

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:

- a) Graphic designers and illustrators can meet these criteria by having their professional work garner awards in professional competitions.
 - b) May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals.
 - c) "Acceptable" book sole-authorship satisfies the scholarship criteria.
 - d) Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article.
 - e) The second article may be a realized competitive grant from a recognized professional/governmental organization.
 - f) Publications that exceed the minimum requirements for tenure may be applied to the next rank advancement.
2. At least one additional contribution from the following:
- Additional article of like criteria above (co-authorship acceptable)
 - Realized grant
 - Invited presentation (or presentation published in proceedings)
 - Accepted presentation at peer-reviewed conference
 - Published editorial work on anthology/scholarly material
 - Other creative work (e.g., CD's, videos, etc...) in field pending department approval or acceptance
 - Recognized "scholarship of application", to include but not be limited to, securing patents, application of expertise to significant community service, etc.

A SAMPLE Schedule for Tenure Performance

• During Year 1

Teaching –

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

Service –

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

Scholarship – Consider potential contributions to field.

• By Year 3

Teaching –

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

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

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

• **By Year 5**

Teaching –

- 1) Continuation of Year 3 activities.
- 2) Evidence of growth in teaching skills.

Service –

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

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

• **By End of Year 6**

All categories/areas should be minimally satisfied. Should scholarship criteria not yet be satisfied, evidence of its imminent completion by the end of Year 7 must be provided.

Reclassification to Assistant Professor

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

Advancement to Associate Professor

Note: Advancement to Associate Professor requires a Ph.D. or equivalent from an accredited university.

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.

In addition, all candidates for advancement to Associate Professor should exhibit satisfactory qualities of personality and character, and a willingness to cooperate with others for the good of the institution.

Longevity and seniority alone shall not be sufficient.

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

A. Teaching* Criteria:

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

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

- Peer evaluations
- Student evaluations

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

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

B. Service Criteria:

Demonstration of outstanding performance in this area as evidenced by exemplary performance in some or all of the following:

- Departmental committee work
- Other administrative work in department (e.g., coordinating events, department technology advisor, Web master, etc.)
- Active participation in college-wide events such as orientations, recruitment and other functions.
- Club advising
- College-wide committee work
- Organizing campus events (e.g., conferences, speakers, art shows, etc.)
- Representing college or department at CUNY-wide conferences or committees

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

C. Scholarly Contributions Criteria:

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

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

Notes:

- a) Graphic designers and illustrators can meet this criterion by having their professional work garner awards in professional competitions.
 - b) May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals.
 - c) "Acceptable" book sole-authorship satisfies the scholarship criteria.
 - d) Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article.
 - e) The second article may be a realized competitive grant from a recognized professional/governmental organization.
2. At least one additional contribution from the following:
- Additional article of like criteria above (co-authorship acceptable)
 - Realized grant
 - Invited presentation (or presentation published in proceedings)
 - Accepted presentation at peer-reviewed conference
 - Published editorial work on anthology/scholarly material
 - Other creative work (e.g., CD's, videos, etc...) in field pending department approval or acceptance
 - Recognized "scholarship of application," to include but not be limited to, securing patents, application of expertise to significant community service, etc.

Advancement to Full Professor

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

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

Additional Requirements for Full Professor:

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

A. Teaching* Criteria:

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

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

- Excellence in peer evaluations
- Excellence in student evaluations

and some or all of the following:

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

B. Service Criteria:

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

1. Introduction of new courses
2. Leadership in committee work in department and college (up to and including committee chair).
Significant service as demonstrated by the following:
 - Leadership role in institution (e.g., department chair, department P&B, College Council, chair of committee or sub-committee, creation of activities, and others deemed appropriate by department or college)
 - Other leadership work in department (e.g., coordinating events, serving as technology advisor, etc.)
3. Active participation in college-wide events, such as orientations, recruitment and other functions.
4. Club advising
5. College-wide committee work
6. Organizing campus events (e.g., conferences, speakers, art shows, etc.)
7. Representing college or department at CUNY-wide conferences or committees

C. Scholarship Criteria:

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

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

Additional Notes:

- a) The Department of Art requires at least one solo exhibition and 2 group exhibitions to meet this requirement.
 - b) Graphic designers and illustrators can meet this criterion by having their professional work garner awards in professional competitions.
 - c) May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals.
 - d) "Acceptable" book sole-authorship satisfies the scholarship criteria.
 - e) Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article.
 - f) The third article may be a realized competitive grant from a recognized professional/governmental organization.
2. At least one additional contribution from the following:
- Additional article of like criteria above (co-authorship acceptable)
 - Realized grant
 - Invited presentation (or presentation published in proceedings)
 - Accepted presentation at peer-reviewed conference
 - Published editorial work on anthology/scholarly material
 - One or more chapters in a published text
 - Other creative work (e.g., CD's, videos, etc.) in field pending department approval or acceptance
 - Recognized "scholarship of application," to include but not be limited to, securing patents, application of expertise to significant community service, etc.

Additional Task Force Recommendations

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