time Job Fair), provide on-campus recruitment and internship opportunities, and maintain the KCC On-Line Jobs Board.

NEW START (C-102, EXT. 5115). The New Start program provides support for students who have had academic difficulty at participating senior (CUNY and non-CUNY) colleges. New Start Counselors offer specialized counseling, assist with targeted academic advisement and make referrals as necessary, all to assist with students’ future academic success.

SCHOLARSHIP OPPORTUNITIES (C-102, EXT. 5115). The Office specializes in Transfer Out Scholarships (school-based scholarships) and periodically advertises scholarships sponsored by private organizations. Scholarship Counselors are available to assist students with the scholarship application process.

TRANSFER (C-102, EXT. 5115). Transfer Counselors provide academic advisement and registration for students transferring into Kingsborough, as well as transfer counseling for students transferring after graduation. Transfer opportunities also include Transfer Day, Transfer Evening, senior college visits to KCC, Transfer Out workshops and individual transfer counseling sessions.

KINGSBOROUGH’S SERVICE LEARNING PROGRAM (C-102) offers students experiential learning beyond the classroom. In this program, faculty and students create out-of-class projects, which embody the core principles of the course. Experiential projects vary greatly and are geared toward the benefit of others. Our Service Learning counselor acts as the liaison between the national funders, off-site providers, and campus administration.

SPECIAL PROGRAMS

In addition, special programs at Kingsborough provide student support for particular populations:
COLLEGE DISCOVERY (D-213, EXT. 5576) consists of a diverse multilingual staff that provides comprehensive financial, academic, and counseling support to students with academic potential who might otherwise be excluded from higher education due to academic and economic circumstances.

HONORS PROGRAM (M-377, EXT. 5365) is designed to provide a challenging, enriching, and rewarding educational experience for highly motivated entering and current students. Students must have a minimum GPA of 3.2 based on 12 or more credits at KCC beyond remedial courses to be eligible for the program. The program offers academic courses, rich co-curricular programming, student support, transfer and scholarship assistance.

IMMERSION PROGRAM (D-106, EXT.5358) offers developmental classes at no cost to incoming freshmen and currently enrolled KCC students during the Winter and Summer modules.

INTERNATIONAL STUDENT AFFAIRS (V-114, EXT. 6800) coordinates administrative services, immigration, and visa matters for international students. It provides support services and comprehensive advising services, as well as cultural, social, and co-curricular programming.

MY TURN (F-219, EXT.5079) is a program through which students over 60 years of age who are NYC or NYS residents can take courses on a course-available basis and earn a college degree.

VETERANS AFFAIRS OFFICE (M-101, EXT. 5563) supplies information and assistance relating to educational benefits for veterans.

LEARNING COMMUNITIES
Smith, MacGregor, Matthews, and Gablenick (2004) define learning communities as a variety of curricular approaches that intentionally link or cluster two or more courses, often around an interdisciplinary theme or problem, and enroll a common cohort of students. They represent an intentional restructuring of students’ time, credit, and learning experiences to build community, enhance learning, and foster connections among students and their teachers, and among disciplines.

At their best, learning communities practice pedagogies of active engagement and reflection (p.20).

Kingsborough wants to make collaborative, integrative coursework the cornerstone of every degree so that interdisciplinary, thematic learning communities are the norm for every student. To that end, Kingsborough currently supports three learning community programs: Opening Doors and ACE, for incoming freshmen, and Integrative Studies for students beyond the first semester and for transfer students.

All Kingsborough learning communities follow the cluster model, where two to five courses are thematically linked. Cohorts of up to 25 students form dynamic academic-social learning communities through which they engage in integrative, multi-disciplinary tasks. Learning communities involve collaboration, not only across academic departments, but across other institutional resources that serve student needs. Departments such as Academic Affairs, Student Affairs, and the Library offer services and skills that contribute to the mission of learning communities and to students’ experiences of higher education.

Faculty development is ongoing in all programs, focusing on pedagogies that contribute to student success by actively engaging students in reading, writing, and critical thinking and by helping students make connections across disciplines. Joint assignments, projects, and student-centered activities are planned by faculty with input from all members of each learning community team.

Measures of student success from all three programs indicate that students benefit from participation in learning communities. Participation in learning communities also benefits faculty, through opportunities to collaborate with colleagues outside of their own departments and to develop integrative pedagogies.

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ACCELERATED COLLEGE ESL

The ACE (Accelerated College ESL) Program is a year-long learning community experience that offers continued ESL and Integrative Speech seminar coursework, and the opportunity to retake CUNY exams upon program completion. This program offers students a complete program block of five courses: ESL, Speech, a Student Development course, an Integrative Language Seminar, and a course in History, Psychology, or Sociology. Students earn eight real credits in the program. The ACE model stems from the preceding Intensive ESL Program, which began in 1995. It was one of the first learning community programs in the nation designed for non-native speakers of English.

OPENING DOORS LEARNING COMMUNITIES

In 2003, Kingsborough introduced the Carl Perkins-funded Career Links Program, which was later extended to become Opening Doors Learning Communities when Kingsborough was one of six community colleges across the nation chosen by the social policy research group MDRC, to participate in a groundbreaking random assignment demonstration project that addressed the problem of high attrition rates at community colleges. In a six-year follow-up report released in July 2012, this one-semester intervention is shown to increase the proportion of students who complete a degree. Previous studies have shown a positive effect on retention, credits earned, and the speed with which students pass through the developmental sequence. Kingsborough’s program combines curricular reform and enhanced student services, in an effort to help community college freshmen make a smooth transition to college during their critical first semester. In Opening Doors, student cohorts register for a block program of two or three thematically linked courses, one of which is a one-credit Student Development course (SD 10). To date, links have included courses in Art, Biology, Business, Economics, Health, History, Math, Music, Philosophy, Psychology, Sociology, Speech, Theater, and Tourism and Hospitality.

INTEGRATIVE STUDIES PROGRAM

The Integrative Studies Program at Kingsborough Community College offers students the opportunity to study in learning communities targeted toward specific majors. Learning communities in this program vary in structure including the number of courses linked and whether or not links include an integrative seminar - a two-hour, one-credit course which provides a place for targeted integration, scaffolding activities to support and help students apply content from the other courses, and, if applicable, career focus. Some ISP learning communities also offer students the opportunity to practice quantitative skills in the context of the major; in those learning communities, the integrative seminar serves as the site for this contextualized quantitative reasoning practice.

These learning communities were piloted as career focused learning communities in Spring 2007. From Fall 2007-2009, MDRC assessed the impact of this program through a random assignment study and found especially positive impacts on transfer students.

ONLINE/HYBRID TEACHING

Kingsborough encourages faculty to offer online/hybrid courses. Interested faculty should consult with their Chairperson and then contact the Associate Provost to undergo qualification to teach online/hybrid courses. Guidelines, extensive training, and support are available in the Kingsborough Center for e-Learning (KCeL) in L-705, extension 6622 (see Appendix M).

MELISSA RIGGIO HIGHER EDUCATION PROGRAM

AHRC New York City’s Melissa Riggio Higher Education Program at Kingsborough Community College is a fully inclusive college-based program designed to prepare people with intellectual and developmental disabilities for adult life through higher education coursework, career exploration and preparation, self-awareness and personal improvement, community engagement, and the development of self-advocacy skills. The program provides individualized academic, vocational, community and social experiences for young adults in a highly supportive yet challenging environment. These students have the same opportunities for social and personal growth as other young adults at the
college level. They are placed in select college courses every semester. For more information, contact the Office of the Associate Provost (M-386).

THE KINGSBOROUGH EARLY COLLEGE SECONDARY SCHOOL (KECSS)

Opened in 2007, KECSS is an innovative model of education that allows students to obtain an Associate in Arts degree in Liberal Arts while they work to complete their high school diploma. Students are admitted at 6th grade and will start taking college courses beginning in their 9th grade. The college courses will satisfy some of their high school requirements. College courses are taught on the campus of the KECSS for 9th and 10th graders, but students will travel to the KCC campus to take college courses in their 11th and 12th grades. KECSS is housed in the Lafayette Educational Complex at 2630 Benson Avenue #1, Brooklyn, NY 11214, (718) 333-7850. The Associate Provost at KCC supervises the college academics for KECSS.

ACADEMIC SUPPORT

There are a number of resources available for students requiring academic support:

MATH WORKSHOP (F-206, EXT. 5808) provides individual or small-group tutoring for all Kingsborough students who require help in mathematics. The Math Computer Lab is available for computer science and math classes as well as for individual math and computer science students.

MEDIA CENTER LEARNING LAB (LIBRARY - GROUND FLOOR, EXT. 5044) offers students media support for language learning as well as for a variety of subjects.

CENTER FOR ACADEMIC WRITING SUCCESS (CAWS) (L-219, EXT. 5405) provides free walk-in, scheduled one-on-one, or group tutoring for students in English courses or for those who may be preparing for the CUNY ACT or CUNY Proficiency exams. The Center also runs class labs mandated by ESL and the ENG 90s (developmental) sequence. Students may be referred by an instructor or may seek help on their own.

TUTORIAL SERVICES (L-605, EXT. 5118) provides individual and small group tutoring on a first-come, first-serve basis for most courses. The tutorial sessions are grouped according to teacher, subject area, and tutors’ availability. There is no tutoring for Art, English, Music, Speech, or Typing.

OTHER SUPPORT SERVICES

FINANCIAL AID (U-201, EXT. 4644) assists students in applying for Financial Aid, which may cover some or all of their tuition. Counselors are available to check the status of applications or address other concerns.

SINGLE STOP (V-231, EXT. 5411) Single Stop provides a comprehensive screening that identifies which government benefits students are eligible for (Public Assistance, Food Stamps, Health Care, Utility Assistance, etc.). Any student can walk in, get screened, and receive one to one support until they receive their entitlements.

Students experiencing economic difficulties or stressful life challenges are encouraged to get screened as benefits received make their income, if any, available for other areas of their life. In addition, during Tax Season, Single Stop offers Free Tax Preparation to Kingsborough students. Contact the Single Stop Coordinator, at 718-368- 5411.

NEW AMERICAN CENTER (V-101, EXT. 5600). The New Americans Center (NAC) provides free immigration legal services to Kingsborough Community College and the surrounding Brooklyn communities. The Center has an on-site attorney, paralegal and legal assistants with training and expertise in immigration law. The staff provides legal information and guidance and assists with the filing of Deferred Action for Childhood Arrival, Citizenship, and Change of Status applications. Individual legal consultations can be scheduled to determine eligibility for immigration benefits and to provide guidance and referrals for more complex immigration matters. The Center offers the following legal services:
• Legal Screening of Eligibility for Immigration Benefits
• Citizenship Applications and Fee Waivers Where Eligible
• Deferred Action for Childhood Arrival (DACA)
• Adjustment of Status, Change of Status and Green Card Renewals Temporary Protected Status Renewals (TPS)
• Family Petitions
• General legal advice and referrals on asylum, deportation, battered spouse, and waivers
PROFESSIONAL DEVELOPMENT, TEACHING AND LEARNING INITIATIVE

A current national movement in higher education is a recommitment to the interdisciplinary and integrative educational goals that define a liberal education. Kingsborough offers a number of venues through which faculty can continually develop as professionals, explore innovative pedagogies, and work toward this goal. These venues are supported by Kingsborough’s Office of Academic Affairs and by CUNY’s Coordinated Undergraduate Education (CUE) Program. They include two collaborating centers – the Kingsborough Center for Teaching and Learning (KCTL) and the Kingsborough Center for e-Learning (KCeL) – as well as exciting and innovative initiatives – Learning Communities, Virtual Enterprise, and Writing Across the Curriculum (WAC). These have all been shown to be successful in promoting student learning outcomes, and Kingsborough’s Learning Communities have attracted national attention.

Information regarding faculty development opportunities at Kingsborough is available through the Faculty Website. If you are interested in participating in Learning Communities, Virtual Enterprise, or Writing Across the Curriculum, please consult with your department chairperson and contact the program coordinators; participation in these initiatives is respected in faculty review.

KINGSBOROUGH CENTER FOR E-LEARNING (KCeL) (L-705, EXT. 6622)

KCeL offers consulting services, training, and assistance to help faculty members solve specific instructional problems and improve their teaching effectiveness through newer and emerging technologies. KCeL is a facility that houses several PC and MAC computers, two large plasma screens and a View Writer, a scanner for slides and photos, a color ink printer, a large format Epson color printer, a 3M smartboard, video teleconferencing equipment, and video cameras for training in how to film and edit. Training is offered to individuals and groups of up to six faculty members for all software packages, including Microsoft Office and Adobe Creative Suite, and numerous other technological products available at the College. KCeL is open from 9 AM to 5 PM, and the trainings and workshops are available by appointments.

KINGSBOROUGH CENTER FOR TEACHING AND LEARNING (KCTL) (M-391, EXT. 5252)

KCTL is a faculty-owned center for professional development which has as its mission the goal of creating a college-wide faculty learning community at Kingsborough to foster both professional development and collaboration around issues of teaching and scholarship. All academic departments are represented on its 28-member advisory board.

KCTL is committed to fostering student learning by advancing a student-centered, intentional, and reflective approach to teaching and learning across disciplines. To that end, KCTL provides opportunities for collaborative professional development of three types:

- FACULTY INTEREST GROUPS
  Faculty are invited to start or join a faculty interest group in which faculty across disciplines meet at least once a month to explore a common interest and share concerns and best practices. Some groups meet for a semester or two, others have been meeting for a few years. Interest groups have included: Contemplative Practices, Decoding the Disciplines, Economic and Workforce Development, Increasing Student Participation, Reading Groups, Teaching Toolbox, and Teaching with Technology; current groups can be found on the KCTL website. Meeting times are coordinated by the faculty facilitator, who tries to accommodate all interested faculty.

