FACULTY HANDBOOK
2020-2021

Kingsborough Community College
City University of New York
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 Academic Affairs. The Handbook is intended to be a living document; it is revised annually and updated as KCC and/or CUNY policy developments demand. Any corrections and/or additions should be sent to janine.palludan@kbcc.cuny.edu.

Revised January 2021

ACCESS FACULTY HANDBOOK ONLINE AT www.kingsborough.edu/faculty
January 2021

Dear Colleagues:

Kingsborough Community College is a special place at which to teach and work. We are committed to graduating students with the skills that include critical thinking, excellent written and oral communication, quantitative and scientific literacy, information literacy, personal and social responsibility, and respect for diversity.

Our nationally recognized efforts confirm our success: Kingsborough was ranked among the top four community colleges in the nation by the Aspen Institute College Excellence Program in 2013 and in the top ten in 2011 and 2019. In addition, Kingsborough has been a designated Leader College of Distinction in the prestigious Achieving the Dream program for our ongoing emphasis on equity and inclusive excellence.

As Provost of Brooklyn’s only community college, I am particularly inspired by the faculty’s active commitment to serving a diverse and dynamic urban community. That commitment is further enshrined in our institutional diversity statement and in our strategic emphasis on equity, as defined below:

Equity, often confused with equality, recognizes that there are hindrances for some in attaining equality. Equity is achieved through inclusion and through the active removal or mitigation of hindrances to full access to opportunities, resources and support for all members of a community. It also means ensuring that all members of said community have consistent and meaningful opportunities to participate in communal life and to play a role in shaping the culture of the community.

We could not put these values into practice, nor meet our own high standard of achievement, without you, Kingsborough’s extraordinary faculty: your devotion to classroom teaching, your dedication to the success of all your students, your innovative collaborations and your exciting research and creative work. The passion and excellence you bring to your work furthers the College’s mission to promote student learning and serve its diverse community.

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

Wishing you all a successful academic year!

Joanne L. Roswell

Vice President for Academic Affairs and Provost
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THE COLLEGE

OVERVIEW: OUR STUDENTS

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 eleven senior colleges, seven community colleges, and seven graduate, honors and professional schools.

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 17,000 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 2019, 25.8% of degree-seeking students were under 20 years old and 57.5% were in their twenties. Another 13.6% were in their thirties or early forties, and 3.1% 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 (31.4%), African American/Black (35%), Hispanic (17.7%), Asian/Pacific Islander (15.7%), 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 2019, roughly 74.4% of incoming freshmen passed the CUNY reading exam, 60.2% passed the math exam, and 71.7% passed the writing exam; 44.5% 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 was approved by college Council in May 2019.

MISSION, VISION AND VALUES

In May 2019, KCC’s College Council approved the following:

MISSION STATEMENT
Kingsborough Community College responds to the needs of its diverse community by offering high quality, affordable, innovative, student-centered programs of study that prepare graduates for transfer and the workforce. The college strives for equity and seeks to provide each student with the appropriate resources and supports to foster success.

VISION
Kingsborough Community College encourages students to take an active role in their own learning. The College strives for high quality and continuous improvement in all areas related to student learning, including academic programs, teaching, student services, administration and support, and the campus environment.

VALUES

- Respect: Civility, acceptance, appreciation, and support of individual differences
- Diversity: The proactive fostering of greater inclusion and ultimately equity at every level of college life
- Integrity: Fair and ethical standards in all policies, procedures, and practices
- Excellence: High quality teaching, student services, administration, and community engagement; and high standards for student achievement
- Accountability: Taking responsibility for our actions and outcomes
- Innovation: Creative thinking and approaches that enhance learning and support continuous improvement

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 page 12 for a list of degree and certificate programs currently offered at Kingsborough. It is important to note that general 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**

Kingsborough Community College is fully accredited and approved by the Middle States Commission on Higher Education, with the most recent Middle States review completed in Spring 2016. In addition, the following program accreditations are in effect:

The Nursing Education Program is approved by the New York State Education Department and is accredited by the Accreditation Commission for Education in Nursing: 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326

The Chemical Dependency Program and the Alcoholism and Substance Abuse Counseling Certificate are accredited by the National Addiction Studies Accreditation Commission (NASAC), 1001 N. Fairfax Street Suite 201, Alexandria, VA, 22314 and the New York Office of Alcoholism and Substance Abuse Services (OASAS), New York City Office, 501 7th Avenue, New York, NY, 10018-5903, Albany Office, 1450 Western Avenue, Albany, NY 12203-3526.

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, Florida, 33756, and (727) 210-2350.

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

The Kingsborough Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Education Programs for the Emergency Medical Services Profession (CoAEMSP). Graduates of the Kingsborough Community College Paramedic Program as eligible to take the paramedic examination at the New York State, New York City, and national level. The Commission on Accreditation of Allied Health Education Programs (CAAHEP)
The Polysomnographic Technology Program has been awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG). The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is located at 25400 U.S. Highway 19 N, Suite 158, Clearwater, FL 33763 or phone (727) 210-2350, http://www.caahep.org. The Committee on Accreditation for Polysomnographic Technologist Education (CoAPSG) is located at 1711 Frank Avenue, New Bern, NC 28560 or phone (252) 626-3238.

