

**Guidelines For Reappointment, Promotion, and Tenure  
Kingsborough Community College – CUNY  
Effective September 1, 2024**

**Preamble**

The following recommendations articulate guidance for faculty candidates and reviewers regarding the reappointment, tenure, and promotion process. Because the recommendations do not supplant the fundamental role of academic judgement in either the preparation or review of a candidate's file, they should be read as establishing a baseline for promotion and tenure, always subject to academic review.

A central tenet of academic judgement, as it relates to peer review, concerns respect for disciplinary differences and the right of disciplinary experts to set standards in their respective fields. Accordingly, each academic department should supplement these guidelines with more specific criteria as appropriate in their field. When decisions about a candidate may be affected by department-specific criteria, the chair's annual evaluation should explicitly reference those criteria.

The information contained herein in no way abrogates the City University of New York (CUNY) Board of Trustees Bylaws or contractual agreements between the CUNY and the Professional Staff Congress, nor any subsequent policy changes implemented by such aforementioned parties. Decisions on personnel actions are based on the subjective academic judgement of those reviewing and voting on faculty candidates.

**Note on Expectations for Scholarship:** Only publications that exceed the minimum requirements for a given personnel action are eligible to be counted towards subsequent personnel actions. For the purposes of this document, personnel actions are defined as Tenure, Promotion to Associate Professor, and Promotion to Full Professor.

**Tenure**

The following are suggested minimum teaching, service and scholarship expectations for the consideration of the awarding of Tenure. Candidates for the Certificate of Continuous Employment (CCE) must meet the tenure criteria for teaching and service. In addition, all candidates for tenure (including CCE) should demonstrate respect for the CUNY faculty's "long tradition of collegiality, in which its various educational responsibilities are freely shared among its members" as per the [CUNY Manual of General Policy 5.01](#).

**Additional Requirements for Tenure:**

- Candidates should submit a narrative statement addressing how they think they have met the standards for reappointment with Tenure in the three areas of teaching, service, and scholarship/creative activity (i.e., maximum one page in length)

**A. Teaching Criteria:**

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

- Peer observations
- Student evaluations<sup>1</sup>
- Library faculty will demonstrate outstanding performance in teaching information literacy skills

Evaluation of Teaching Criteria may also include, but is not limited to:

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<sup>1</sup> **Note:** Given the interpretive risks of flawed data, the student response rate for a given class section must meet a minimum threshold to be used for evaluative purposes. Nevertheless, because student feedback on teaching is— per CUNY— an essential part of the tenure and promotion process, KCC administration must commit to identifying a mechanism for fair and valid student evaluation of teaching.

- New certifications (such as Writing and Reading Across the Curriculum (WRAC), online teaching, and college, university, or professional certifications that enhance teaching excellence)
- Participation in professional development (such as KCTL faculty groups)
- Participation in learning communities
- Implementation of innovative teaching strategies and/or technology usage in the classroom
- Willingness to teach courses that meet department and college needs
- The use, adaptation, and/or creation of Open Educational Resources (OERs) within a course

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

#### **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)
- Representing college or department at CUNY-wide conferences or on CUNY-wide committees
- Mentoring students in scholarly or creative work
- Professional service to one's field(s) (e.g., service as a conference chair/discussant/respondent, peer review for conferences/journals/presses, serving on an editorial board or a collective)

**Notes:** Committee service must be supported by committee chair's acknowledgment of candidate's contributions. The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

#### **C. Scholarly/Creative Works Criteria:**

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

1. At least two refereed articles or creative works in one's field following the conventions appropriate to the discipline
  - If the publication/creative work is a collaboration, the candidate should explain their contributions in their narrative statement
  - Information about journal/producing organization and the peer review process for a publication should be noted in the annual evaluation
  - **Note:** There is growing array of pay-to-publish "predatory" journals and solicitation to conferences as outlets for disseminating research findings; please see [CUNY's Predatory Journals Memo](#), the [KCC Kibbee Library's About Publishing Guide](#), and also contact your chair with any questions you have about peer-reviewed journals
  - A candidate for a personnel action should demonstrate ongoing scholarly/creative development throughout their time in each rank

The following are acceptable equivalents for the scholarly/creative works criterion:

- May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals
- Sole book authorship may satisfy the scholarship criterion; candidates should include documentation about the publisher and the value of the contribution to the field
- 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
- Publication of at least one chapter in a book you edited is counted as one publication in totality
- Please see the addenda at the end of this document for department-specific equivalents

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

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 (e.g., editing a volume in which one's research does not appear)
- Other creative work (e.g., albums, artistic creation, design work, production of film, video, and/or television 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.