  Faculty are welcome to join an interest group at any time. Meetings are posted on the KCTL website calendar, and KCTL sends weekly emails to all faculty listing events scheduled for the following week. If you would like to join a
KCTL faculty interest group or would like to propose a new one, please contact KCTL.

**SUPPORT FOR SCHOLARSHIP**
KCTL is also committed to supporting faculty research in their disciplines and to fostering a culture of scholarship of teaching and learning. To that end, KCTL offers a self-paced Scholarship of Teaching and Learning (SoTL) Program and supports a Faculty Writing Group as well as, in collaboration with the Office of College Advancement, a Grant Writing Workshop Series.

**WINTER WORKSHOP SERIES**
Each January, KCTL invites an outside speaker to facilitate an all-day workshop focused on teaching and learning. Please watch your email in the late fall for more information.

KCTL is open from 9 AM to 5 PM, Mondays through Fridays. KCTL has a small lounge area and a terrace, which faculty are invited to use – please stop in to work, chat, or relax and help yourself to coffee or tea! A small conference room that seats about 15 and is equipped with a laptop and projection device can be reserved for meetings by calling KCTL in advance.

**VIRTUAL ENTERPRISE**
The signature program of the CUNY Institute for Virtual Enterprise at Kingsborough is the Virtual Enterprise pedagogy (VE). Students assume the roles of members of business enterprises and operate their businesses face-to-face in teams. VE is not a specific course, but rather a modular, active-learning pedagogical framework for delivering the content of existing courses and teaching technical, business and interpersonal skills within the context of an entrepreneurial experience. VE is readily customized to align with the goals of a given course so that the VE-infused class contains the content of the course in which it is embedded, and the instructor can make the projects students undertake and situations they encounter locally relevant. VE also has an organized national and international network of student businesses, which motivates students and connects classrooms from different disciplines. NSF funding for the Virtual Enterprise program has been used successfully to guide students through the process of forming and running simulated science and technology (STEM) businesses (ATE DUE-0501711, 0802365, 1104183 -- Schulman, 2005, 2008, 2011). In a STEM-VE infused course, the lines between the business and STEM disciplines are blurred as students take a holistic view of their firm and learn what is required for success in the workplace. Soft skills (e.g., teamwork, effective written and oral communication) are integral to these processes. Since the course is student-led and products/services are student-conceptualized and dynamic, learners are continuously engaged in problem identification and problem solving. NSF grants supported the adaptation of the VE business pedagogy for use in biotechnology (vebiotech) and information technology (veit) classes in close collaboration with BATEC (ATE’s national center for IT), NBC2 (ATE’s northeast regional center for BioManufacturing) and Bio-Link (ATE’s national center for Biotechnology).

Supporting the in-class activities is an international network of virtual student businesses that transact through our proprietary technology platform – the IVE MarketMaker. It is a web-based virtual economy with banking, electronic commerce, stock market and credit functionality. Its interface resembles the online account management functions of major financial institutions. VE student teams can explore funding opportunities that bring their technology innovations to the MarketMaker’s virtual marketplace. They experience simulated marketing and trading for their products, and participate in collaborative events for showcasing product development.

**WRITING ACROSS THE CURRICULUM**
Writing Across the Curriculum (WAC) is a national curriculum reform movement initiated by faculty over 20 years ago to strengthen teaching and learning through increased support for reading and writing in every classroom. In writing intensive courses at KCC, faculty use informal writing as a tool for learning and as a window in to student learning. More formal writing assignments engage students with issues and ideas that are central to the discipline and the course. Underlying the development of writing intensive courses is the understanding that students learn best through doing. When students write responses to their reading, discuss course content on Blackboard or blogs, compose papers in drafts with the help of tutors in L219, and take essay examinations, faculty are able to assess
their evolving communication skills and comprehension of course content; at the same time, these activities enable students to develop those very competencies. Since Fall 2010, Kingsborough students have been required to pass one Writing Intensive (WI) course in order to be able to graduate.

At Kingsborough, faculty must become certified in Writing Across the Curriculum in order to teach writing-intensive sections. The certification process begins with participation in a Certification Seminar either online or in face-to-face meetings during the Winter module. Seminar topics include the uses of formal and informal writing, working with drafts and revisions, employing active learning strategies, creating “assignment-driven” syllabi, and efficiently providing feedback on students’ papers. After submitting a provisional course portfolio of revised assignments in February, faculty pilot their newly redesigned course with the support of a Writing Fellow during the Spring term. A revised course portfolio is submitted in June. Upon submission of an acceptable course portfolio faculty receive 3 hours of compensation.

Once certified (and with the approval of the Chair) an instructor may offer any course of 3 credits or more on a writing intensive basis, provided that the course includes a meaningful and creative use of reading and writing. In return, the course is capped at 25 students, and there is the possibility of working with a writing fellow. For more detailed information and an application form, see the WAC website at: www.kbcc.cuny.edu/WAC

CIVIC ENGAGEMENT

Kingsborough is deeply committed to civic engagement. Beginning Fall 2013, students are required to have a minimum of two (2) civic engagement experiences before graduation. Please see the College Catalog under “Graduation Requirements” for more information.

SERVICE LEARNING

Service learning is a teaching and learning strategy that integrates meaningful community service opportunities into a student’s coursework. Students are able to become active participants in the learning process by using what they learn in the classroom to solve real-life problems. They work with the staff of a partnering community organization and then reflect on their experience through written assignments and class discussions. Service learning may be incorporated successfully into courses from all academic disciplines; it may involve a single student, groups of students, or an entire class. Students build character, gain a sense of civic responsibility, and have an opportunity to explore potential careers by working in their community to create service projects. Reflection before, during, and after is a key component of the ideal service-learning experience.

There are two types of Service Learning that faculty may choose to have their students engage in:

Direct - students work directly with the population served by the partnering community organizations. For example, students in an Early Childhood Education course might participate in the Homework Helpers program at an after-school program.

Indirect - students work on and develop a project or product for a partnering community organization. By progressing through the necessary processes to achieve a goal, students have a valuable learning experience. For example, students in a Sociology course will develop a program for educating the community about the ramifications of domestic violence. They do not visit the site on a weekly basis but rather work on a project that may be a one-time presentation.

Service learning can take place through the course of the semester as students complete a set number of hours per week. Or, the Service-learning component can be a one-time event, such as a fundraiser or an awareness workshop.

GENERAL EDUCATION FOR ALL DEGREE PROGRAMS

CUNY PATHWAYS INITIATIVE

Approved by the CUNY Board of Trustees in June 2011, the Pathways Initiative, which has been in effect since
September 2013, assures that all three parts of an undergraduate curriculum – general education, major, and elective courses – will count toward graduation requirements among all CUNY colleges. This initiative allows students to experience a broad range of liberal arts courses while assuring the many students who transfer from one CUNY college to another that their credits will transfer, therefore helping them graduate on time.

Pathways applies to:
• new freshmen
• transfer students starting in September 2013
• current students who change majors*

*NOTE: Students changing majors should meet with their advisors to see how liberal arts credits already earned apply to the new CUNY Common Core.

Current students who continue in the same major can choose to stay with the requirements in place when they entered CUNY, as listed in the college catalog for your start date, or to switch to the new Pathways curriculum.

All CUNY undergraduates will be required to complete the 30-credit CUNY Common Core except students in A.A.S. programs.

PATHWAYS COMPONENTS
CUNY’s Pathways initiative offers a new framework for general education. It consists of two parts: the Common Core for all CUNY colleges, requiring 30 general education credits; and the College Option, requiring students who transfer to a 4-year CUNY college to take 6-12 additional credits at the senior college, as specified by the student’s status when they enter the senior CUNY college.

CUNY COMMON CORE AT KINGSBOROUGH
The new CUNY Common Core consists of two parts: a “Required Core” portion and a “Flexible Core” portion. Courses that have been approved towards fulfillment of the CUNY Common Core at the time of publication of this catalog are identified in the Course section of this catalog. The full list of approved courses is available online at: www.kingsborough.edu/pathways.

REQUIRED CORE
In the Required Core, depending on the major, students must take:
• Six (6) credits in English Composition (ENG 1200 and ENG 2400)
• Three (3) credits in Mathematical and Quantitative Reasoning
• Three (3) credits in Life and Physical Sciences

FLEXIBLE CORE
In the Flexible Core, depending on the major, students take between three (3) and six (6) three-credit liberal arts and sciences courses from the following five areas, with no more than two courses in any discipline or interdisciplinary field (e.g., no more than two psychology courses).
A. World Cultures and Global Issues
B. U.S. Experience in its Diversity
C. Creative Expression.
D. Individual and Society
E. Scientific World
RESOURCES AND SUPPORT SERVICES

Below is an alphabetical list of a number of resources that have been mentioned in this handbook and a brief description of the services they provide.

ACADEMIC ADVISEMENT CENTER (M-201, EXT. 5744)
The Academic Advisement Center supports and promotes campus-wide advising year-round while recognizing the autonomous nature of advising within the academic departments. The Center provides advisement workshops and serves as a college resource for Faculty and college staff. Anyone with advisement questions can feel free to contact the Center.

ACADEMIC SCHEDULING (A-113, EXT. 5686)
Academic Scheduling serves the college by providing services to the instructional staff as well as students. They are responsible for the preparation of the Schedule of Classes, which includes the allocation of all academic room assignments. The office also processes academic room change requests and classroom reservation forms. The office, located in room A113 is open weekdays Monday through Thursday until 10:00pm, Friday until 8:30pm, and on Saturdays and Sundays from 8:30am to 4:30pm. (Office hours differ during the module.)

Academic Scheduling maintains the semester driven Schedule of Classes Addendum, manages evening final examinations and retains a copy of all completed finals as required by The State Department of Education. During on-campus registration periods Academic Scheduling oversees the special permission Registration Help Desk for students in room M101.

Academic Scheduling manages the Weekend College Program, which serves an essential role in the college’s educational offerings. It allows individuals who are unable to attend courses during the day to pursue part-time or full-time studies on weeknights or weekends. You may contact the office by telephone at 718-368-5686, by fax at 718 368-4940 or by email at Academic_scheduling@kbcc.cuny.edu

The office also manages the Registration Help Center.

ACCESS-ABILITY SERVICES (D-205, EXT. 5175)
Access-Ability Services (AAS) promotes an inclusive environment that emphasizes education, empowerment, informed participation, and equal access for students with disabilities to all educational programs and activities at KCC. Faculty play an important role in creating an academic setting that ensures access, maximizes the achievement potential of every student, and minimizes the need for individual accommodations. To ensure full inclusion, faculty are encouraged to apply principles of access and usability in course design and teaching strategies to all courses, including online and web enhanced courses.

Employing these principles does not eliminate the need for specific accommodations for some students. Some students with documented disabilities may receive approved accommodations such as classroom and/or testing accommodations, and the use of assistive technology. Irrespective of disability and of accommodation needs, students with disabilities are expected to adhere to the same academic and department standards as their peers.

Achieving the goal of full inclusion for students with disabilities involves an understanding of disability and the myriad tools available to both students and educators for meeting the educational needs of the students. AAS serves faculty as the primary resource for any student disability-related questions or concerns. See AAS Faculty Resources at www.kingsborough.edu/access-ability for more information.

ASSESSMENT AND CARE TEAM (ACT) (A-216, EXT. 5563)
The Assessment and Care Team (ACT) has been created to identify, investigate, assess, refer, monitor and take action
in response to behaviors exhibited by Kingsborough students that may pose a threat to the college community.

**BLOOD PROGRAM**
All members of the faculty are eligible to participate in the City Blood Donor Corps. This program provides coverage for employees and certain family members anywhere in this country or abroad. For details and enrollment information, contact the Office of Human Resources (A-201, Ext. 5436).

**BOOKSTORE (U-101, EXT. 5500)**
The College Bookstore sells all required textbooks, selected reference and reading materials, gym and nursing uniforms, and many other items. Bookstore hours are posted online.

**THE COMMITTEE FOR ACADEMIC REVIEW (M-386, EXT. 5029)**
The Committee for Academic Review (CAR) resides in the Office of the Assistant Vice President for Academic Affairs and Associate Provost. The Office assists students in filing academic grade appeals (WU, INC, FIN; academic grade changes from a lower to a higher grade; denial or restriction of transfer credits; appeals to be re-instated into the Nursing Program; and waivers of graduation requirements).

**COUNSELING SERVICES’ FACULTY & STAFF OUTREACH SERVICES (D-102, EXT. 5975)**
Counseling Services’ Faculty & Staff outreach services includes consultations on crisis interventions in the classroom as well as educational and preventative services to faculty and staff.

**ECO-FESTIVAL**
Eco-Festival is an annual multi-day event at Kingsborough. The goals of Eco-Festival are to raise ecological literacy, to foster global citizenship, to promote meaningful dialogue about environmental issues, and to inspire environmental action and stewardship. All faculty and students are encouraged to participate. For more information, contact the Office of the Associate Provost (M-386, Ext. 5029).