All academic programs are registered by the New York State Education Department, The University of the State of New York, Office of Higher Education, 5 North Mezzanine–Education Building, Albany, NY 12234. Accreditation documentation is available from the Office of Academic Affairs, A-218.
LIST OF ACADEMIC PROGRAMS AT KCC

ASSOCIATE IN APPLIED SCIENCE (A.A.S.)
- Computer Information Systems
- Culinary Arts
- Emergency Medical Services
- Fashion Design
- Maritime Technology
- Nursing
- Physical Therapist Assistant
- Polysomnographic Technology
- Business of Fashion
- Surgical Technology
- Tourism and Hospitality
  Concentrations
  o Tourism
  o Food and Beverage Management
  o Hotel Management

ASSOCIATE IN ARTS (A.A.)
- Criminal Justice
- Liberal Arts
  Concentrations
  o Children’s Studies
  o English
  o General
  o Global and Environmental Studies
  o Philosophy
  o Secondary Education
  o Spanish
  o Women’s and Gender Studies

ASSOCIATE IN SCIENCE (A.S.)
- Accounting
- Biology
  Concentrations
  o Allied Health Transfer
  o Biology Transfer
- Biotechnology
- Business Administration
- Chemical Dependency Counseling
- Chemistry
- Early Childhood Education/Child Care
  Concentrations
  o Early Childhood Education/Childcare
  o Infancy/Toddler Development
- Earth and Planetary Sciences
- Education Studies
  Concentrations
  o Birth – 2nd Grade
  o 1st – 6th Grade
- Engineering Science
- Exercise Science
- Fine Arts
  Concentrations
  o Art History
  o Ceramics
  o Drawing and Painting
  o Photography
  o Sculpture
- Graphic Design and Illustration
  Concentrations
  o Animation
  o Graphic Design and Illustration
- Journalism and Print Media
- Mathematics
- Media Arts
- Mental Health and Human Services
  Concentrations
  o Mental Health and Human Services
  o Domestic Violence Counseling
- Physical Education, Recreation and Recreation Therapy
  Concentrations
  o Recreation and Recreation Therapy
  o Transfer to a Baccalaureate Program in Teaching and Physical Education
  o Transfer to a Baccalaureate Program in Sport Management
- Physics
- Speech Communication
  Concentrations
  o Communication Studies
  o Speech Pathology
- Theatre Arts
  Concentrations
  o Performance
  o Technical Production

CERTIFICATE PROGRAMS
- Alcoholism and Substance Abuse Counseling Certificate
- Culinary Arts Certificate
GOVERNANCE AND ADMINISTRATION

COLLEGE GOVERNANCE

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

THE COLLEGE COUNCIL

Faculty, staff, and students participate in the governance of the College. The governing body of Kingsborough is the College Council. With the President as its presiding officer, the Council consists of approximately 70 members including the Vice President for Academic Affairs and Provost, the Registrar, the Vice President for Finance and Administration, the chairperson of each department, one additional elected full-time faculty member from each department, elected delegates at-large from both the full-time instructional staff (who may be faculty, deans, or Higher Education Officers) as well as the part-time instructional staff, and other elected members representing students, support staff, and alumni.

The College Council conducts the educational affairs of the College except for the right to confer degrees, which is reserved to the faculty. The College Council generally meets twice each semester; meetings are open to the entire campus community, including those who are not College Council members.

In addition to two special committees (the Committee on Committees and the Steering Committee), each College Council member serves on one of these five standing committees:

CURRICULUM COMMITTEE

Considers proposals for new degrees, certificates, and courses (including experimental or special topic 82 courses) or the modification of existing degrees, certificates and courses with regard to such factors as their relation to the college's mission and existing curriculum, as well as their hours, credits, content, learning outcomes, evaluation criteria, and expected articulation. Most of the faculty members who serve on this committee are department chairs.

INSTRUCTIONAL COMMITTEE

Reviews matters regarding instruction and the instructional process. This includes, but is not limited to: instruments and procedures to provide evaluative data on instruction and instructional effectiveness; student evaluation of instruction; peer review of instruction; and any issues of personnel, procedures or technologies that may impact the instructional process.
**LEGISLATIVE COMMITTEE**
Concerned with the Governance of the College including the constitution and amendments, election procedures, Bylaws of the College Council, and initiation and review of outside legislation concerning the College.

**STUDENTS COMMITTEE**
Deals with policy pertaining to student recruitment, admission, attendance, retention, discharge, discipline, counseling, academic standards, ceremonies, student health and other services; extra-curricular activities including athletics, as well as other activities relating to students.

**STRATEGIC PLANNING COMMITTEE**
Recommends and reviews the strategic plans for the college for the purpose of ensuring that planning is based on broad input from the College community, assessment results and other evidence; and plans shall support academic programs, student services, staff and organizational development, facilities, and other institutional priorities.