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

### **Reclassification to Assistant Professor**

**Note:** Reclassification to Assistant Professor from Instructor will be effective the September 1 following the awarding of a PhD or equivalent terminal degree from an accredited university.

### **Advancement to Associate Professor**

**Note:** Advancement to Associate Professor requires a PhD or equivalent terminal degree from an accredited university. 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 Associate Professor. This change is effective September 1, 2012.

**Note:** CUNY's Manual of General Practice (Article 5.4) cautions against awarding early promotion to "candidates whose qualities for tenure are questionable" and states that candidates for early promotion should "thus meet the qualifications required for tenure."

In addition, all candidates for advancement to Associate Professor should demonstrate respect for the CUNY faculty's "long tradition of collegiality, in which its various educational responsibilities are freely shared among its members" as per the [CUNY Manual of General Policy 5.01](#).

The following are the **additional** teaching, service and scholarship expectations (beyond those required for tenure) for consideration of advancement to Associate Professor.

### **Additional Requirements for Associate Professor:**

- Candidates should submit a narrative statement addressing how they think they have met the standards for promotion to Associate Professor in the three areas of teaching, service, and scholarship/creative activity (i.e., maximum one page in length)

### A. Teaching Criteria:

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

- Peer observations
- Student evaluations<sup>2</sup>
- Library faculty will demonstrate outstanding performance in teaching information literacy skills

Evaluation of Teaching Criteria may also include, but is not limited to:

- New certifications (such as Writing and Reading Across the Curriculum (WRAC), online teaching, and college, university, or professional certifications that enhance teaching excellence)
- Participation in professional development (such as KCTL faculty groups)
- Participation in learning communities
- Implementation of innovative teaching strategies and/or technology usage in the classroom
- Willingness to teach courses that meet department and college needs
- The use, adaptation, and/or creation of Open Educational Resources (OERs) within a course

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

### 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)
- Representing college or department at CUNY-wide conferences or on CUNY-wide committees
- Mentoring students in scholarly or creative work
- Professional service to one's field(s) (e.g., service as a conference chair/discussant/respondent, peer review for conferences/journals/presses, serving on an editorial board or a collective)

**Notes:** Committee service must be supported by committee chair's acknowledgment of candidate's contributions. The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

### C. Scholarly/Creative Works Criteria:

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

1. At least two refereed articles or creative works in one's field following the conventions appropriate to the discipline
  - If the publication/creative work is a collaboration, the candidate should explain their contributions in their narrative statement
  - Information about journal/producing organization and the peer review process for a publication should be noted in the annual evaluation
  - **Note:** There is growing array of pay-to-publish "predatory" journals and solicitation to conferences as outlets for disseminating research findings; please see [CUNY's Predatory Journals Memo](#), the [KCC](#)

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<sup>2</sup> **Note:** Given the interpretive risks of flawed data, the student response rate for a given class section must meet a minimum threshold to be used for evaluative purposes. Nevertheless, because student feedback on teaching is— per CUNY— an essential part of the tenure and promotion process, KCC administration must commit to identifying a mechanism for fair and valid student evaluation of teaching.

[Kibbee Library's About Publishing Guide](#), and also contact your chair with any questions you have about peer-reviewed journals

- A candidate for a personnel action should demonstrate ongoing scholarly/creative development throughout their time in each rank

The following are acceptable equivalents for the scholarly/creative works criterion:

- May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals
- Sole book authorship may satisfy the scholarship criterion; candidates should include documentation about the publisher and the value of the contribution to the field
- 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
- Publication of at least one chapter in a book you edited is counted as one publication in totality
- Please see the addenda at the end of this document for department-specific equivalents

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

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 (e.g., editing a volume in which one's research does not appear)
- Other creative work (e.g., albums, artistic creation, design work, production of film, video, and/or television 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.

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

### **Advancement to Full Professor**

**Note:** Advancement to Full Professor requires a PhD or equivalent terminal degree from an accredited university and a minimum of four years in rank as Associate Professor. In addition, all candidates for advancement to Full Professor should demonstrate respect for the CUNY faculty's "long tradition of collegiality, in which its various educational responsibilities are freely shared among its members" as per the [CUNY Manual of General Policy 5.01](#).