**EMERGENCY CLOSINGS**
In the event of emergency, a College closing due to weather or other factors, information and instruction can be obtained by signing up for CUNYA!ert (See Campus Security above or visit the KCC Website) Information will also be provided on the following radio stations:
- WRKB-KCC (90.9 FM)
- WBL (107.5 FM)
- WADO (1280 AM)
- WFAS (1230 AM)
- WLIB (1190 AM)

**HEALTH SERVICES (A-108, EXT. 5684)**
In addition to the student services noted earlier, Health Services supplies first aid, emergency treatment, and educational, preventative and advisory services to the entire Kingsborough community.

**INSIDE.KINGSBOROUGH**
Inside.kingsborough.edu is a new web platform designed for use by students, faculty, and staff that can be accessed from any device that connects to the internet (i.e. desktop computers, tablets, and mobile phones). Log in with your student email account or Kingsborough computer account to take advantage of these go-anywhere resources. Here is a brief description of some features:
- Email Groups https://inside.kingsborough.edu/egroups
- View the courses you are currently teaching and their specially-assigned course email addresses. Send email to your students from these course email groups.
- Student Email Address Look Up https://inside.kingsborough.edu/lookup
- Look up an individual student’s email address.
- Course Resources https://inside.kingsborough.edu/mycourse
- Host digital media (i.e. videos, documents, audio recordings, PowerPoint presentations) that you can share with
your students.

- Kingsborough Account Management or KBAM https://inside.kingsborough.edu/kbam
- Empowers students with self-service tools from their mobile devices including email password reset, class schedule view, teacher evaluation surveys, and more.

Contact the ITS Help Desk (ext. 6679) for assistance.

**KBCC MOBILE**

ITS has launched our mobile app for iOS, Android, and all other web-enabled devices. The KBCC Mobile app helps you connect to College resources on-the-go. It includes access modules such as Directory, Events, Courses, Maps, Emergency, KBAM, Status, Library, and WKRB. Here is a brief description of each of the app’s modules:

- **Directory Module**: Find office locations and phone numbers on campus.
- **Events Module**: Find everything happening on campus plus CUNY Central events.
- **Courses Module**: View the course catalog, class times and locations, and more.
- **Maps Module**: Find exactly where you are and where you need to go. Maps module integrates with the Directory and Courses modules to help you find your way.
- **Emergency Module**: Access important KCC numbers and Emergency websites.
- **KBAM Module**: KBAM - Kingsborough Account Management - assists students with email account setup and provides self-service tools on-the-go.
- **Status Module**: Provides status updates for internet, CUNYfirst, CUNY Portal, etc.
- **Library Module**: Search the CUNY+ catalog and library databases.
- **WKRB Module**: Stream our own WKRB 90.3 FM radio station.

Contact the ITS Help Desk (Ext. 6679) for assistance.

**KCC READS**

KCC Reads, our common reading program at Kingsborough Community College, was inaugurated at a meeting of the Faculty Assembly in the Spring of 2001 to provide a focal point around which all members of our campus community participate in a rich intellectual exchange. Since its inception, the program has been highly collaborative, with participation of students at all levels of study and staff and faculty from every area of our campus in events, meetings, debates, art projects, book nominations, panel discussions, classes, and reading groups.

The chief mission of KCC Reads is student enrichment: we aim to introduce students to intellectual life and buoy their long-term educational and career goals through their growth as critical thinkers, writers, speakers and leaders and their development as citizens who are engaged in social and political life. The program also aims to enhance and sustain campus community: through a campus-wide cohort that organizes events and selects the books, and by means of the broader collective work done in connection with teaching, reading and research on the annual book. We also engage a social justice agenda through involvement in research elaborating the social, historical and political issues elaborated by selected books as well as leadership toward philanthropic and volunteer work around those concerns—in the borough of Brooklyn, in metropolitan New York City at large, in wider U.S. society and in the world beyond our borders. To these ends, each year we put together a rigorous calendar of events in which large numbers of students, staff and faculty, in as many disciplines and areas as possible, collaborate. The yearly programming typically culminates in a talk given by the author. For more information, contact the Office of the Associate Provost (M-386, Ext. 5029).

**KINGSBOROUGH CENTER FOR E-LEARNING (KCeL) (L-705, EXT. 6622)**

KCeL supports Kingsborough faculty in effectively integrating technology in their courses in order to engage 21st Century students and provide them with significant learning experiences that will promote their success.

**Goals:**

- To determine what professional development faculty desire and need so they can effectively use technology in their courses.
- To provide assistance to faculty interested in exploring the use of technology in their teaching.
- Develop a community of practice for faculty who currently teach and who are interested in teaching web enhanced, hybrid, and online courses
KINGSBOROUGH CENTER FOR TEACHING AND LEARNING (KCTL) (M-391, EXT. 5252)
KCTL trains and assists faculty in the use of technology for instruction and scholarship.

KINGSBOROUGH FACULTY WEBSITE
The Kingsborough Faculty Website organizes links to a number of resources for faculty, including most of those contained in this handbook, in a faculty-friendly way. The website can be accessed from the Kingsborough Homepage by selecting Staff and Faculty Resources from the Quick Links menu at the top of the page.

LIBRARY (L-805, EXT. 5144 & 5584; REFERENCE DESK, EXT. 5632)
The Robert J. Kibbee Library serves the College by providing materials and services to support the curricula, assist students and instructional staff with study and research, and stimulate cultural development. The Library is also a catalyst in ensuring that Kingsborough students graduate as information-literate members of our information-age society. The Library ensures, through its instructional and reference activities, that students are capable of determining the nature and extent of their information needs, are able to effectively and efficiently access needed information, are equipped to critically evaluate information and its sources, and are aware of the economic, legal, and social issues that facilitate ethical and legal access/use of information.

The Library has an extensive, well-balanced, and carefully selected collection, which includes books, full-text electronic databases, periodicals, indexes, online government documents, maps, and microfilms. Special services offered by the Library, such as interlibrary loans, courtesy cards for use at non-CUNY libraries, and instruction sessions and tours, are described on the Library homepage. Policies and procedures governing circulation and reference service, faculty book recommendations, and placing materials on reserve, as well as information on Library hours, contacts for specific services, and an outline and explanation of the library’s classification system can also be found on the website.

The Library’s online public access catalog (CUNY+) contains Kingsborough’s print holdings as well as the holdings of other CUNY colleges. The Library also produces and publishes a number of instructional handbooks, pathfinders, and special subject bibliographies, guides, and videotapes.

Well in advance of offering a course, instructional staff members are asked to supply the Head of Acquisitions with a list of reference works and supplementary readings that the Library should acquire. Copies of syllabi and assignment sheets should be sent to both the Head of Reference and Head of Circulation. Required readings and other materials that will be in heavy demand should be placed on reserve or eReserve. The Head of Reference should be notified in advance concerning the scope and time limit of any assignments involving concentrated use of Library materials.

Library hours are 8:00 am to 11:00 pm, Monday through Thursday, and 8:00 am to 5:00 pm on Friday. In the Fall and Spring semesters, Saturday and Sunday hours are 10:00 am to 3:00 pm; there are no Saturday or Sunday hours during the Winter and Summer modules. Special hours during holidays and recesses are posted.

MEDIA CENTER (L-115, EXT. 5044)
The Media Center provides faculty and students with educational non-print materials, services, and research capabilities consistent with the aims and goals of the College and the mission of the Library. Services include facilities for videotaping and graphic arts and photographic services. The Media Center also houses 16mm films, film-strips, slides, videotapes, DVDs, audiotapes, cassettes, and phonograph records.

Media are used to supplement classroom work. Close cooperation between the Media Center and each academic department is essential to provide the appropriate support and resources to faculty and students. Students are served directly by the Media Center Learning Lab through remedial and auto-tutorial programs.

OFFICE OF INFORMATION TECHNOLOGY SERVICES
The Office of Information Technology Services (ITS) at Kingsborough, working in collaboration with Academic Affairs and Student Services, aims to promote the effective integration of technology into teaching and learning. ITS provides students, faculty, and staff with access to their CUNY Portal, CUNYfirst, college email, Degree Audit,
and Digication accounts as well as access to CUNY’s Skills Assessment Tests and scores. ITS grants laptop loan privileges; provides Blackboard, CUNYfirst, and other computer-related training; designs, develops, and supports computer and web-based applications; and provides access to technology in classrooms and computer labs throughout the college. The computing facilities at the college are provided for use by registered students, faculty, and staff. All computer users are responsible for using the facilities in an effective, efficient, ethical, and lawful manner.

To learn more about the services and policies of the Office of Information Technology Services, visit the Kingsborough website at www.kbcc.cuny.edu.

OFFICE OF PUBLIC SAFETY (L-202, EXT. 5069)
This office is responsible for all campus security and safety as well as guard services, parking, traffic, lost and found, personal I.D. cards, and occupational/environmental safety matters. More information regarding campus security, including the annual security report, can be found on the website of the Office of Public Safety.

OFFICE SERVICES
Office Services’ Print Shop (P-101, Ext. 5096) does all printing, collating, and binding of printed materials. Office Service’s Mail Room (P-102, Ext. 5098) collects and distributes mail. Hours of operation for both are posted on their webpage. Mail can be deposited at any time in the chute on the wall of the Mail Room. (Please note that the Mail Room does not sell stamps or money orders.)

REGISTRATION HELP CENTER (EXT. 6551)
The goal of the Registration Help Center staff is to assist students by providing any support that is needed to complete the online registration process. The Registration Help Center staff is committed to helping students process special permission exemptions for prerequisites, restrictions, waivers, overloads, excess credits or any other issue that may be a barrier to successfully completing the registration process. Staffers provide aid to students, faculty and staff by identifying and then removing the barrier or by redirecting the interested party to an appropriate source for additional information.

You can contact the Registration Help Center by telephone at 718-368-6551 or by fax at 718 368-6632.

SAFE ZONE
This program is designed to address the issues faced by lesbian, gay, bisexual, and transgender students, faculty, and staff. Its most concrete goal is to identify and educate campus members who will become Safe Zone Allies - a campus-wide network of committed individuals who serve as the first points of contact for those who need to speak to a caring person about LGBT issues. Interested faculty are encouraged to attend workshops. For more information, please contact the Safe Zone Coordinators: Professor Steve Amarnick (English Dept.) at samarnick@kbcc.cuny.edu or Professor Jose Nanin (Health, Physical Education, & Recreation Dept.) at jnanin@kbcc.cuny.edu.

STUDENT WELLNESS CENTER (A-108, EXT. 5975)
As noted under Student Services, the Student Wellness Center offers information and resources on health and wellness. The Student Wellness Center is available to collaborate with faculty on developing student wellness programming.

Typing Services (P-203, Ext. 5511)
This office provides typing/word-processing services for the instructional staff.

URBAN FARM.
The KCC Urban Farm is an organic, year-round food production site. We grow a wide variety of vegetables, herbs and flowers, we compost food scraps from the Culinary Arts Program, and we host tastings, events, courses and class visits. The Farm provides students with urban farming expertise and first-hand experience building a more sustainable food system. Training through credit, non-credit and workforce development programs emphasizes hands-on experience and practical knowledge. Our goals are to prepare students for careers in the rapidly expanding local food economy, build a greater understanding of food systems through growing fresh fruits and vegetables, and to educate
students on the benefits of leading healthy lifestyles.

**WKRB-KCC (90.3 FM) (U-227, EXT. 5817)**

Kingsborough supports a student-operated FM radio station that broadcasts entertainment, news, public affairs programming, and local sports across South Brooklyn and major portions of Queens and Staten Island. You can stream WKRB 90.3 FM live directly from the KCC Mobile app (described below).
### APPENDIX A: ACADEMIC PROGRAMS

#### ASSOCIATE IN ARTS (A.A.)
- **General Liberal Arts**
- • Baruch Zicklin School of Business Transfer Option
- • Children’s Studies Concentration
- • English Concentration
- • Philosophy Concentration
- • Secondary Education Concentration
- • Women & Gender Studies Concentration
- • Global and Environmental Studies Option
- Criminal Justice

#### ASSOCIATE IN SCIENCE (A.S.)
- **Accounting**
- **Business Administration**
- **Biology**
  - • General Biology
  - • Allied Health
- **Biotechnology**
- **Chemical Dependency Counseling**
- **Chemistry**
- **Community Health**
  - • Health Education and Promotion Concentration
  - • Health Service Administration Concentration
  - • Gerontology Concentration
- **Computer Science**
- **Early Childhood Ed/Childcare**
  - • Infancy/Toddler Development Concentration
- **Earth & Planetary Sciences**
- **Education Studies**
  - • Childhood Concentration K-6th
  - • Early Childhood Concentration Birth-2nd
- **Engineering Science**
- **Exercise Science/Personal Training**
- **Fine Arts**
  - • Art History Concentration
  - • Ceramics Concentration
  - • Drawing and Painting Concentration
  - • Photography Concentration
  - • Sculpture Concentration
- **Journalism and Print Media**
- **Mathematics**
- **Media Arts**
- **Mental Health and Human Services**
  - • Domestic Violence Counseling Concentration
  - • General Mental Health
  - • Substance Abuse Counseling Concentration
- **Physics**
- **Science for Forensics**

#### ASSOCIATE IN SCIENCE (A.S.) CONTINUATION
- **Speech Communication**
  - • Communication Studies Concentration
  - • Speech Pathology Concentration
- **Theater Arts**
  - • Performance Concentration
  - • Technical Production Concentration