**COMMITTEES OF THE COLLEGE**
In addition to the standing committees of the College Council, there are three Committees of the College that implement decisions of the College Council and report their findings to the appropriate college officer.

THE COLLEGE COMMITTEE ON ADMISSIONS AND ACADEMIC STANDING reviews requests from students for exceptions and waivers concerning admission, loss of matriculation, dismissal, and probation.

THE COLLEGE COMMITTEE ON ACADEMIC REVIEW hears appeals of students of the rulings of the Committee on Admissions and Academic Standing, appeals of students on grades and appeals on waivers of College academic requirements.

THE COLLEGE STUDENT DISCIPLINE COMMITTEE hears allegations against students by members of the instructional staff, employees of the College, or other students; conducts hearings; makes judgments and recommends penalties to the Dean of Students.

**COLLEGE COMMITTEE ON FACULTY PERSONNEL AND BUDGET**
In addition to the standing committees of the College Council and the Committees of the College, **Section 8.7** of the CUNY Bylaws mandates that each college establish a College Committee on Faculty Personnel and Budget. KCC’s College Committee on Faculty Personnel and Budget comprises the President, the Vice President for Academic Affairs and Provost, and the department chairpersons.

This committee, chaired by the President, receives from departments all recommendations for annual appointments to full-time faculty titles, reappointments thereto, with or without tenure,
and promotions therein. 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 Leave. The President considers the recommendations of the College Committee on Faculty Personnel and Budget in making his/her recommendations on such matters to the Chancellor.

In addition to consulting with the College Committee on Faculty Personnel and Budget on faculty personnel matters, the president submits the annual tentative budget to the committee for its recommendations.

**STUDENT GOVERNMENT**

Student Government at KCC is constructed according to the Constitution of the KCC Student Government Association, revised in May 2018. The purpose of Student Government is to serve as a voice for the student body. They also provide activities and programming that enhance the experiences of Kingsborough students, welcome new students to the College, and represent the College and the student body by interacting with other CUNY Colleges as well as elected representatives at the New York City and State levels.

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), with further details delineated in the SGA Constitution. Interested students are encouraged to visit the Office of Student Life in room C-123 or call 718-368-5597 for more information.

**UNIVERSITY GOVERNANCE**

As part of CUNY, Kingsborough faculty also participates in University governance through the University Faculty Senate. Kingsborough is represented by 7 Senators elected by the full-time and part-time faculty. For more information, visit the [CUNY UFS website](#).
COLLEGE ADMINISTRATION

The major administrative units of the College include the Offices of the President; Academic Affairs; College Advancement; Communications and Marketing; Continuing Education, Workforce Development and Strategic Community Partnerships; Enrollment Management; Finance and Administration; Institutional Research, Assessment, and Planning; and Student Affairs.

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 Vice President for Workforce Development and Strategic Partnerships, the Vice President for Institutional Advancement, the Vice President for Institutional Research, Assessment and Planning, the Assistant Vice President Information Technology and the Vice President for Communications and Marketing, 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. Other direct reports to the President include the Executive Director of Human Resources and Labor Relations Designee, 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 for Academic Affairs 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. 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 the Associate Dean for Student Success Initiatives, the Interim Assistant Dean for Academic Affairs, the Director of Curriculum Development and Program Planning, the Assistant Vice President and Associate Provost (currently vacant) and the Dean of Faculty (currently vacant).

The Office of Academic Affairs is responsible for academic programs, 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, KCC FLEX, Accelerated Studies in Associate Programs (ASAP), College Discovery (CD), Math Start, CUNY Start, Advisement Academies, Transfer Services, the KCC Learning Center, and Coordinated Undergraduate Education (CUE) funded programs, including the Immersion Program and Writing Across the Curriculum. In addition, the Office of Academic Affairs oversees Carl D. Perkins Grant Career and Technical Education initiatives and several high school partnership programs: College Now and the collaboration with Kingsborough Early College Secondary School. 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 responsible 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.
THE OFFICE OF COLLEGE ADVANCEMENT
(M-243, EXT. 4539)
The Office of College Advancement is responsible for promoting Kingsborough’s mission and vision as an educational institution. To that end, the Interim Vice President of College Advancement supervises Alumni Relations, Development and Fundraising, Special Events, Annual Fund, Major Gifts, Planned Giving, Grants Development, Grants Administration, Corporate and Foundation Relations, Scholarships and the Kingsborough Community College Foundation.

THE OFFICE OF COMMUNICATIONS AND MARKETING
(M-386, EXT. 6760)
Led by the Vice President for Communications and Marketing, the Office of Communications and Marketing serves as the official voice of the College; promoting positive and consistent images for internal and external audiences through advertising, branding and marketing. The office provides the dissemination of college news, and information about college-wide events that positively endorse the College’s mission. From communications strategies that include public relations, advertising and marketing, to social media, creative and graphic design, and photography and video production services, the office directs these efforts to effectively communicate with the college community and the public.