A Full Professorship at CUNY represents a distinction that one has reached the highest rank in their profession. As such this advancement carries with it significant obligations and duties to the college, and to one's profession that include but are not limited to: maintaining excellence in their classroom performance, outstanding and ongoing scholarly/creative contributions to one's field(s), service to the college that demonstrates leadership that allows the institution to grow, evolve, and thrive, and most importantly, the support and mentorship of one's junior colleagues in the spirit of academic dialogue where both are enriched by the engagement.

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

#### **Additional Requirements for Full Professor:**

- Candidates should submit a narrative statement addressing how they think they have met the standards for promotion to Full Professor in the three areas of teaching, service, and scholarship/creative activity (i.e., maximum one page in length)
- Excellence in scholarship must be verified by at least two external evaluators (recognized specialists), one of whom may be a CUNY scholar outside of our college
- Candidates are required to provide their chair with the names and contact information for their external evaluators as soon as they decide to apply for promotion; the chair is solely responsible for contacting all evaluators using the form in **Appendix I** and for securing all the letters and for forwarding them to Academic Affairs

#### **A. Teaching Criteria:**

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

- Excellence in peer observations
- Excellence in student evaluations<sup>3</sup>
- Library faculty will demonstrate outstanding performance in teaching information literacy skills

Successful candidates will have some or all of the following:

- Implementation of innovative teaching strategies and/or technology usage in the classroom
- New certifications (such as Writing and Reading Across the Curriculum (WRAC), online teaching, and college, university, or professional certifications that enhance teaching excellence)
- Professional growth as a teacher (i.e., attending seminars, teaching workshops, KCTL faculty groups)
- Participation in learning communities
- Implementation of innovative teaching strategies and/or technology usage in the classroom
- Willingness to teach courses that meet department and college needs
- The use, adaptation, and/or creation of Open Educational Resources (OERs) within a course

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

#### **B. Service Criteria:**

Demonstration of 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)

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<sup>3</sup> **Note:** Given the interpretive risks of flawed data, the student response rate for a given class section must meet a minimum threshold to be used for evaluative purposes. Nevertheless, because student feedback on teaching is— per CUNY— an essential part of the tenure and promotion process, KCC administration must commit to identifying a mechanism for fair and valid student evaluation of teaching.

- Representing college or department at CUNY-wide conferences or on CUNY-wide committees
- Mentoring students in scholarly or creative work
- Professional service to one's field(s) (e.g., service as a conference chair/discussant/respondent, peer review for conferences/journals/presses, serving on an editorial board or a collective)

**Notes:** Committee service must be supported by committee chair's acknowledgment of candidate's contributions. The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

### **C. Scholarly/Creative Works 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 following the conventions appropriate to the discipline
  - If the publication/creative work is a collaboration, the candidate should explain their contributions in their narrative statement
  - Information about journal/producing organization and the peer review process for a publication should be noted in the annual evaluation
  - **Note:** There is growing array of pay-to-publish "predatory" journals and solicitation to conferences as outlets for disseminating research findings; please see [CUNY's Predatory Journals Memo](#), the [KCC Kibbee Library's About Publishing Guide](#), and also contact your chair with any questions you have about peer-reviewed journals
  - A candidate for a personnel action should demonstrate ongoing scholarly/creative development throughout their time in each rank

The following are acceptable equivalents for the scholarly/creative works criterion:

- May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals
- Sole book authorship may satisfy the scholarship criterion; candidates should include documentation about the publisher and the value of the contribution to the field
- 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
- Publication of at least one chapter in a book you edited is counted as one publication in totality
- Please see the addenda at the end of this document for department-specific equivalents

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

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 (e.g., editing a volume in which one's research does not appear)
  - Other creative work (e.g., albums, artistic creation, design work, production of film, video, and/or television 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.

**Note:** The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.

**Art Department**  
**Graphic Design, Illustration and Animation Addendum**

Creative equivalencies to academic requirements for promotion and tenure:

The following descriptions and examples, informed by the AIGA (American Institute for Graphic Artists) and the CAA (College Arts Association), create guidelines for converting creative accomplishments into their academic equivalencies. The differences in levels of accomplishment are based on the depth of knowledge or expertise, the amount of effort required and consideration of the prestige of the client/end user the work was produced for. Any work in one's field deemed valid for one discipline is valid for all disciplines including those in the Fine Arts area.

**GRAPHIC DESIGN AND ILLUSTRATION:** Any professionally commissioned work that has been printed, published for on-screen viewing or produced for an audience.