#### ASSOCIATE IN APPLIED SCIENCE (A.A.S.)
- **Computer Information Systems**
- **Culinary Arts**
- **Emergency Medical Service/Paramedic**
- **Fashion Design**
- **Graphic Design and Illustration**
  - • Animation Concentration
  - • Graphic Design Concentration
- **Maritime Technology**
  - • General Maritime Technology
  - • Marine Technician Option
- **Office Administration and Technology**
  - • Non-stenographic Major
  - • Medical/Word Information Processing Concentration
  - • Word/Information Processing Concentration
- **Stenographic Major**
  - • Executive Concentration
  - • Legal Concentration
  - • School Concentration
- **Physical Education, Recreation and Recreation Therapy**
  - • Baccalaureate Programs Transfer Option in Sports Management
  - • Baccalaureate Programs Transfer Option in Teaching Physical Education K-12
  - • Recreation and Recreation Therapy Option
  - • Physical Therapist Assistant
  - • Polysomnographic Technology
  - • Retail Merchandising
  - • Fashion Merchandising Concentration
  - • Marketing Management Concentration
  - • Surgical Technology
  - • Tourism and Hospitality
    - • Food & Beverage Management
    - • Hospitality Concentration
    - • Sports Management
    - • Tourism Concentration
  - • Website Development & Administration

#### CERTIFICATE PROGRAMS
- • Alcoholism and Substance Abuse Counseling
- • Culinary Arts
- • Marine Technology: Marine Mechanic
## APPENDIX B: KEY ADMINISTRATORS & DEPARTMENT CHAIRS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>NAME</th>
<th>ROOM</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office of the President</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>Farley Herzek</td>
<td>A-226</td>
<td>5109</td>
</tr>
<tr>
<td>Chief of Staff</td>
<td>Peter Pobat</td>
<td>A-226</td>
<td>5109</td>
</tr>
<tr>
<td>General Counsel &amp; Labor Relations Designee</td>
<td>Julie Block</td>
<td>A-209</td>
<td>5054</td>
</tr>
<tr>
<td>Chief Diversity Officer</td>
<td>Victoria Ajibade</td>
<td>V-125</td>
<td>6896</td>
</tr>
<tr>
<td>Director of Budget and Financial Planning</td>
<td>William Correnti</td>
<td>A-228</td>
<td>5902</td>
</tr>
<tr>
<td><strong>Academic Affairs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim Vice President for Academic Affairs &amp; Provost</td>
<td>Richard N. Fox</td>
<td>A-218</td>
<td>5661</td>
</tr>
<tr>
<td>Assistant Vice President for Academic Affairs / Associate Provost</td>
<td>Reza Fakhari</td>
<td>M-386</td>
<td>4550</td>
</tr>
<tr>
<td>Associate Dean of Academic Programs</td>
<td>Stanley Bazile</td>
<td>A-218</td>
<td>5328</td>
</tr>
<tr>
<td>Interim Director of Academic Affairs</td>
<td>Stephanie Akunvabey</td>
<td>A-218</td>
<td>6634</td>
</tr>
<tr>
<td>Director of Curriculum Development and Program Planning</td>
<td>Amanda Kalin</td>
<td>A-218</td>
<td>4611</td>
</tr>
<tr>
<td>Director of Academic Programs and Human Research Protections Program/IRB Coordinator</td>
<td>Carmen D. Rodriguez</td>
<td>M-386</td>
<td>5029</td>
</tr>
<tr>
<td>Director of Honors Program</td>
<td>Rachelle Goldsmith</td>
<td>M-377</td>
<td>5365</td>
</tr>
<tr>
<td>Associate Director of Honors Program</td>
<td>Helen-Margaret Nasser</td>
<td>M-377</td>
<td>4954</td>
</tr>
<tr>
<td>Director of Center for Teaching and Learning (KCTL)</td>
<td>Janine Graziano</td>
<td>M-391</td>
<td>6612</td>
</tr>
<tr>
<td>Director of Kingsborough Center for e-Learning (KCeL)</td>
<td>Loretta Brancaccio-Taras</td>
<td>L-705</td>
<td>6651</td>
</tr>
<tr>
<td>Director of Immersion Program</td>
<td>Maria Scordaras</td>
<td>D-106</td>
<td>5358</td>
</tr>
<tr>
<td>Director of ASAP (Accelerated Study in Associate Programs)</td>
<td>Marie Caty</td>
<td>M-211</td>
<td>5616</td>
</tr>
<tr>
<td>Associate Director of Academic Programs</td>
<td>Linda Pierce Greene</td>
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<td>5029</td>
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<tr>
<td><strong>Communications &amp; Government Relations</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assistant Vice President for Communications and Government Relations</td>
<td>Dawn Walker</td>
<td>A-228</td>
<td>5060</td>
</tr>
<tr>
<td>Director of Government and Community Relations/Director of Civic Engagement</td>
<td>Lavita McMath-Turner</td>
<td>A-228</td>
<td>4785</td>
</tr>
<tr>
<td>Director of External Relations</td>
<td>JoAnne Meyers</td>
<td>A-228</td>
<td>5169</td>
</tr>
<tr>
<td>Department</td>
<td>Position</td>
<td>Name</td>
<td>Office</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------</td>
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<tr>
<td>Continuing Education</td>
<td>Dean of Continuing Education</td>
<td>Christine Beckner</td>
<td>A-214</td>
</tr>
<tr>
<td></td>
<td>Director of Continuing Education Marketing, Promotion, Advertising, Contracts &amp; Grants Outreach</td>
<td>John Aaron</td>
<td>A-214</td>
</tr>
<tr>
<td></td>
<td>Continuing Education Coordinator</td>
<td>Patricia D’Agosta</td>
<td>M-233</td>
</tr>
<tr>
<td></td>
<td>Director of ESL Programs</td>
<td>Frank Milano</td>
<td>T-231</td>
</tr>
<tr>
<td></td>
<td>Director of Continuing Education Programs</td>
<td>Karolina Rasa</td>
<td>T-4140</td>
</tr>
<tr>
<td></td>
<td>Assistant Director of ESL Programs</td>
<td>Natalie Bredikhina</td>
<td>T-231</td>
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<tr>
<td></td>
<td>Coordinator of Continuing Education &amp; Healthcare Programs</td>
<td>Robert Curran</td>
<td>T-4139</td>
</tr>
<tr>
<td></td>
<td>Associate Director of Continuing Education and Center for Economic Workforce Development</td>
<td>Vickie DiMartino</td>
<td>M-243</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Vice President for Institutional Effectiveness</td>
<td>Richard N. Fox</td>
<td>U-212</td>
</tr>
<tr>
<td></td>
<td>Director of Institutional Research</td>
<td>Linda Biancorosso</td>
<td>U-212</td>
</tr>
<tr>
<td></td>
<td>Chief Information Officer</td>
<td>Asif Hussain</td>
<td>L-708</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>Vice President for Enrollment Management</td>
<td>Thomas Friebel</td>
<td>V-114</td>
</tr>
<tr>
<td></td>
<td>Director of Enrollment</td>
<td>Rosalie Fayad</td>
<td>V-114</td>
</tr>
<tr>
<td></td>
<td>Registrar</td>
<td>Michael Klein</td>
<td>A-105</td>
</tr>
<tr>
<td></td>
<td>Director of Financial Aid</td>
<td>Wayne Harewood</td>
<td>U-201</td>
</tr>
<tr>
<td></td>
<td>Director of Admissions Information Center</td>
<td>Javier Morgades</td>
<td>V-103</td>
</tr>
<tr>
<td></td>
<td>Coordinator of Single Stop Center</td>
<td>Hattie Elmore</td>
<td>V-231</td>
</tr>
<tr>
<td></td>
<td>Coordinator of New American Center</td>
<td>Erick Myssura</td>
<td>V-101</td>
</tr>
<tr>
<td></td>
<td>Coordinator of Village One-Stop Center</td>
<td>Mary Smith</td>
<td>V-100</td>
</tr>
<tr>
<td>College Advancement</td>
<td>Assistant Vice President for College Advancement</td>
<td>Elizabeth Basile</td>
<td>M-243</td>
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<tr>
<td></td>
<td>Associate Director of Funds Management</td>
<td>Wanda Morales</td>
<td>M-243</td>
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<tr>
<td>Finance &amp; Administration</td>
<td>Vice President for Finance &amp; Administration</td>
<td>Eduardo Rios</td>
<td>A-209</td>
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<tr>
<td></td>
<td>Director of Human Resources</td>
<td>Mickie Driscoll</td>
<td>A-201</td>
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<tr>
<td></td>
<td>Campus Facilities Officer</td>
<td>Anthony Corazza</td>
<td>P-220</td>
</tr>
<tr>
<td></td>
<td>University Architect</td>
<td>Peter Hermida</td>
<td>P-205</td>
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<tr>
<td></td>
<td>Director of Public Safety</td>
<td>Tyrone Forte</td>
<td>L-202</td>
</tr>
<tr>
<td></td>
<td>Director of Environmental Health &amp; Safety</td>
<td>Celeste Creegan</td>
<td>S-304</td>
</tr>
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</table>
### Student Affairs

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Vice President of Student Affairs</td>
<td>Peter Cohen</td>
<td>A-216</td>
<td>5563</td>
</tr>
<tr>
<td>Associate Dean of Student Affairs</td>
<td>Brian Mitra</td>
<td>A-216</td>
<td>5563</td>
</tr>
<tr>
<td>Special Assistant to the Vice President of Student Affairs</td>
<td>JoAnne Palmieri</td>
<td>A-216</td>
<td>5563</td>
</tr>
<tr>
<td>Director of Academic Advisement</td>
<td>Zuleika Rodriguez</td>
<td>A-226</td>
<td>5042</td>
</tr>
<tr>
<td>Director of Access-Ability Services</td>
<td>Stella Woodroffe</td>
<td>D-205</td>
<td>5175</td>
</tr>
<tr>
<td>Director of Counseling &amp; Health Services</td>
<td>Dasha Gorinshtein</td>
<td>D-102</td>
<td>5975</td>
</tr>
<tr>
<td>Director of Freshman Services</td>
<td>Cindy Lui</td>
<td>F-123</td>
<td>4806</td>
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<tr>
<td>Director of Student Life</td>
<td>Tasheka Sutton-Young</td>
<td>C-123</td>
<td>5597</td>
</tr>
<tr>
<td>Associate Director of Career Services</td>
<td>Marisa Joseph</td>
<td>C-102</td>
<td>6780</td>
</tr>
<tr>
<td>Associate Director of Transfer Services</td>
<td>Melissa Merced</td>
<td>C-102</td>
<td>6780</td>
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<tr>
<td>Student Conduct Coordinator</td>
<td>Damali Dublin</td>
<td>A-216</td>
<td>5563</td>
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### DEPARTMENT CHAIRS

<table>
<thead>
<tr>
<th>Department</th>
<th>Chairperson</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Jose Arenas</td>
<td>S-155</td>
<td>5718</td>
</tr>
<tr>
<td>Behavioral Sciences &amp; Human Services</td>
<td>Susan Farrell</td>
<td>D-309</td>
<td>5630</td>
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<tr>
<td>Biological Sciences</td>
<td>Loretta Brancaccio-Taras</td>
<td>S-244</td>
<td>5502</td>
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<tr>
<td>Business</td>
<td>Jeffrey Lax</td>
<td>M-355</td>
<td>5555</td>
</tr>
<tr>
<td>Communications &amp; Performing Arts</td>
<td>Gloria Nicosia</td>
<td>E-309</td>
<td>5591</td>
</tr>
<tr>
<td>English</td>
<td>Eileen Ferretti</td>
<td>C-309</td>
<td>5849</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Alfonso J. Garcia Osuna</td>
<td>E-309A</td>
<td>5403</td>
</tr>
<tr>
<td>Health, Physical Education &amp; Recreation</td>
<td>Donald Hume</td>
<td>G-201</td>
<td>5696</td>
</tr>
<tr>
<td>History, Philosophy &amp; Political Science</td>
<td>Michael Barnhart</td>
<td>D-309A</td>
<td>5417</td>
</tr>
<tr>
<td>Library/Media Center</td>
<td>Josephine Murphy</td>
<td>L-805</td>
<td>5144</td>
</tr>
<tr>
<td>Mathematics &amp; Computer Science</td>
<td>Rina J. Yarmish</td>
<td>F-309B</td>
<td>5931</td>
</tr>
<tr>
<td>Nursing</td>
<td>Bridget Weeks</td>
<td>M-401</td>
<td>5522</td>
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<tr>
<td>Physical Sciences</td>
<td>John Mikalopas</td>
<td>S-243A</td>
<td>5746</td>
</tr>
<tr>
<td>Tourism &amp; Hospitality</td>
<td>Anthony Borgese</td>
<td>V-226</td>
<td>5143</td>
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## APPENDIX C: KCC CAMPUS RESOURCES