THE OFFICE OF CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT
(A-214, EXT. 6927)
In partnership with the degree and credit programs of Kingsborough Community College and drawing on the resources of the University's knowledge, people, and physical facilities, the Division of Continuing Education and Workforce Development, overseen by the Vice President for Continuing Education, Workforce Development, and Strategic Community Partnerships, offers non-credit learning opportunities targeted to workforce development, including retraining and upgrading in both private and public sectors; education for adults seeking language or literacy skills or high school equivalency preparation for access to better jobs or post-secondary education and training; community education addressing community needs, including age-specific programs serving everyone 5 years old and above; and preparing community leaders for civic improvement.
Kingsborough students are diverse, not only in terms of race, ethnicity, and age, but also in terms of level of preparedness for college. Our 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.

Student Affairs is directly responsible for a myriad of student support services ranging from community engagement, advisement, and student life to career readiness, internships, and transfer. The Vice President of Student Affairs serves as the Chief Student Affairs Officer of the college and as the chairperson of the Department of Student Development. Student Affairs consists of the following areas: Access-Ability Services, Access Resource Center (ARC), Athletics, Career Services and Service Learning, Child Development Center, College Discovery, Community Standards and Student Conduct, Counseling, Health and Wellness, CUNY Edge, Men’s Resource Center, Military and Veterans Affairs, New Americans Center, Student Life, Opening Doors Learning Communities, Student Success Center, Transfer Services, TRiO Student Services, and the Women’s Center. In addition to these areas, the Vice President of Student Affairs serves as the chair of the Assessment and Care Team (ACT).

Students are often dealing with complex situations and referring students for appropriate services is crucial for student success. The Vice President of Student Affairs (A-216, Ext. 5563) invites faculty to discuss appropriate referrals for students who face challenges of basic needs and support services. In addition, Student Services has prepared a Resource Guide for faculty, which can be found in Appendix C.

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. In this office, students may also inquire about emergency grants supported by the KCC Foundation. To these ends, the Office of Enrollment Management oversees Admission Services, International Student Services and Admissions Information Center, the Academic Village One-Stop Center, Admissions Information and Recruitment Center, Financial Aid, Registrar, Testing, and Financial Aid.
THE OFFICE OF FINANCE AND ADMINISTRATION  
(A-209, EXT. 5028)  
The Office of Finance & Administration is responsible for all matters pertaining to the 
management of the college’s budget, business operations, human resources, physical plant, 
technology, campus security and public safety.

Offices reporting to Finance and Administration include the following:

- **Business Office**: which includes Purchasing, Accounts Payable, Accounting, Bursar, 
  Check Distribution, Payroll, Audit, Warehouse and Central Receiving Services, Property 
  Management and Fixed Assets.
- **Office of Information Technology Services**: which includes providing campus computer 
  technology services, Blackboard Services, CUNYfirst support, networking services, 
  telecommunications, web services and data computer security services.
- **Operational Services**: which includes the Print Shop, Mail Room, Warehouse and 
  Central Receiving Services.
- **Campus Planning and Design, Buildings & Grounds, Environmental Health & Safety, 
  Human Resources and Labor Relations (including Payroll), Public Safety, Events 
  Management, Records Management and On Stage at Kingsborough.

The Vice President of Finance and Administration heads this administrative division. The Vice 
President is the Treasurer for both the KCC Auxiliary Enterprises Corporation (501C3) and the 
KCC Association. Both of these entities are not-for-profit corporations organized to serve the 
needs of the KCC community.

Faculty can serve as members of the Boards of both entities and can also serve as 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.
## ADMINISTRATIVE OFFICE DIRECTORY

### OFFICE OF THE PRESIDENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>NAME</th>
<th>ROOM</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Claudia Schrader</td>
<td>A-226</td>
<td>718-368-5109</td>
</tr>
<tr>
<td>Executive Chief of Staff and Interim Vice</td>
<td>Tasheka Sutton-Young</td>
<td>A-226</td>
<td>718-368-5109</td>
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<tr>
<td>President of College Advancement</td>
<td></td>
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<tr>
<td>Executive Director of Human Resources and</td>
<td>Mickie Driscoll</td>
<td>A-201</td>
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<td>Chief Diversity Officer</td>
<td>Michael Valente</td>
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### ACADEMIC AFFAIRS

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<td>Joanne Russell</td>
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<td>Provost</td>
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<td>Avery Mullen</td>
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**ADVISEMENT ACADEMIES**

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<td>Samantha Sierra</td>
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**COLLEGE ADVANCEMENT**

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<td>Laura Glazier Smith</td>
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<td>Director of Major Gifts and Planned Giving</td>
<td>Daniel LaNoue</td>
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**COMMUNICATIONS AND MARKETING**

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<td>Vice President of Communications and Marketing</td>
<td>Cheryl Todmann</td>
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<td>Communications Publications Editorial Manager</td>
<td>Pittershawn Palmer</td>
<td>A-217</td>
<td>718-368-5394</td>
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<td>Stephannia Cleaton</td>
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### CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