Graphic Design and UX Examples:

Co- authored article: a) Logo, b) Single page: flyer, poster, advertisement, web page

Solo article: a) Logo plus minimum of two applications: stationary system, newsletter or other branded media, b) Multiple pages: series of related flyers, posters, advertising campaign or website, c) product packaging, d) Multi paneled exhibition/trade booth

Book: a) Branding/visual identity system multiple components: logo, graphic standards manual, advertising campaign, signage, website, collateral (flyers, posters, brochures...) b) Multi-tiered website with high-level functionality, interaction and extensive content. c) Exhibit or environmental design project encompassing multiple visual opportunities: concept development, branding, info graphics, wayfinding, user experience design, collateral (flyers, posters, brochures) d) overseeing or coordinating professional graphic design project/campaign in role of a supervisor/creative director. (Because of the varying complexity of supervisory/directorial roles, faculty should consult with the chair about whether this work merits the equivalency of book or article.)

Illustration examples:

Co- authored article: a) Single full-page interior illustration, b) Multiple spot or half-page illustrations, c) Single character development, d) Invited presentation

Solo article: a) Single full-page cover illustration, b) Multiple full-page illustrations for a series e) Multiple characters/concept development, d) Awards/Recognitions at professional competition (National)

Book: a) Entire book illustrated or comparable b) Awards/Recognitions at professional competition (International)

**ANIMATION:** Any professionally commissioned work that has been screened in a festival, on television, or online, or independent work in gallery/festival.

Animation examples:

Co- authored article: a) One of several animators or production artists on a commissioned project or independent film screened in festivals or a gallery/museum. b) Comic strip/cartoon in a magazine or anthology (print or digital).



Solo article: a) Art director, director and/or sole animator on a commissioned project.. b) Sole creator, or central creative role (director, animator) of short-form independent animated project shown in connection with a gallery/museum or in a festival.

Book: a) Sole creator, or central creative role (director, animator) of long form commercial/commissioned animated project or series.

b) Sole creator, or central creative role (director, animator) of long form independent animated project or series shown in connection with a gallery/museum or in a festival. C) Creator of professionally published graphic novel.

**Additionally:**

- The Department of Art recommends at least one solo exhibition and two group exhibitions to meet this requirement. Please see Art Department addendum in faculty member's file for further details on creative equivalencies to academic requirements for promotion and tenure.
- Graphic Designers and Illustrators can meet these criteria by professionally commissioned work that has been printed, published for on-screen viewing or produced for an audience.

**Art Department**  
**Studio Fine Art Addendum**

**Creative equivalencies to academic requirements for promotion and tenure:** The following descriptions and examples are designed to create *guidelines* for converting creative accomplishments into their academic equivalencies for tenure and promotion in Fine Arts: (creative research/creative works)

Faculty Members in the studio arts are to be actively engaged in the ongoing creation and exhibition of artwork. Evidence that the candidate has accomplishments in the following discipline related areas:

- A solo gallery exhibition or major public or private commission would be analogous to a solo book publication
- Two or three person exhibitions would be considered as co-authored
- Inclusion in group exhibitions will count as contributions to articles

Examples of recognized professional exhibition sites are:

- Museums
- Commercial galleries (privately owned).
- Alternative space galleries, and outdoor venues, such as public parks
- University or college galleries (except Kingsborough Art Museum)
- Cooperative galleries (artist / peer run exhibition venues)
- Art Fairs

Creative Engagement can also include:

- Critical articles and reviews in regional, national, or international professional media
- Recipients of professional grants, honors or fellowships
- Significant invitational exhibitions
- Inclusion in juried exhibitions
- Awards in juried exhibitions
- Acquisition of work to recognized museum collections
- Acquisition of work to recognized private, public and corporate collections
- Media events or interviews
- Catalog devoted to artists work (published through a gallery or institution)
- International, national, or regional public commissions
- Visiting artist appearance, juror, lecturer, or guest critic at major academic institution
- Curating a group exhibition in a recognized professional exhibition site
- Work included in exhibition catalog or book

**Additionally:**

- The Department of Art recommends at least one solo exhibition and two group exhibitions to meet this requirement. Please see Art Department addendum in faculty member's file for further details on creative equivalencies to academic requirements for promotion and tenure.
- Graphic Designers and Illustrators can meet these criteria by professionally commissioned work that has been printed, published for on-screen viewing or produced for an audience.