<table>
<thead>
<tr>
<th>Problem</th>
<th>Resource</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Acclimating to the College Environment</td>
<td>Counseling Services – D102, Men’s Resource Center – U218, Student Wellness Center – A108, Women’s Center – M382, Student Life – C123</td>
<td>718 368</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Access-Ability Office – D205</td>
<td>718 368</td>
</tr>
<tr>
<td>Caregiver Issues</td>
<td>Counseling Services – D102, Student Wellness Center – A108, Single Stop – V231</td>
<td>718 368</td>
</tr>
<tr>
<td>Career Guidance</td>
<td>Career Development, Transfer, New Start, &amp; Scholarship Opportunities – C102</td>
<td>5115</td>
</tr>
<tr>
<td>Child Care</td>
<td>Child Development Center – V105</td>
<td>5868</td>
</tr>
<tr>
<td>Death of a Loved One</td>
<td>Counseling Services – D102, Student Wellness Center – A108</td>
<td>718 368</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>Counseling Services – D102, Women’s Center – M382</td>
<td>718 368</td>
</tr>
<tr>
<td>Financial Problems (including Tax Prep)</td>
<td>Single Stop – V231, Women’s Center – M382</td>
<td>5411</td>
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<tr>
<td>Food</td>
<td>Cafeteria – U100, Urban Farm – T4234, Food Pantry – T4216, Single Stop – V231</td>
<td>5959, 6578, 4660, 5411</td>
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<tr>
<td>Health Concerns</td>
<td>Health Services – A108, Student Wellness Center – A108, Women’s Center – M382</td>
<td>5684, 5975, 4700</td>
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<tr>
<td>Homelessness</td>
<td>Single Stop – V231, Women’s Center – M382</td>
<td>5411, 4700</td>
</tr>
<tr>
<td>IT Issues/Computer Accessibility</td>
<td>Cyber Lounge (student computing) – M200, Student Help Desk (blackboard, email, and other IT problems) – L106, Lap top borrowing – L115</td>
<td>6681, 5154, 5044</td>
</tr>
<tr>
<td>Immigration</td>
<td>Single Stop – V231</td>
<td>5411</td>
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### ADVISEMENT AND REGISTRATION ISSUES

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PLACE</th>
<th>PHONE 718 368</th>
</tr>
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<tbody>
<tr>
<td>Students beyond their first semester (not part of a learning community)</td>
<td>Academic Advisement Center – M201</td>
<td>5744</td>
</tr>
<tr>
<td>Veteran students and students interested in nursing or other allied health careers</td>
<td>Academic Advisement – M101</td>
<td>4911</td>
</tr>
<tr>
<td>Transfer and New Start students</td>
<td>Career Development, Transfer, New Start, &amp; Scholarship Opportunities – C102</td>
<td>5115</td>
</tr>
<tr>
<td>Students in their first semester, including ESL students (not part of any learning community)</td>
<td>Freshmen Services – F123</td>
<td></td>
</tr>
<tr>
<td>Students in a first semester learning community (both Intensive ESL and non ESL)</td>
<td>Opening Doors Learning Communities (ODLC) – E102</td>
<td>4903</td>
</tr>
<tr>
<td>Students in a second semester learning community</td>
<td>Integrative Studies Program – E106</td>
<td>5105</td>
</tr>
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</table>
APPENDIX D: DIVERSE LEARNING NEEDS: 
A FACULTY CHECKLIST FOR INCLUSION AND ACCESSIBILITY IN OUR CLASSES

Kingsborough Community College’s mission includes “promoting student learning and development as well as strengthening and serving its diverse community.” Kingsborough is dedicated to creating an inclusive learning environment for our student body which means, among other things, ensuring that the instructional materials used in our courses are accessible. Accessibility, in higher education, refers to the practice of ensuring that a course, program, service, activity or site is within reach of as many people as possible. Just as we celebrate the diversity of individuals, we should also design courses that take diversity—including the learning needs and preferences of our students—into account, thereby enhancing the learning experience of all students and complying with existing policies and laws. We have compiled a checklist for your use as an accessibility guideline as you prepare both print and non-print material for your courses. All students, whether they have auditory, visual, print, or other disabilities, should be able to access the same course information.

TEXTBOOKS, COURSE READERS, AND READINGS
☐ I have submitted my required textbook list to the Associate Provost by the scheduled deadline. This enables students to order these textbooks in alternate formats before the start of classes.
☐ I have verified that electronic/alternate text formats are available for the required and suggested texts, readers, and readings in my course. This enables the use of assistive technology, such as text-to-speech software and large-print readers.

SYLLABI AND HANDOUTS
☐ I have ensured that any documents I produce are formatted accessibly.
☐ I have included a Disability Statement in my syllabus.
☐ I have prepared my syllabi and handouts in electronic/alternate text formats.
☐ I have ensured that all materials I distribute in class are also available electronically.

VISUAL PRESENTATIONS
☐ My visual presentations (Powerpoint, Prezi, etc.) are accessibly formatted.
☐ I read aloud all text in my presentations for the benefit of students with print disabilities.
☐ I make any visual presentations available to students electronically before class, if requested.

AUDIO AND VIDEO PRESENTATIONS
☐ My video presentations (VHS, DVD, YouTube, podcasts, etc.) have closed captioning or subtitles. *If impossible, I have made a transcript available.
☐ My audio presentations (CDs, podcasts, clips, streaming, etc.) are available with a transcript.

INTERNET RESOURCES
☐ I have ensured that the Internet resources (websites, blogs, wikis, etc.) that I plan to use in class are accessible to all students.

HELPFUL RESOURCES
• For instructions on creating accessible Word documents: webaim.org/techniques/word/
• For instructions on creating accessible PowerPoint files: www.webaim.org/techniques/powerpoint
• For information, including “Designing an Accessible Syllabus”:
  http://access-ed.r2d2.uwm.edu/Tools_Resources/Tips_Posterettes
• Some commonly used sources for electronic/alternate text formats (ePub, Daisy, PDF, etc.):
  • www.barnesandnoble.com
  • www.amazon.com
  • www.bookshare.org/search
  • www.accesstext.org/resources.php
  • www.learningally.org
Sample Disability Statements:

“It is college policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodations in this class is requested to speak directly to Access-Ability Services, D-205, (718) 368-5175, as early in the semester as possible. All discussions will remain confidential.”

“Students with disabilities who believe that they may need accommodations in this class are encouraged to contact Access-Ability Services, D-205, (718) 368-5175, as soon as possible to ensure that such accommodations are implemented in a timely fashion.”

For further assistance:

• KCC Access-Ability Office, D-205, Dr. Stella Woodroffe, Director
• http://www.kbcc.cuny.edu/access-ability/Pages/welcome.aspx
• Kingsborough Center for e-Learning, L-705, Mr. Tsubasa Berg, Coordinator
• http://www.kbcc.cuny.edu/faculty/Pages/KCeL.aspx
APPENDIX E: TASK FORCE FOR REVIEW OF TENURE & ADVANCEMENT
RECOMMENDATIONS – FINAL

6/12/08

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:

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:**
   » Graphic designers and illustrators can meet these criteria by having their professional work garner awards in professional competitions.
   » May include scholarly articles on pedagogy in one’s field, or articles in refereed electronic journals.
   » “Acceptable” book sole-authorship satisfies the scholarship criteria.
   » Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article.
   » The second article may be a realized competitive grant from a recognized professional/governmental organization.
   » 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**
    » Preparation of course material
    » Development of effective teaching strategies
    » Satisfactory peer/student evaluations
    » Acclimating oneself to class/student/department/college culture
  - **Service**
    » Participation in college/department orientation activities
    » Service on department committee(s)
    » Acclimating oneself to department
  - **Scholarship**
    » Consider potential contributions to field

- **By Year 3**
  - **Teaching**
    » Mastery of course material and effective teaching strategies
    » Maintain satisfactory peer/student evaluations or demonstrate efforts toward improvement in this category
    » Self-assessment of teaching effectiveness and adjustments, where appropriate, of application of technology to the classroom
    » 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
    » Continuation of Year 3 activities.
    » Evidence of growth in teaching skills.
  Service
    » Continuation of Year 3 activities.
    » 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. The College’s Personnel and Budget Committee has voted to require four (4) years in the rank of Assistant Professor before they can be eligible to apply for the Associate Professor rank (Effective September 11, 2012) 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:
» Graphic designers and illustrators can meet this criterion by having their professional work garner awards in professional competitions.
» May include scholarly articles on pedagogy in one’s field, or articles in refereed electronic journals.
» “Acceptable” book sole-authorship satisfies the scholarship criteria.
» Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article.
» 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:

- Introduction of new courses
- 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.)
- 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

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:

» The Department of Art requires at least one solo exhibition and 2 group exhibitions to meet this requirement.
» Graphic designers and illustrators can meet this criterion by having their professional work garner awards in professional competitions.
» May include scholarly articles on pedagogy in one’s field, or articles in refereed electronic journals.
» “Acceptable” book sole-authorship satisfies the scholarship criteria.
» Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article.
» 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.
APPENDIX F: CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

1. Definitions and Examples of Academic Dishonesty Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:
   • Copying from another student during an examination or allowing another to copy your work.
   • Unauthorized collaboration on a take home assignment or examination.
   • Using notes during a closed book examination.
   • Taking an examination for another student, or asking or allowing another student to take an examination for you.
   • Changing a graded exam and returning it for more credit. Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
   • Preparing answers or writing notes in a blue book (exam booklet) before an examination. Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
   • Giving assistance to acts of academic misconduct/dishonesty.
   • Fabricating data (all or in part).
   • Submitting someone else’s work as your own.
   • Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
   • Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
   • Presenting another person’s ideas or theories in your own words without acknowledging the source.
   • Using information that is not common knowledge without acknowledging the source.
   • Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:
   • Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
   • Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
   • Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
   • Intentionally obstructing or interfering with another student’s work.

FALSIFICATION OF RECORDS AND OFFICIAL DOCUMENTS
The following are some examples of falsification, but by no means is it an exhaustive list:
   • Forging signatures of authorization.
   • Falsifying information on an official academic record.
   • Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Adapted with permission from Baruch College: A Faculty Guide to Student Academic Integrity. The Baruch College document includes excerpts from University of California’s web page entitled “The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication and Obligation” by Prof. Harry Nelson.

2. Procedures for Imposition of Sanctions for Violations of CUNY Policy on Academic Integrit
A. INTRODUCTION
As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution — generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court litigated violations, questions as to how much and what kind of process was “due” turn on the courts’ judgment whether the decision on culpability was “disciplinary” (a question of fact) or “academic” (a question of the instructor’s expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an “academic” sanction, that is, a grade reduction, less process is due than if a “disciplinary” sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. Although not required, it is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Officer on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

B. PROCEDURES IN CASES WHERE THE INSTRUCTOR SEEKS AN ACADEMIC SANCTION ONLY

» Student Accepts Guilt And Does Not Contest The Academic Sanction
If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade¹ only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member’s discretion.

» Student Denies Guilt and/or Contests the Academic Sanction
If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college’s grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

C. PROCEDURES IN CASES WHERE A DISCIPLINARY SANCTION IS SOUGHT

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college’s Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college’s Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought.² Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee’s action.

D. PROCEDURES IN CASES IN WHICH BOTH A DISCIPLINARY AND AN ACADEMIC SANCTION ARE SOUGHT

If a faculty member seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to

¹ A reduced grade can be an “F”, a “D-”, or another grade that os lower that would have been given but for the violation.
² Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.] 2011
proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student’s grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

E. REPORTING REQUIREMENTS

» By The Faculty Member To The Academic Integrity Official
In cases where a violation of academic integrity has been found to have occurred (whether by admission or a factfinding process), the faculty member who seeks a disciplinary sanction should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see sample attached) provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student’s confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student’s confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

» By the Academic Integrity Official To the Faculty Member
Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student’s confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.
APPENDIX G: KCC POLICY FOR ADDRESSING ACADEMIC INTEGRITY (PLAGIARISM) *

• All syllabi and schedule of classes should refer to the CUNY and KCC’s Academic Integrity Policies and indicate where they are published in full.
• Students should be informed by faculty of his/her policies regarding academic integrity at the start of each semester. (Suggested wording for syllabus: “Plagiarism as a violation of academic integrity is the intentional use of another’s intellectual creation(s) without attribution. Determination and penalty—ranging from grade reduction to course failure—is at the sole discretion of the faculty member.”)
• A faculty member who suspects that a student has committed a violation of CUNY or KCC’s Academic Integrity Policy shall notify the student of the facts and circumstances of the suspected violation whenever possible.
• The faculty member can seek an academic or disciplinary sanction.

If faculty seeks:

Academic Sanction

Faculty files a “Faculty Form for Suspected Incidents of Academic Dishonesty” online (http://www.kbcc.cuny.edu/studentaffairs/student_conduct) to the Student Conduct Officer in the VP of Student Affairs Office, a copy of which is forwarded to the Associate Provost for initial resolution. (The form is included in Appendix H as well.)

Faculty shall assign a reduced grade or whatever sanction he/she deems appropriate

Student may contest the academic sanction through the College’s grade appeal process, including:
• Department Chairperson
• Committee on Academic Review (CAR) in the Associate Provost Office in M386.

Disciplinary Sanction

Faculty files a “Faculty Form for Suspected Incidents of Academic Dishonesty” with the Student Conduct Officer in the VP of Student Affairs Office, putting on hold any academic sanction.

Student is notified, and an investigation commences. The student is given an opportunity to tell his/her side of the incident.

If charges are dismissed, no action (academic or disciplinary) may be taken against the student. Record of incident is removed from file.

If student refuses to accept finding, the case is brought before the Faculty-Student Disciplinary Committee, which must conduct a hearing.

If guilt is not proven, no action (academic or disciplinary) may be taken against the student. Record of incident is removed from file.

If basis for penalty is found, student may be admonished for behavior, placed on disciplinary probation, or expelled.

If student refuses to accept finding, the case is brought before the Faculty-Student Disciplinary Committee, which must conduct a hearing.

If guilt is not proven, no action (academic or disciplinary) may be taken against the student. Record of incident is removed from file.

If finding is “not responsible,” student may be admonished, placed on disciplinary probation, or suspended/expelled. Faculty may assign a reduced grade or other sanction.