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<tr>
<td>Director of Career Services and Service-learning</td>
<td>Marisa Joseph</td>
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<tr>
<td>Director of Continuing Education Programs</td>
<td>Karolina Bizik</td>
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<tr>
<td>Director of Professional Training and Strategic Community Partnerships</td>
<td>Anna Geller</td>
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<tr>
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### ENROLLMENT MANAGEMENT

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<td>Vice President for Enrollment Management</td>
<td>Johana Rivera</td>
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<tr>
<td>Associate Director of International Student Services and Admissions Information Center</td>
<td>Gavin Ireland</td>
<td>V-103</td>
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<tr>
<td>Director of Financial Aid</td>
<td>Sinu Jacob</td>
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<tr>
<td>Director of KCC Experience</td>
<td>Michael Goldstein</td>
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<td>Director of Testing</td>
<td>Matthew Papier</td>
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## FINANCE & ADMINISTRATION

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<td>Eduardo Rios</td>
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<td>AVP/Chief Information Officer</td>
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<tr>
<td>Executive Director of Finance and Business Operations</td>
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<tr>
<td>Director of Environmental Health &amp; Safety</td>
<td>Celeste Creegan</td>
<td>S-304</td>
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<td>Director of Public Safety</td>
<td>Kenneth Greene</td>
<td>L-202</td>
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<td>Chief Administrative Superintendent of Buildings &amp; Grounds</td>
<td>Rodney Moye</td>
<td>P-220</td>
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<tr>
<td>Director of Procurement</td>
<td>Kiesha Stewart</td>
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## INSTITUTIONAL RESEARCH, ASSESSMENT, AND PLANNING

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<td>Richard N. Fox</td>
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## STUDENT AFFAIRS

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<td>Director of Access-Ability Services</td>
<td>Stella Woodroffe</td>
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<td>Art</td>
<td>Kristin Derimanova</td>
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<td>Carlos Arguelles</td>
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<td>Nursing</td>
<td>Bridget Weeks</td>
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<td>John Mikalopas</td>
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<td>Tourism &amp; Hospitality</td>
<td>Anthony Borgese</td>
<td>V-226</td>
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THE FACULTY ROLE

This chapter summarizes policies and provisions related to the three aspects of the Kingsborough Community College faculty role: teaching, scholarship, and service. Given the community college mission, an active and visible presence on campus is central to each of these roles. More detailed descriptions can be found in the Bylaws of the Trustees of the City University of New York, the PSC-CUNY Collective Bargaining Agreement as amended by the 2019 Memorandum of Agreement, and the KCC College Council Constitution and Bylaws, all of which are available online. These, as well as any subsequent contract agreements, take precedence over the information provided in this handbook.

COMPOSITION OF KCC FACULTY

The instructional staff at Kingsborough comprises approximately 330 full-time faculty and, in any given semester, between 400-600 adjunct faculty.

Full-time faculty includes those on substitute lines, those on tenure-track lines, and those who are tenured. Please note that there are some differences regarding the role(s) of Library faculty, and other academic faculty, who will be referred to here as teaching faculty, although Library faculty may, at times, teach; please see the sources cited above for more detailed information regarding these differences.

FACULTY WORKLOAD

TEACHING CONTACT HOUR WORKLOAD
The annual undergraduate teaching contact hour workload is a matter for collective bargaining and is governed by the PSC-CUNY Workload Settlement Agreement.

The academic work year is from September 1 through August 31 inclusive of annual leave. The annual undergraduate teaching contact hour workload for full-time at Kingsborough Community College in the 2020-2021 academic year is 24 hours. As indicated in the chart below, the fulltime regular workload totals for AY18-19, AY19-20 and AY20-21 reflect the 2017 PSC/CUNY agreement regarding a one hour per year phased reduction in workload over a three-year period, beginning AY2018-2019 and ending AY2020-2021, after which the contractual workload for CUNY community college faculty will remain at 24 hours.
Annual Regular Workload for Full-time Faculty:

<table>
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<td>26 Contact hours</td>
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All full-time teaching faculty are required to teach in the Fall and Spring semesters. A faculty member’s precise teaching load in any given semester is assigned by the Department Chair. In creating the schedule (fall, winter, and spring), the Chair must consider the needs of the Department while balancing, within reason, preferences that a faculty member may have for course assignments and/or teaching schedules.

There is no institutional mandate requiring that faculty teach in the Winter Module. Per a PSC/CUNY Agreement on the Academic Calendar, the Winter Module is staffed in the following ways:

- By adjuncts
- By full-time faculty as overload
- By full-time faculty as part of their regular contractual workload with the agreement of the faculty member and the college

Full-time faculty have the option to teach in the summer module if there are course sections available.

Full-time Library faculty members are assigned a 35-hour work week while faculty counselors are assigned a 30-hour work week. Both Library faculty and faculty counselors may spend some of their workweek teaching.