**Communications and Performing Arts Department**  
**Speech Communication, Theatre Arts, and Media Arts Addendum**

Within the discipline of **Speech Communication**, scholars who specialize in Performance Studies may engage in both written scholarship (e.g., writing book chapters, journal articles, monographs, research-based speech transcripts) like other Speech Communication academics and/or also in creative works as scholarship (e.g., creating solo/group performances, installations, festivals, video/audio texts). Creative works as scholarship may be archival, ethnographic (i.e., fieldwork, observations, interviews), or critical analysis/interpretation of existing texts and materials. Performance studies creative works can be assessed by having a peer expert from the field of Performance Studies within Speech Communication submit an evaluation that speaks to the rigor of the scholarship, how that faculty member's scholarship contributes to the understanding of a topic, and/or how the scholarship contributes to the traditions of Performance Studies research.

Faculty working in the field of **Theatre Arts** may meet the tenure/promotion criteria for scholarly contribution by providing expertise in professional theatrical works in the capacities of: playwrights/dramatists, adaptors/translators, producers, theatrical managers, scenic designers, lighting designers, costume designers, sound designers, hair/make- up designers, projection/multimedia designers, stage directors, choreographers, actor/performer, vocal coaches, acting coaches and/or dramaturges in projects that are intended for and given public presentations, as well as other theatrically related creative activities as deemed appropriate.

Individuals on the tenure track in **Media Arts** can meet the criteria for scholarly contribution by contributing to professional creative works in the media area as writers, producers, directors, presenters, and/or editors for video or audio projects that are reviewed by recognized peers and are disseminated to audiences, both inside and outside of academia. Such works should be recognized as equal to scholarly publication in promotion and tenure review for faculty in the Media Arts discipline.

**English Department**  
**English Studies and Creative Writing Addendum**

English department candidates for advancement have different specializations within English Studies, and the English P&B recognizes different equivalencies to the academic requirements for promotion and tenure for these specializations. For all candidates, the English department P&B recognizes SoTL and pedagogically-focused work as equivalent to other styles of scholarship.

**Creative Writing:**

Faculty with terminal MFA degrees who specialize in Creative Writing are expected to be actively engaged in the creation of verbal (written or oral) creative work and may meet the requirements for Scholarly and Creative Work (criteria C) via the production of the following types of work:

- Publication of poetry, fiction, drama, or other written literary genre in recognized literary journals or a literary anthology. A number of published poems will be deemed equivalent to one scholarly publication by the English Department P&B.
- Entire book by a recognized publisher
- Original script or screenplay for a creative project that has been shown at a juried festival or other public screening
- Other verbal creative work deemed acceptable for this category by the English department's Promotion and Budget committee

**Health, Physical Education, and Recreation Department**  
**Health Discipline Addendum**

Within the broad discipline of **Health** (which includes **Community and Public Health, Health Sciences, Exercise Science, Physical Education**, and others), scholars engage in standard scholarship and produce creative works as scholarship. In addition to the criteria already mentioned for additional requirements, creative works should also be considered. Examples of creative work as scholarship in Health include video production and dissemination, academic and professional blogging (i.e., when reviewed and disseminated by a recognized journal and/or professional organization), and other endeavors specifically reviewed by peers and experts in the field and disseminated to audiences, both inside and outside academia. Such work should be recognized as scholarly publications in Promotion and Tenure review for faculty in Health.

**Mathematics and Computer Science Department**  
**Mathematics and Computer Science Addendum**

Faculty in **Mathematics and Computer Science** must have at least one sole-authored piece within the scholarship put forward for tenure and each promotional action. Faculty may satisfy their scholarship requirements with the following:

- Peer-reviewed journal articles related to subject matter or subject matter pedagogy+\*
- Peer-reviewed books or book chapters related to subject matter or subject matter pedagogy (i.e., may be considered scholarship equivalent to one or more journal articles)+\*
- Competitive realized grant awards related to subject matter or subject matter pedagogy+\*
- Publications in peer-reviewed conference proceedings related to subject matter or subject matter pedagogy+\*
- Other related to subject matter or subject matter pedagogy (i.e., the applicant must clearly indicate why the work is to be considered additional and separate scholarly work to primary scholarly work; for multi-authored works, the applicant should clearly indicate her contribution to the work)\*

**Notes:**

+ A primary indication of scholarly work. For multi-authored publications/grants/proceedings, the applicant should clearly indicate their contribution.

\*The review process should be clearly indicated.