* All policies above are from CUNY Policy on Academic Integrity
APPENDIX H: FACULTY FORM FOR SUSPECTED INCIDENTS OF ACADEMIC DISHONESTY

It is necessary to complete this form to report any instances of suspected academic dishonesty. Please review the CUNY Policy on Academic Integrity (http://policy.cuny.edu/manual_of_general_policy/article_i/policy_1.3/text/#Navigation_Location). Print out a copy of this report for your records. Forward the Faculty Form for Suspected Incidents of Academic Dishonesty and original paper suspected of academic dishonesty, along with the copies of all available supporting documents, to:

STUDENT CONDUCT OFFICER
OFFICE OF THE VICE PRESIDENT OF STUDENT AFFAIRS
ROOM A-216, 718-368-5563

INSTRUCTOR INFORMATION:
Instructor Name: ___________________ Department: ____________________________
Telephone Number: __________________ E-mail: _____________________________
Course: ___________________ Section: _______________ Semester: ________________

STUDENT INFORMATION:
Student Name: ___________________ Student ID: _____________________________

INCIDENT INFORMATION:
Date of Incident: _____________________________
Type of Incident:  Plagiarism  Cheating  Other
If other, please describe: _________________________________________________________________________
___________________________________________________________________________________________
Explanation of Incident: _________________________________________________________________________
___________________________________________________________________________________________
Did the student admit to the charge of cheating, plagiarism or other act of academic dishonesty?
Yes   No
Explain: ___________________________________________________________________________________
__________________________________________________________________________________________

Have you resolved the matter informally?
Yes   No
If yes, please state how?
A failing grade on the exam/paper  A failing final grade
Other (please explain) _________________________________________________________________________

If no, do you advocate further action by the college and possible referral to the Faculty- Student Disciplinary Committee?
Yes   No

Signature of Faculty Member: _____________________________ Date: ________________

This form can be submitted online at http://www.kbcc.cuny.edu/studentaffairs/student_conduct/documents/faculty_form_for_suspected_incidents_of_academic_dishonesty.pdf
ASSISTING STUDENTS WITH EMOTIONAL PROBLEMS
Faculty members are usually the first individuals in a college community to observe students who experience personal distress or difficulties coping with college. Some indications of a student experiencing problems are agitated behavior or withdrawal. Students may also reveal problems through personal communication (both oral and written) to the faculty. The following general descriptions and suggestions are made to help faculty recognize and refer students who present behavioral and/or emotional problems.

AGITATED BEHAVIOR
The student speaks out in class without waiting to be recognized or speaks inappropriately to the topic under discussion. The student interrupts other students or the instructor. The student walks around the classroom or comes and goes frequently. The student appears emotionally volatile, loses his or her temper, cries easily, appears glassy-eyed or uses profane language. The student comes in late, pushes chairs around and becomes disruptive when taking a seat.

ARGUMENTATIVE BEHAVIOR
• The student argues over:
  • Absence requirements rules regarding lateness
  • Examination grades
  • Matters listed on the syllabus (term papers, assignments)
  • Oppositional behavior towards professor and/or other students
  • These behaviors may exist with or without agitation.

PERSONAL COMMUNICATION
• The student seeks out the instructor and reveals personal problems.
• The student looks depressed and speaks in a low, flat monotone voice, has a vacant stare, or seems the verge of crying.
• The student, using a written assignment, reveals personal thoughts and feelings which are inappropriate to the assignment and too personally revealing.
• The student discusses his or her problems with other students who, in turn, seek out the faculty member.

WITHDRAWN BEHAVIOR
• The student is excessively absent or frequently late.
• The student sits in the back of the room and/or does not participate in class. Keep in mind that cultural factors, as well as anxiety about speaking in class, may inhibit student participation.
• The student frequently displays drowsiness or sleeps in class.
• The student frequently daydreams as exemplified by inappropriate responses when asked a question.
• The student is engrossed in other reading in class.
• The student exhibits symptoms of physical harm or emotional distress (e.g. bruises, limping, crying, sweating, or a hairstyle change to cover part of the face).

HOW TO HELP
Suggestions for Faculty
Below is a description of three different ways of intervening depending on whether a student displays:
  » Emotional, but not necessarily disruptive behavior in class;
  » Common/general disruptive behavior in class, or
  » Severe disruptive behavior in class.

Dealing with Students who May Express a Problem, but are Not Disruptive in Class
Once a student manifests some of the signs of emotional distress, a faculty member, if comfortable in doing so, may take one or more of the following actions:

» Approach the student in writing or orally and suggest a meeting after class.
» Indicate in a supportive manner that you have noticed that the student seems troubled, upset, and/or tuned out.
» If the student does not want to discuss any personal matters with you, respect his or her reluctance and gently indicate that counselors are available at the college at no cost to the student and offer to provide counselors names and phone numbers, if you able to. You may wish to offer to accompany the student to a counseling office and/or offer to call a counselor to say that your student will be making an appointment.
» If the student indicates a willingness to discuss his or her problems, listen attentively without making too many responses or suggestions.
» If you think the student would be receptive to see a counselor at the college, discuss referring him or her to one of the offices listed on page UPDATE.
» If you would like some support/guidance regarding how to talk with and refer a student, contact one of the offices listed on page UPDATE.
» If the behavior is of serious concern, use the ACT referral (outlined on page UPDATE)

Dealing with Common Disruptive Student Behavior in Class
A healthy classroom environment is eroded when students’ disruption, disrespect and disregard for learning are allowed to take hold. Disruptive behavior interferes with the teaching process and subverts learning. A disruptive class environment results in faculty and students feeling resentful, disillusioned and angry. Although faculty have different classroom management styles, below are general guidelines for dealing with student disruptive behavior.

Dealing with Disruptive and/or Inappropriate Student Behavior
General disruption may be thought of as a range of student behaviors such as arriving late, leaving early, making frequent trips out of the classroom, talking while others are talking, interrupting or making inappropriate comments, sleeping or eating in class, causing distractions with noise from cell phone, or beeper, making fun of other students, etc. To deal with these disruptive behaviors, we suggest the following:

» Create a behavioral contract with students on the first day of class
The best way to deal with disruptive behavior is to prevent it from the onset. The first day of class, have students fill out a card with their e-mail addresses, telephone numbers, and home addresses. Your class syllabus should include clear and fair behavioral expectations and guidelines regarding class decorum. You may choose to have students sign an actual behavioral contract as a vehicle to reinforce your expectation for classroom behavior. Students should get a clear message that there is a zero tolerance policy regarding disruptive behavior. This message should be communicated in a respectful, fair, and caring manner. It is also a good idea to discuss the issue of academic honesty as part of the class requirements. Your syllabi should include college policies concerning cheating and plagiarism (see appendix in College Bulletin).

» Deal with disruptive behavior swiftly and appropriately.
If a student is disruptive in class it is important to take immediate action. Do not ignore or avoid confronting the negative behavior. A private communication (whispered) to the student is often preferable to a public comment which may cause the student to be defensive and which may, therefore, exacerbate the situation. You may find that you can resolve an episode of disruptive behavior with a gentle, yet firm, reminder of the contract. If the behavior continues, the logical next step is to speak with the student outside of class in person, by mail or by telephone. Explore the nature of the conflict and plans for a resolution. Inform the student that if the negative behavior continues, you will have no choice but move to disciplinary action. A student’s disruptive behavior may be a symptom of an underlying psychological problem, thus requiring counseling assistance. If needed, counselors can also be called upon to support or to serve as mediators.

» Never embarrass a student in front of other students.
Many students are extremely hypersensitive to perceived or actual disparaging remarks, because such remarks make them feel powerless, invalidated or disrespected. This will only serve to escalate the problem. When a student is hostile and defiant it is best to avoid a confrontation. If this type of student is confronted in class, the student may feel a need to save face and may not want to back down in front of other students.

» Always keep records of what has transpired.
Note the date and time of the occurrence, the nature of the disruptive behavior, what was said, and by whom (include
Dealing with Severe Disruptive Behavior in Class

If in your judgment a student becomes extremely hostile, belligerent, and/or of control, causing a crisis situation in class, you need to take immediate action.

» One possible scenario is to ask the student to leave the class.

This is your right but is also a serious step and should not be taken lightly. Be supportive, but firm. Depending on the situation and whether you are concerned for other students’ safety and your own safety, you may want to escort the student to a place where you can talk to avoid a confrontation in class. Most of the time, a student will leave if directed. If you have concerns related to the safety of individuals or the student does not leave your classroom, please contact Public Safety immediately. After the student is removed from the class, please file an incident report if you did not complete a disciplinary referral with Public Safety. A faculty member does not have the power to permanently remove a student from class without a student conduct hearing.

» Utilize Public Safety if needed.

If you consider the situation serious enough to warrant it, and if the student is unwilling to leave the classroom (with or without you), you may consider asking a member of the class to contact Public Safety to request assistance. To obtain immediate assistance, contact Public Safety (ext. 4800 or 718-367-4800). You can also obtain assistance by calling the Office of the Vice President of Student Affairs ext. 5563. Each of these offices works cooperatively and expeditiously in these situations. It is generally not a good idea for professors to leave their classes unattended. Some professors have reported that in rare crisis situations they have dismissed the entire class while they attempt to resolve the situation, or they have told the class to take a five-minute recess, which is much less extreme and more acceptable solution.

» Work with Office of the Vice President of Student Affairs.

Once the student is removed or has left the class on his or her own accord, contact the Student Conduct Officer in the Office of the Vice President of Student Affairs (ext.5563). You will be asked to write a detailed report of what has taken place, perhaps in addition to the report you may have filed with Public Safety. Depending on the situation, an intervention by the Student Conduct Officer, a counselor, and/or the Vice President of Student Affairs may serve to resolve the situation. Other times, depending on the severity the disruption (such as a fight in class, etc.), it may be necessary to pursue a disciplinary course of action. In severe situations, a student is likely to be given temporary removal notice or emergency suspension until a formal legal hearing takes place. A faculty member does not have the power to permanently remove a student from class without a student conduct hearing. However, under severe circumstances, immediate measures can be taken to secure the safety of students and faculty and to preserve the learning environment on campus.

» Find support and help.

Even the most seasoned of faculty members need some support. Do not hesitate to call the Office of Vice President of Student Affairs for assistance, speak with other colleagues or with the chair of your department

IMPORTANT RESOURCES

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<tr>
<th>NAME</th>
<th>OFFICE</th>
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<tr>
<td>Dasha Gorinshteyn, Director of Counseling and Health Services</td>
<td>D-102</td>
<td>5975</td>
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<tr>
<td>Tasheka Sutton-Young, Director of Student Life</td>
<td>C-123</td>
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<td>Brian Mitra, Associate Vice President of Student Affairs</td>
<td>A-216</td>
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<td>Peter Cohen, Vice President of Student Affairs</td>
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<tr>
<td>Office of Public Safety</td>
<td>L-202</td>
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APPENDIX J: SUGGESTED FACULTY GUIDELINES FOR ONLINE INTERACTIONS WITH STUDENTS

INTRODUCTION: THE IMPORTANCE OF PROFESSIONALISM ONLINE

The expanding use of social networking platforms by faculty, staff, and students has created some exciting opportunities to enhance educational experiences. These online interactions, however, have also created milieus in which the boundaries of personal and professional conduct have sometimes become blurred, occasionally with serious consequences. As administrators, faculty, and staff (AFS) at Kingsborough Community College who acknowledge the sanctity of academic freedom, we welcome active intellectual discussions employing new media, just as we do in face-to-face communications. AFS, however, must exercise due caution to ensure that we communicate with students, colleagues, and other college constituents responsibly in virtual spaces, just as we do in person. A committee of faculty, administration, and staff has devised the guidelines that follow to highlight the potential pitfalls of purposeful or inadvertent misuse of online resources. Please note that they are not intended as prescriptive compulsory rules, but to raise awareness of the potential complications of misuse and to advocate for circumspect civility in our interactions with one another.

POTENTIAL MISUSE

The legal ramifications of misuse of online resources can be serious and complex, as several recent national news stories have made evident. More locally, activities that are improper, unethical, illegal, or cause undue discomfort to students or colleagues can be considered to be in opposition to CUNY Article 11- Duties and Qualifications of Administrators and Instructional Staff. AFS must recognize that certain expectations of professional conduct extend to our personal social networks, blogs, and other communications tools, especially when our online conduct reflects poorly upon our institution and ourselves. When AFS engage in communications pertaining to Kingsborough Community College with prospective, current, or former students via social networking platforms or the like, one could argue that we are doing so pursuant of our official duties as AFS of Kingsborough and CUNY, and not as private citizens that enjoy First Amendment protections from institutional scrutiny and sanctions.

Please also note that the Kingsborough Computer Policy states that AFS using private social networking platforms may not state or imply that they speak on behalf of Kingsborough Community College or use the CUNY or Kingsborough trademark and/or logo without authorization to do so. In an attempt to facilitate communications with and among its various constituencies, Kingsborough maintains several college-sponsored social networking sites. To avoid confusion, you may not display the College seal or use the Kingsborough name in the title or main area of any other site without the express permission of the College.

AFS should always respect the privacy of our students and should never divulge or post personal identifying information about grades, allegations of misconduct, phone numbers, email addresses, social security numbers, photos, or videos, without the permission of the student. Once permission has been received from the student, AFS must ensure that applicable College rules and state and federal laws are followed, including but not limited to regulations such as the:

- Family Educational Rights and Privacy Act (FERPA).
- Buckley Amendment of the Family Educational Rights and Privacy Act (FERPA).
- Electronic Communications Privacy Act.