**ANNUAL LEAVE**

Effective August 25, 2006, the period of annual leave for full-time teaching members of the faculty is from the day subsequent to the spring commencement of each college until the third day, excluding Saturday and Sunday, preceding the thirtieth of August that follows such commencement, or an equivalent consecutive period.

Librarians and faculty counselors accrue 40 work days of annual leave per year.

**REASSIGNED TIME**

Subject to approval of the college and of their respective department chairs, faculty engaged in designated service or research projects may have a portion of their annual teaching contact hour requirement reassigned from teaching to these projects.
NEW FACULTY REASSIGNED TIME
A provision of the PSC-CUNY contract provides teaching faculty in tenure track lines with 24 hours of New Faculty reassigned time to be used for research and scholarship in the first five years of service. The library faculty and faculty counselors receive the equivalent of 24 contract hours (30 weeks), to be used for research and scholarship in the first five years of service. New faculty reassigned time hours, however, must be arranged in consultation with the department chair.

OVERLOAD ASSIGNMENTS
In addition to the regular contact hour annual teaching workload, faculty are eligible to teach up to an additional 14 contact hours within CUNY during the academic year. Any teaching which goes beyond the annual contact hour workload obligation is considered an overload teaching assignment, for which faculty are entitled to additional compensation.

Pre-tenure faculty using their new faculty release time are not eligible for overload teaching assignments during the semester in which they are receiving the release time.

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. While office hours do not count toward the contractually mandated annual teaching contact hours, faculty should provide their departments with information about their office hours.

DOCUMENTING AND TRACKING WORKLOAD
Teaching faculty must submit a Workload Form (or Teaching and Non-Teaching Adjunct Workload Reporting Form) to their department chairs prior to each semester and/or any modules during which they teach. Full-time instructional faculty must also submit a completed Multiple Position Form. These forms must be completed, and the necessary approvals secured, before the faculty member begins his or her assignment and must be updated whenever changes in commitments occur during the semester.

Because the President or the President’s designee approves all workload prior to payment, these forms must be received by the Department in a timely manner in order to review them and forward them to the Office of the Provost. Multiple Position forms and Workload Forms are due to the Office of the Provost in June for the Fall A and B sessions and in early January for the Spring session and Summer module. For more detailed information on workload documentation please consult Faculty Workload Reporting at KCC: A Guide to Policy and Practice.
FACULTY SCHOLARSHIP

Tenured and tenure track faculty are expected to demonstrate excellence in scholarship by making relevant contributions to their academic field and/or to the scholarship of teaching and learning (SoTL). CUNY and Kingsborough Community College support faculty scholarship through leaves and through departmental travel funds and CUNY travel grants.

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 25 of the Collective Bargaining Agreement. Faculty seeking fellowship leave must submit a fellowship leave application. The application may be found online or through the Office of Academic Affairs web page under Forms.

RESEARCH GRANTS
In order to assist faculty in pursuing scholarly activities, a number of grants are offered by Kingsborough and CUNY. These include:

- KCC President’s Faculty Innovation Award
- PSC-CUNY Research Award Program
- Community College Research Grant Program
- William P. Kelly Research Fellowship Program (Formerly Chancellor's Research Fellowship Program)

Information on these can be accessed through the KCC Faculty Resources webpage under Research and Scholarship and on the CUNY Internal Funding page on the CUNY Faculty Resources website.

In addition, CUNY subscribes to a comprehensive Internet-based resource for funding information called Pivot (pivot.cos.com). Through this service, faculty can arrange for email notification of grants relevant to their interests that are offered by external funding sources. To use this service, faculty create a profile through the Pivot website (accessible through the Kingsborough Faculty Resources webpage under Research and Scholarship), which will ask for a username and password. The Director of Development in the Office for Institutional Advancement can also assist faculty with this service.
TRAVEL FUNDS
Each academic department is allotted travel funds to defray costs incurred by faculty when they attend professional meetings and conferences. Faculty seeking travel funds must complete an Application to Attend a Meeting or Conference form prior to attending the conference; the form must be signed by the department chairperson, and submitted to the Office of Academic Affairs. Upon completion of travel, an additional Overnight/Out of Town Travel Report must be filled out, approved by the department chair, and submitted 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 department offices.

KCC’S OFFICE OF HUMAN RESEARCH PROTECTIONS PROGRAM (HRPP) INSTITUTIONAL REVIEW BOARD (IRB) A228
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 administrative support 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 IDEATE online system and processed through KCC’s HRPP/IRB Office.

Comprehensive information—including online training, HRPP/IRB policies, procedures, and guidelines is available on CUNY’s Research and Sponsored Projects Compliance website. For more information and assistance, contact Gabriela Dekki (Gabriela.Dekki@kbcc.cuny.edu), who works closely with CUNY’s HRPP program to provide support.

SERVICE
The third aspect of the KCC faculty role is service. Faculty service is fundamental to the effective governance and administration of the college. By participating in, and/or volunteering for, service opportunities, faculty members make valuable contributions to the work of their departments, the college and CUNY; in addition, service can be a generative source of professional development and networking.