**Physical Sciences Department**  
**Physical Sciences Addendum**

Faculty in **Physical Sciences** may satisfy their scholarship requirements with the following:

- Peer-reviewed journal articles related to subject matter or subject matter pedagogy+\*
- Peer-reviewed books or book chapters related to subject matter or subject matter pedagogy (i.e., may be considered scholarship equivalent to one or more journal articles)+\*
- Competitive realized grant awards related to subject matter or subject matter pedagogy+\*
- Publications in peer-reviewed conference proceedings related to subject matter or subject matter pedagogy+\*
- Other related to subject matter or subject matter pedagogy (i.e., the applicant must clearly indicate why the work is to be considered additional and separate scholarly work to primary scholarly work; for multi-authored works, the applicant should clearly indicate their contribution to the work)\*

**Notes:**

+ A primary indication of scholarly work. For multi-authored publications/grants/proceedings, the applicant should clearly indicate their contribution.

\*The review process should be clearly indicated.

**Tourism and Hospitality Addendum**  
**Culinary Arts**

Faculty working in the **Culinary Arts** can also meet scholarship/creative works criteria through awards in professional competitions.



**Appendix I**  
**Timeline of Tenure Progress Addendum<sup>4</sup>**

<b>Faculty Year</b>	<b>Teaching</b>	<b>Service</b>	<b>Scholarship</b>
<b>Year 2</b>	Satisfactory peer observation; explore possibilities for incorporating assessment in instruction	Join at least one department committee	Research areas of scholarly/creative interest
<b>Year 3</b>	Satisfactory peer observation; teaching development and/or certification	Should continue work on departmental committee; join college/CUNY-wide committees (when possible); should volunteer at KCC events	Should complete a scholarly/creative work and submit or show substantial progress towards completion
<b>Year 4</b>	Satisfactory peer observation; additional teaching development and/or certification	Serve on KCC – wide committees; attend local and/or national conferences	First scholarly/creative work; Progress on grant requests and presentations
<b>Year 5</b>	Consistently strong peer observation; exploring new pedagogies and opportunities for teaching development, assessment, and improvement	Should chair or co-chair a department committee or participate in a significant college/department responsibility	Should complete a second scholarly/creative work or show substantial progress; should have an accepted presentation, grant, and/or completed OER contribution
<b>Year 6</b>	Exemplary teaching observations, find ways to collaborate with colleagues; show excellence in pedagogical methods and assessment practices	Should demonstrate leadership in college-wide or CUNY-wide committees (planning events or chairing) and service to the discipline	See above
<b>Year 7</b>	Excellent peer observation; additional certification and professional development; demonstrate innovation in pedagogy and assessment practices	See above	Must have second/creative work completed; must have accepted presentations or grants to fulfill additional scholarship requirements
<b>Year 8</b>	See above	See above	See above

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<sup>4</sup> **Note:** Please consult with your chairperson regarding using your new faculty reassigned time according to schedule.

**Appendix II**  
**Template for Requesting External Evaluator Letters**

**Dear Professor/Dr./Mr./Ms. (Name):**

On behalf of Kingsborough Community College (KCC) – CUNY, the College Promotion and Budget (P&B) Committee, I appreciate your willingness to serve as an external evaluator of the application of Professor **(name)** for promotion to **(adjunct Full Professor/Full Professor)**. External evaluations are vital to gaining deeper insight into a candidate for promotion. Your letter will become a part of Professor **(name)**'s Personnel File, the candidate will see the letter, and it will be used by the candidate's departmental P&B, a college review committee, and by our college P&B committee when making a recommendation to our president via their votes as to whether the candidate is deserving of promotion. To assist you in your work, I am also forwarding a recent copy of the candidate's CV for your review.

When reviewing the candidate please keep in mind that our ideal candidate for promotion will possess excellence in their teaching and in their scholarly/creative work and demonstrate a commitment to meaningful service to our college/university and to their respective field(s). In your letter you are being asked to specifically speak to the candidate's contributions to the discipline.

Please email me your letter by **(date)** as an attachment to **(email address)** as an electronic document signed and on official letterhead. I will share your letter with the respective departmental and college review and promotion committees. If you are unable to provide an evaluation, would you please let me know as soon as possible so that we can contact another evaluator?

Thank you in advance for your consideration of writing this external evaluation. I know the work that goes into writing evaluations and so I want to thank you on behalf of **Professor/Dr. (Name)** and KCC – CUNY.

Best wishes,

**[Insert your name, title, and contact information]**