ELECTRONIC MAIL ETIQUETTE

All faculty, administration, and staff at Kingsborough are encouraged to use their Kingsborough e-mail accounts for professional communications. Since electronic communication is not confidential, you are expected in all contact with students to correspond in a professional manner. E-mails can be easily printed, forwarded, and/or shared with other parties as evidence of the conversation. By the same token, it is also recommended that e-mail communication with students be archived. One might also keep in mind that e-mail may not be a good substitute for face-to-face communication in some cases. For example, requests for recommendation letters, discussions about assignments or
grades, and many other topics might be best addressed in person.

Generally agreed upon — Netiquette practices include the following:

» Be mindful that electronic communication does not convey facial expressions or tone of voice. It is important to be aware of how what is written could be misinterpreted.

» Typing messages in all caps is regarded by most Internet users as shouting; so, unless you mean to yell at someone, type your messages in standard format.

» As many people now read much of their e-mail on Blackberries, iPhones, or other smartphones with small screens, when appropriate, be brief.

» Clearly indicate the nature of your message in the subject line. This helps the recipient decide whether to read or delete it and is useful for sorting and filing the message later.

» If you do send attachments, be aware that many people do not have room on their hard drives to download large attachments and are skeptical about downloading them because of their propensity to spread viruses.

» Endeavor to respond in a timely manner to e-mail sent to you.

USE OF SOCIAL NETWORKING AND OTHER INTERACTIVE SITES

The intersection of personal and professional communication via social networking platforms is complex and determined by case-specific facts. Whenever you consider creating an online presence (whether in the form of social networking, blogging, personal web sites, or otherwise), the College asks that you consider the potential impact of having students and/or college constituents view the posted content. There are inherent risks that AFS take when communicating with students through non-sanctioned social networking or gaming sites. These include revealing confidential, personal, or inappropriate information, as well as exposing the College and the employee to potential liability for any information shared, given, or obtained through these means and outside of College norms.

For these reasons, employees who have their own personal social networking pages are encouraged to consider the following when creating an online presence:

» Purpose: When signing up for a social network, consider whether your participation will be for private or professional purposes.

» Access: When creating an online profile, be mindful as to who will have access to your profile (e.g., is the profile public, limited to certain groups, or only friends?). Joining networks on Facebook, for example, often means that thousands of people you don’t know can access (parts of) your profile.

» Searchability: Check the social network settings if your profile is searchable online (e.g., Facebook allows you to determine whether search engines will list your profile and related information in their search results.)

» Friends: Select your friends carefully and check your privacy settings (e.g., Facebook allows you create different profiles for different groups of friends). When adding colleagues, students, and other — friends to your social network, be mindful that these individuals will be able to access your online information, and that you may be exposed to information outside of the professional arena.

» Appropriateness: Consider posting only information to your social network that is relevant and appropriate for the people who have access to your information.

» Content Control: Be mindful that you are not the only person who controls online content that is associated with your online profile (e.g., friends may upload and tag images of you.)

» Permanent Records: Be mindful that every record that is posted online is permanent and difficult to be revoked (e.g., search engines may store offline pages and list them as part of their searches.

» Professional-Personal Separation: When choosing your social networks, consider your goal and targeted community (e.g. Facebook for friends, LinkedIn for professional communication, Ning or PBWorks for specialty interest groups.)

CONCLUSION

There is a balance to be achieved between First Amendment freedom of expression and cognizance of the potential
legal ramifications of misuse of online resources, both personally and to the institution. Online platforms provide faculty, administration, and staff with a variety of exciting new ways of educating students and this document is intended to help us use these resources in the most responsible and beneficial ways possible.

To decrease liability upon themselves and the college, AFS must determine how to balance their first amendment right to freely express themselves against the legal ramifications of inappropriately exercising that right. The right to speak and/or express ourselves is not an absolute right guaranteed to us at all times, in all places, under all circumstances. It is possible that the damages (personal, legal and financial) incurred by exercising our first amendment right might actually outweigh the advantages of the expression itself.

NOTES
• The Committee on Faculty-Student Online Communication is composed of: Associate Provost Reza Fakhari, Associate Dean Loretta DiLorenzo, Professors Christopher Chapman, Robert Cowan, Grace Trotman, and Christoph Winkler as well as Executive Assistant to the Associate Provost Helen Margaret Nasser. These guidelines were drafted by the Committee in February 2010. For updated version of these Guidelines, please visit the Kingsborough Faculty Website at: http://www.kingsborough.edu/faculty
• CUNY Board of Trustees Bylaws: Section 11.7: http://policy.cuny.edu/toc/btb/Article%20XI/
• Kingsborough Community College Policy on Acceptable Use of Computer Resources: http://www.kbcc.cuny.edu/sub-departments/sub-instructional_services/policies.htm
As the academic year is well underway and the holidays are upon us, many of you are invited to attend a seminar or conference paid for by a CUNY vendor; to participate in a golf outing sponsored by a publisher; to review or write textbooks; or to accept certain “tokens of appreciation” from your students or their parents. In connection with such activities, there are a number of rules to keep in mind. Under the New York State Public Officers Law, which governs all CUNY employees, including faculty at the senior and community colleges, attendance at a seminar or a conference given and paid for by a CUNY vendor, or acceptance of an incentive from a publisher or a “token” from a student, may constitute an acceptance of an unauthorized gift and a violation of the Public Officers Law.

WHAT ARE THE RULES?

Please be reminded that the New York State Joint Commission on Public Ethics (JCOPE) through the Public Officers Law has established a zero tolerance policy regarding gifts greater than nominal value, from prohibited or disqualified sources (“disqualified sources”). Accordingly, as a CUNY employee you cannot solicit or accept gifts, of any value, either directly or indirectly, from any disqualified source, regardless of whether the gift was intended to influence or reward you. For CUNY purposes, disqualified sources, such as vendors, students, parents and publishers, include not only those persons and business entities with which CUNY or its constituent Colleges are doing business, but also those persons and business entities interested in doing business with CUNY, or its constituent Colleges, or who have a history of doing business with CUNY or any of its constituent Colleges in the recent past.

Due to recent changes in the New York State Public Officers Law redefining exclusions to the definition of gifts, CUNY employees may accept food or beverage valued at $15 or less without restriction on the source, the place or purposes of receipt (Public Integrity Reform Act (“PIRA”), Chapter 399 of the Laws of 2011).

DEFINITIONS:

WHAT IS A DISQUALIFIED SOURCE?

Under the Public Officers Law, a disqualified source is defined as “a person or entity that is regulated by, does business with, appears before or negotiates with your agency; lobbies or has litigation adverse to your agency; applies for or receives funds from your agency; or contracts with your agency or another agency when your agency receives the benefit of the contract.” This would include a vendor, a company seeking to do business with CUNY, a publisher seeking a favorable review of a proposed textbook, a bookstore, a student or a parent seeking a better grade, or some other preferential treatment, a favorable decision or determination or something else of value.

WHAT PENALTIES ARE INVOLVED?

A CUNY employee who accepts a gift, in violation of these rules, could be subject to a civil penalty of up to
$40,000, and be criminally charged with a Class A misdemeanor. For current enforcement actions which are published on JCOPE’s web go to: http://www.jcope.ny.gov/enforcement/

WHAT IS A GIFT?

• The term “gift” shall mean anything of more than nominal value given to a public official in any form including, but not limited to, money, service, loan, travel, lodging, meals, refreshments, entertainment, discount, forbearance or promise, having a monetary value [Legislative Law §1-c(j)].

• You may not designate a friend, family member or entity (for example, a charity) to receive a gift that you cannot receive.

WHAT IS NOT A GIFT?

• Food or beverage valued at $15 or less1.

• Anything for which you pay market value.

• anything for which the State has paid or secured by State contract;

• Rewards or prizes given to competitors in contests or events, including random drawings open to the public.

• Exceptions to the definition of gift set forth in Legislative Law §1-c(j) as interpreted by the Commission, (Section F, Advisory Opinion No. 08-01) (PIRA, Chapter 399 of the Laws of 2011).

WHAT YOU MAY NOT DO:

• You may not accept any gifts of more than nominal value from any source, where it can be reasonably inferred that the gift was intended, or actually does result in favorable treatment to the gift-giver; according to the law, “nominal value” is considered such a small or trifling amount that acceptance of an item of nominal value could not be reasonably interpreted or construed as attempting to influence a State employee or public official. Therefore, items of insignificant value, as, for example, a promotional pen or mouse-pad, or soft drink are considered nominal.

• You may not solicit or accept a gift of any value if it would constitute a substantial conflict with the proper discharge of your CUNY duties. If you knowingly or intentionally do so, you are subject to fines, suspension and/or removal from your job by your appointing authority.

• You may never accept, or solicit travel or lodging, even in connection with a business event or to benefit CUNY, such as for a publisher’s conference, or a training session, from a disqualified source.

• You cannot accept gifts of any amount of money from any student, even if it is appropriate or culturally acceptable to do so in the student’s native country.

• You may not solicit or accept a gift, such as a laptop computer, in exchange for reviewing textbooks for a publisher.

• You may not, after reviewing a textbook for a publisher, in exchange for a modest reviewer’s fee, which is acceptable, ask that publisher for multiple copies of the textbook and then resell the textbooks to the college bookstore. Additionally, you may not ask that publisher for copies of any unrelated books for your own personal interests, to then distribute as gifts, in exchange for a favorable review of the textbook you are reviewing in connection with your work at CUNY.

• You may not enter into an agreement with bookstores to only stock and sell new, not used, copies of textbooks that you have authored so that you may benefit from full royalty fees.

WHAT YOU MAY DO:

You may accept:

• reasonable and customary presents given on special occasions (not acceptable if given by disqualified sources or from CUNY colleagues whom you supervise);
• gifts given by someone based on a family or personal relationship with you;
• invitations to attend personal or private events from colleagues or friends from the office;
• meals received when you serve as a participant or speaker in a job-related professional or educational program and meals are available to all participants;
• complimentary attendance, including food and beverage, at a bona fide charitable or political event that is widely attended or was in good faith intended to be widely attended, where food and beverage of nominal value is offered but it is other than as part of a meal (for example: coffee and cookies);
• modest items of food and refreshment offered: tea, coffee, donuts, chips, fruit, soda, bottled water, etc., other than as part of a meal;
• in exchange for reviewing a textbook, a modest reviewer’s fee, as well as a copy of the book you reviewed;
• complimentary attendance, food and beverage offered by the sponsor of an event that is widely attended or was in good faith intended to be widely attended2;
• unsolicited advertising or promotional material of little intrinsic value such as a pen or mouse pad;
• most awards and plaques presented in recognition of your service;
• rewards or prizes given to competitors in contests or events, including random drawings, widely attended and open to the public;
• under some very narrow circumstances, meals and hospitality, but never travel or lodging, from a disqualified source when your participation at an event is for a CUNY purpose and related to your official Faculty duties—that is, when your participation will further CUNY programs and the event is widely attended, by other than just CUNY faculty.

WHAT IF I AM STILL NOT SURE?

If you are offered or receive a gift, you should consult with your College ethics officer or the Office of the General Counsel (“OGC”) to determine whether you can accept it, and for guidance on what you should do. More information is on the CUNY OGC website at: http://www.cuny.edu/administration/legal-affairs/ethics.html. A list of College ethics officers and phone numbers is available at http://web.cuny.edu/administration/legal-affairs/ethics/ethics-officers.html. To reach the OGC call (212) 794-5382; say you have a “gift” question.

You may also go to the JCOPE website for more information on gifts at: http://www.jcope.ny.gov/training/Interim%20Guidance%20on%20Gifts%20w%20Addendum%2011_29_12.pdf to see the Interim Guidance on Gifts.

TO: DISTRIBUTION LIST:
Cabinet
Chief Academic Officers
Administrative Council
All Legal/Labor Designees/Ethics Officers
All HR Directors
Internal Audit
All Purchasing Directors and their Staff
UCO

2 For our purposes: “A widely attended event” is an event offered by a sponsor at which at least 25 individuals who are not from CUNY attend or were, in good faith, invited to attend and is related to the CUNY employee’s duties and responsibilities.
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APPENDIX M: ONLINE/HYBRID TEACHING CERTIFICATION PROCESS

Online/Hybrid Teaching Certification Process

1. Demonstrate Proficiency in Blackboard Skills
Demonstrate proficiency in the Blackboard skills you will need to use for your course at Kingsborough Center for e-Learning (KCeL). These include some or all of the following: uploading an e-tailer, posting announcements, using e-mail/messaging features, structuring discussion boards, posting assignments, accessing and grading student assignments, implementing a chat room, creating groups, and organizing the grade center. If needed, assistance is available at KCeL.

   KCeL  |  KCel@kbcc.cuny.edu  |  718.368.6622  |  L-705

2. Get Assigned a Hybrid/Online Course to Teach
Consult with your department chairperson about your interest in teaching a hybrid/online course and inform him/her that you have satisfied the Blackboard proficiency requirement. The course you are assigned should be one that you have previously taught face-to-face. Your chairperson will request that you meet with Kingsborough's Director of e-Learning in KCeL. Once you have been assigned a hybrid or online course, you will be able to register for the CUNY SPS Online Teaching Workshop.

   Dr. Loretta Brannock-Taras  |  Loretta.Taras@kbcc.cuny.edu  |  718.368.6651  |  L705A

3. Participate in the CUNY School of Professional Studies (SPS) Online Workshop
The two-week workshop conducted by CUNY SPS addresses online course design issues on Blackboard and pedagogical approaches to teaching online and hybrid courses. No face-to-face meetings are required. CUNY SPS estimates the total time to conduct their workshop assignments is 10 hours. Check the website below for the workshop dates. Upon successful completion of the workshop, you will be compensated $550.