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. Please refer to the chapter on college governance (page 13) for more information on the college committees and processes.

**PARTICIPATION IN PROGRAMS AND INITIATIVES**

Service can also take the form of participation in a number of department, college, and/or CUNY programs and initiatives; college teaching initiatives include the Kingsborough Center for Teaching and Learning (KCTL), the Kingsborough Center for e-Learning (KCeL), Kingsborough’s Learning Communities, the Honors Program, and Writing Across the Curriculum (WAC). Depending on the time commitment for a given service, faculty may be granted reassigned time. Please consult the chapter on Professional Development and Teaching/Learning Initiatives for more information.

**CUNY AND KCC POLICIES RELEVANT TO FACULTY ROLE**

Both CUNY and KCC have instituted a number of institutional policies, many of which directly or indirectly impact the faculty role. The links below will take you to the full text of the most relevant polices. For a more comprehensive list, please consult CUNY’s Manual of General Policy and/or the Policies and Procedures page from CUNY Legal Affairs. In addition, CUNY’s Policy Site serves as an online archive of documents related to the public meetings of CUNY’s Board of Trustees and the Committees of the Board and provides access to a searchable database of University policy and procedural documents.

- ACADEMIC FREEDOM
- ACADEMIC INTEGRITY
- CAMPUS AND WORKPLACE VIOLENCE POLICY
- EQUAL OPPORTUNITY AND NONDISCRIMINATION
- HUMAN RESEARCH PROTECTIONS PROGRAM
- INTELLECTUAL PROPERTY POLICY
- MAINTENANCE OF PUBLIC ORDER
- MULTIPLE POSITIONS
- REASONABLE ACCOMMODATIONS AND ACADEMIC ADJUSTMENTS
- RECORDS RETENTION: INSTRUCTOR RECORDS (COURSE SYLLABUS, GRADES ETC)
- RESEARCH POLICY
- SEXUAL MISCONDUCT
- STUDENT COMPLAINTS ABOUT FACULTY IN AN ACADEMIC SETTING
- WRITING ACROSS THE CURRICULUM
PERSONNEL ACTIONS: REAPPOINTMENT, TENURE, AND PROMOTION

All personnel processes at the college are guided by the PSC/CUNY Contract, by the CUNY Bylaws, by the policy on Academic Personnel Practice in CUNY’s Manual of General Policy, by Kingsborough Community College’s College Council Constitution and Bylaws and by the 2019 Guidelines for Reappointment, Tenure and Advancement. Faculty should review these documents and consult with their department chairs for more detailed and specific information.

FULL-TIME PERSONNEL ACTIONS

CRITERIA FOR REAPPOINTMENT, TENURE, & 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 described in the previous chapter: teaching, scholarship, and service. Criteria for evaluating these are outlined in the CUNY Bylaws, the KCC Governance Plan, and in the Guidelines for Reappointment, Tenure and Advancement. The latter document is reproduced in full at the end of this chapter.

PEER REVIEW

Kingsborough Community College affirms the commitment to peer review as articulated in CUNY’s Manual of General Policy:

Central to the exercise of this collegial responsibility is the practice of peer judgment, by which the faculty assumes the responsibility for its own vitality. In this role, the faculty sets standards for its own qualifications, ethics and performance. The collegial body itself maintains such standards by the exercise of its own authority. But such authority, if freely consented to, must be responsibly and regularly exercised. Thus, the willingness of the faculty to judge itself rigorously determines its capacity to define the institutions' mission and to maintain its standards. (Board of Trustee Minutes, 1975, 09-22, 005,)

Peer review for appointment, tenure and promotion is exercised through the College Committee on Faculty Personnel and Budget, as informed by deliberations of Departmental Committees on Personnel and Budget and of the appropriate college-wide Faculty Review Committee.

DEPARTMENTAL PERSONNEL AND BUDGET COMMITTEE REVIEW

Candidates for reappointment, tenure, promotion to Associate Professor and fellowship leave are first reviewed by their Department Committee on Personnel and Budget as explained in the
CUNY Bylaws on Organizations and Duties of Faculty Departments. In the case of a negative recommendation, the department chair communicates the result to the President. While Departmental Personnel and Budget Committee recommendations are made by majority vote, the CUNY bylaws stipulate that a minority of that committee has the power to place a minority recommendation in the candidate’s personnel file.

FACULTY REVIEW COMMITTEE(S) REVIEW
Following an affirmative recommendation from the Departmental Personnel and Budget Committee, the candidate is reviewed by one of the following five college-wide Faculty Review Committees, depending on the personnel action sought:

- The Committee(s) on Reappointment and Tenure
- The Committee on Advancement to Associate Professor
- The Committee on Advancement to Professor
- The Committee on Fellowship Leaves of Absence
- The Committee on Reclassification and CLT Series

The recommendations of the Faculty Review Committees are shared with the President and the College Faculty Personnel and Budget Committee.