   SPS Workshop Registration  |  http://cunyonline.commons.gc.cuny.edu

4. Teach your Hybrid/Online Courses
While you teach your hybrid/online course, support will be provided through KCeL and faculty mentors who have completed the certification process. Over the course of the semester, you can begin to think about the materials you will submit for your course portfolio; you will have the option of submitting a provisional course portfolio. The benefit of submitting a provisional portfolio is that you will be provided with feedback on your portfolio prior to the submission of your final course portfolio.

5. Submit a Course Portfolio
You will be asked to submit a course portfolio to KCeL 4-6 weeks after you complete your piloted course. The following materials, submitted as hard copy in a binder, are to be included in your portfolio:

   - Syllabus
   - Sample Online Assignments
   - Sample of Student Work (various levels of success)
   - Sample Instructor's responses
   - Reflective Statement

Successful completed course portfolios are available for you to view at KCeL.

6. Teach a Revised Version of your Hybrid/Online Courses
Based on the feedback you receive on your course portfolio, course improvements are to be implemented so that you teach a revised version of your hybrid/online course the following semester. You will be compensated an additional $650 once your portfolio is approved.

Your Certification is Complete!
Join the Kingsborough Center for Teaching and Learning's "Teaching with Technology" and "Universal Design" faculty interest groups and share your hybrid/online teaching experience with your peers. Continue to visit KCeL to learn about new Instructional technologies, software, and the ways KCTL and KCeL can support the use of technology in your teaching.

   KCTL  |  kctl@kbcc.cuny.edu  |  (718) 368-5252  |  M-391

08/2015  |  KCeL
### APPENDIX N: WORKLOAD SCHEDULE FORM

**E h Bre deck Community College of**
The City University of New York
Office of Academic Affairs

**WORKLOAD SCHEDULE FORM**

**PERSONAL INFORMATION (PLEASE PRINT ALL INFORMATION)**

<table>
<thead>
<tr>
<th>DATE:</th>
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<tbody>
<tr>
<td>LAST NAME:</td>
<td>FIRST NAME:</td>
</tr>
<tr>
<td>PHONE:</td>
<td>CURRENT EMPLOYEE ID#:</td>
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<tr>
<td>HOME ADDRESS:</td>
<td>ZIP:</td>
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<tr>
<td>HOME TEL:</td>
<td>EMERGENCY TEL:</td>
</tr>
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**CREDITS COURSE ADMINISTRATION**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
<th>CREDIT UNITS</th>
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**TOTALS**

**REASSIGNED TIME**

<table>
<thead>
<tr>
<th>No. of Hrs. Reassigned Time:</th>
<th>No. of Compensated Hrs. Reassigned Time/Non-Teaching:</th>
</tr>
</thead>
</table>

**SCHEDULE OF TEACHING AND OFFICE HOURS**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>CREDITED CLASS #</th>
<th>DAY &amp; TIME (Start and End Times)</th>
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<td>6.</td>
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</tbody>
</table>

**PLEASE INDICATE OFFICE HOURS**

(Day, time, room #, & tel. ext.)
APPENDIX O: MULTIPLE POSITION REPORT FOR FULL-TIME FACULTY

THE CITY UNIVERSITY OF NEW YORK
MULTIPLE POSITION REPORT FOR FULL-TIME FACULTY

This form must be completed by all full-time faculty, including full-time substitutes, in the Fall and Spring semesters.

- Please read the Statement of Policy on Multiple Positions, prior to completing this form and consult with the College Labor Designee, if you have any questions regarding the Policy.

- This form must be completed, and the necessary approvals secured, before the faculty member assumes a multiple position assignment and must be updated, whenever changes in commitments occur during the semester.

If more space is needed, please attach additional sheets using the same format.

Date __________  Semester __________________ Year __________________

Name ______________________ College ______________________

Title/Tenure Status ______________________ Department ______________________

Certification by Faculty Member (Complete Part A or Part B)

Part A: I am aware of the Multiple Position regulations governing activities in addition to my regular full-time employment at ______________________ College ______________________

I certify that I have no compensated or uncompensated employment, consultative or other work, grant-funded or otherwise, in addition to my regular full-time employment at the above college. I understand that the failure to complete this form fully and accurately could subject me to various penalties, up to and including termination of employment, following any applicable disciplinary proceedings.

Signature ______________________ Date ______________________

If Part A is completed: No further action is required of the college

Part B: I am aware of the Multiple Position regulations governing activities in addition to my regular full-time employment at ______________________ College ______________________

I certify that (check all applicable statements):

- In addition to my regular full-time assignment at the College, I have supplementary employment, consultative or other work for extra compensation (including grant-funded activities) within CUNY for which complete information follows. (If you check this statement, complete Section B. 1.)

- In addition to my regular full-time assignment at the College, I have supplementary compensated or uncompensated employment, consultative or other work for extra compensation (including grant-funded activities), outside of CUNY for which complete information follows. (If you check this statement, complete Section B. 2.)

- My activities are within the limits set by the Multiple Position regulations.

- My activities are above the limits set by the Multiple Position regulations and a waiver to permit activities within CUNY has been approved by the Office of Human Resources Management. (Note: Waivers are not applicable for Section B.2.)

I certify that I have fully and accurately disclosed information in Section B. 1 and B. 2, which includes all compensated and uncompensated employment, consultative or other work, grant-funded or otherwise, within and outside CUNY, in addition to my full-time employment at the College.

I understand that the failure to complete this form fully and accurately could subject me to various penalties, up to and including termination of employment, following any applicable disciplinary proceedings.

Signature ______________________ Date ______________________
B. 1. CUNY - Current Semester (Only report compensated activities that are not part of your regular full-time position).
* Source of compensation may include tax-exempt, Research Foundation or other college non-tax-exempt entities. Add additional pages, if necessary.

**TEACHING** (Include activities in the Winter Session with Fall semester activities)

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>From Date</td>
<td>To Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>From Date</td>
<td>To Date</td>
</tr>
</tbody>
</table>

**NON TEACHING** (Include activities in the Winter Session with Fall semester activities)

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Description of Assignment</td>
<td>Hours/Weekly</td>
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<tr>
<td>From Date</td>
<td>To Date</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>College</th>
<th>Department</th>
</tr>
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<tbody>
<tr>
<td>Description of Assignment</td>
<td>Hours/Weekly</td>
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<tr>
<td>From Date</td>
<td>To Date</td>
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</table>

**OTHER** (Include activities in the Winter Session with Fall semester activities)

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<tr>
<th>College</th>
<th>Department</th>
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<tbody>
<tr>
<td>Description of Assignment</td>
<td>Hours/Weekly</td>
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<tr>
<td>From Date</td>
<td>To Date</td>
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</tbody>
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<tr>
<th>College</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Description of Assignment</td>
<td>Hours/Weekly</td>
</tr>
<tr>
<td>From Date</td>
<td>To Date</td>
</tr>
</tbody>
</table>

B. 2. Compensated and Uncompensated Employment, Consultative or Other Work Outside of CUNY - Current Semester

Add additional pages, if necessary.

<table>
<thead>
<tr>
<th>Employer/Institution/Organization</th>
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<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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<th>Tel.</th>
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Nature of Work

From Date | To Date | No. of hours/week | Uncompensated | Compensated |
**Section B1: Approvals should follow campus practice**

**Department Chairperson Approval**

- [ ] I certify that the hours reported in Section B.1 are within the limits set by the University's Multiple Position Policy. I recommend approval.
- [ ] I certify that the hours reported in Section B.1 are above the limits set by the University's Multiple Position Policy. I recommend approval, subject to approval by the President / Designee and OHRM. *(An overload waiver request must be submitted to OHRM)*
- [ ] I do not recommend approval of the hours reported in Section B.1.

Name __________________________ Signature __________________________ Date __________

*If consistent with campus practice:*

Date of P & B Meeting ________

- [ ] The Department Personnel and Budget Committee recommends approval of the activities listed in Section B.1
- [ ] The Department Personnel and Budget Committee does not recommend approval of the activities listed in Section B.1

**Section B2: Department P & B Approval**

Date of P & B Meeting ________

- [ ] The Department Personnel and Budget Committee recommends approval of the activities listed in Section B.2
- [ ] The Department Personnel and Budget Committee does not recommend approval of the activities listed in Section B.2

**Department Chairperson Approval**

- [ ] I certify that the activities and hours reported in Section B.2 are within the limits set by the University's Multiple Position Policy. I recommend approval. (Limited to an average of one day a week, or its equivalent over the course of the academic year).
- [ ] I do not recommend approval of the activities and hours reported in Section B.2.

Name __________________________ Signature __________________________ Date __________

**President/Designee Action:**

Section B.1: Within CUNY

- [ ] Approved

Section B.2: Outside CUNY

- [ ] Approved

Other Action / Comments:

________________________________________

Signature of President / Designee __________________________ Date __________
MULTIPLE POSITION INFORMATION & APPROVAL WINTER 2016

NAME__________________________DEPT._____________TERM_________YEAR__________
SOCIAL SECURITY#______________________RANK___________________________________
HOME ADDRESS_________________________ZIP__________TELEPHONE________________

1. OVERLOAD AT KCC
   Subj. # Sec. Hrs. Credits
   / / / /
   / / / /

2. ADJUNCT TEACHING AT KCC
   Subj. # Sec. Hrs. Credits
   / / / /
   / / / /

3. TEACHING OUTSIDE OF KCC
   a. CUNY INSTITUTION (IF yes, see 5b below) YES ( ) NO ( )
   b. Other Institution YES ( ) NO ( )
   c. Name of Institution ______________________________
      Address:_____________________________Zip___________Telephone___________________

4. EMPLOYMENT OTHER THAN TEACHING YES ( ) NO ( )
   If YES
   Name of Employer________________________________
   Address___________________________________________
   Nature of Work_____________________________________
   Hours per Week _____________________Days of Employment__________________________

5. APPROVALS YES NO DATE SIGNATURE
   a. Kingsborough At
      Department P & B ( ) ( ) ____________ ______________
      Department Chairperson ( ) ( ) ____________ ______________
      Provost ( ) ( ) ____________ ______________

   b. Other CUNY Institution
      Department Chairperson of Other CUNY Institution ( ) ( ) ____________ ______________

6. THE ABOVE INFORMATION IS CORRECT AS PRESENTED BY:

   Faculty Member’s Signature__________________________Date___________________
APPENDIX Q: ADJUNCT INSTRUCTIONAL STAFF AND GRADUATE ASSISTANT
WORKLOAD REPORTING FORM

KINGSBOROUGH COMMUNITY COLLEGE

THE CITY UNIVERSITY OF NEW YORK
ADJUNCT INSTRUCTIONAL STAFF AND GRADUATE ASSISTANT
WORKLOAD REPORTING FORM

Sections 15.2 and 15.3 of Article 15 of the Agreement between The City University of New York and the Professional Staff Congress/CUNY state:

15.2 WORKLOAD FOR THE PART-TIME MEMBERS OF THE INSTRUCTIONAL STAFF:

A person appointed to an Adjunct title is not a full-time employee of The City University of New York. Employment in an adjunct position or a combination of adjunct positions shall not constitute a full-time position. Adjunct lecturers or adjuncts in other titles, excluding Graduate Assistants, shall not be assigned a total of more than nine (9) classroom contact hours during a semester in one unit of The City University of New York. In addition, such adjunct may be employed to teach a maximum of one course of not more than six (6) hours during a semester at another unit of The City University of New York.

For persons in non-teaching adjunct titles, the limitations noted above are equated to not more than 225 hours per semester at one college and not more than 150 hours per semester at a second college of the University.

15.3 WORKLOAD FOR STAFF IN THE GRADUATE ASSISTANT TITLE SERIES:

Graduate students holding the title Graduate Assistant A shall have an assignment of a maximum of 240 contact teaching hours or 450 hours of non-teaching assignments during the work year. Graduate students holding the title of Graduate Assistant B shall have an assignment of a maximum of 120 classroom teaching hours or 225 hours of non-teaching assignments in the B title during the work year. If a Graduate B holds an adjunct or other hourly position, his or her total combined assignment may not exceed 240 contact teaching hours or 450 hours of non-teaching assignment during the work year. Graduate students holding the title Graduate Assistant C shall have an assignment of a maximum of 180 classroom teaching hours during the work year. If a Graduate Assistant C also holds an Adjunct teaching position, his or her total combined assignment may not exceed 270 contact teaching hours during the work year.

---

**To be filled out by adjunct instructional staff member or Graduate Assistant:**

<table>
<thead>
<tr>
<th>Name ______________________________________</th>
<th>Semester________________________</th>
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<tr>
<td>DEPARTMENT________________________________</td>
<td>TITLE(s)________________________</td>
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</table>

List all courses being taught or non-teaching hours (including Graduate Assistant A, B and C assignments) assigned within The City University:

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Title</th>
<th>Course/Section</th>
<th>Hours</th>
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I certify that I have read the above provisions, and that I have not accepted and will not accept an assignment with any college or unit of CUNY that will exceed the contractual limitations, unless such limitations have been explicitly waived by CUNY and the PSC. I further certify that, if there are any changes in this information during the semester, I will submit an updated form to the Department Chair to reflect these changes.

________________________________   ___________________________
Signature                          Date

**Review by Department Chair**

I certify that I have reviewed this form and that it accurately reflects the course(s) and/or non-teaching hours assigned at this college.

________________________________   ___________________________
Signature of Department Chair        Date

OFSR 5/06

1 Not to be completed by any person having a full-time instructional staff position.