COLLEGE FACULTY PERSONNEL AND BUDGET COMMITTEE REVIEW
The College Faculty Personnel and Budget Committee reviews and votes on each candidate; their vote is advisory to the President who makes the final decision on whether to recommend the candidate to the CUNY Board of Trustees for final approval.

PRE-TENURE REVIEW
CUNY’s Pre-Tenure Review Policy is designed to supplement departmental guidance of tenure track faculty by establishing an additional layer of administrative review/support for each faculty member at the end of his or her third year of service. The Board of Trustees adopted the Pre-Tenure Review Policy in 2011 and subsequently revised it in October 2017.

The procedures for pre-tenure review at Kingsborough Community College are based on the revised policy approved by the CUNY Board of Trustees in October 2017 and are outlined below:

Toward the end of the spring semester, after the department chair’s annual evaluation memorandum but before the spring commencement, the dean of the appropriate school, division, or other academic unit in which the faculty member serves (or if there is no such dean, the appropriate academic administrator designated by the President) shall review the professional record of the faculty member.

If the Dean believes the total academic performance of the faculty member is not sufficiently set forth in the third-year annual evaluation memorandum, the Dean prepares a draft
memorandum to the department chair, specifying the strengths and weaknesses of the faculty member's total academic performance in light of the criteria for tenure consistent with established University policies. In cases where such a memorandum is warranted, the following processes apply:

- After a discussion of the draft memorandum between the Dean and the department chair, a copy is sent to the faculty member.
- The Dean convenes a meeting with the faculty member and the department chair to discuss the draft memorandum.
- Within ten (10) days after the meeting set forth in paragraph 4, the Dean issues a final memorandum to the department chair with a copy to the faculty member. The department chair shall have the faculty member initial the Dean's memorandum solely to show receipt of the Dean's memorandum and place it the faculty member's personal personnel file. The faculty member shall retain all rights under Articles 19 and 20 of the PSC/CUNY collective bargaining agreement.

Note: A college president may choose to conduct the Dean's review for all affected faculty in the fall or spring of the faculty member's fourth year of service instead of the third year of service with notice to the faculty; in such cases, all references to the third year in this procedure will refer to the year in which the evaluation is conducted.

PART-TIME/ADJUNCT PERSONNEL ACTIONS

Adjuncts are appointed by department chairs typically on a semester-by-semester basis. Adjuncts must receive written notification of reappointment (including title and hourly rate) by December 1 in the fall semester and May 1 in the spring semester. Because the chair’s ability to assign classes to a given part-time faculty member is contingent upon department needs (including but not limited to budget, the curriculum, and student enrollment), reappointed adjuncts are not guaranteed to receive class assignments for a given term. Adjuncts who have received an appointment must be informed of changes in the conditions that affect their employment as soon as the college knows of them.

Under a CUNY pilot program implemented in Spring 2017, adjunct faculty assigned to a department may be eligible for multi-year (three-year) appointments if they have taught at least six classroom contact hours per semester within the same department, at the same college, for the ten most recent consecutive fall and spring semesters preceding the effective date of the three-year appointment. Departments are required to undertake comprehensive review of all eligible adjunct candidates for multi-year appointments. For further information about these contracts, including details on eligibility and review requirements, please consult the PSC FAQ on Multiyear Adjunct Appointments.
PERSONNEL ACTIONS: TIMELINES

Per Article 10 in the PSC/CUNY CBA, untenured members of the instructional staff must receive written notification of reappointment or non-reappointment according to the following schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>PERSONNEL ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1st</td>
<td>Full time faculty in their first year of service hired on <strong>September 1st</strong></td>
</tr>
<tr>
<td>May 1st</td>
<td>Full time faculty in their first year of service hired on <strong>February 1st</strong>; Adjunct faculty teaching</td>
</tr>
<tr>
<td></td>
<td>in the Spring semester</td>
</tr>
<tr>
<td>December 1st</td>
<td>Faculty reappointed for their second or later years of continuous service; Adjunct faculty teaching</td>
</tr>
<tr>
<td></td>
<td>in the Fall semester</td>
</tr>
</tbody>
</table>

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.

Tenure is awarded to faculty members on tenure-track lines who are hired as Assistant Professors when they are reappointed for an eighth year. Per CUNY policy, tenure and promotion are separate processes, though an Assistant Professor may apply for promotion to Associate Professor immediately following the application for tenure. However, the faculty member needs to have a sufficient publication record to support both tenure and promotion. In extraordinary cases, an Assistant Professor may apply for promotion prior to the awarding of tenure, but must serve four years in the rank of Assistant Professor before doing so.

Instructors (in possession of a Master’s degree or in a doctoral program) have five years to complete a Ph.D. If Instructors obtain the Ph.D 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 Ph.D. 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.
EVALUATION PROCESSES

ANNUAL EVALUATIONS
Per Article 18 of the PSC/CUNY CBA, each member of the instructional staff other than tenured full professors meets with the department chair (or a designee from the department P and B) for an annual evaluation. During the annual evaluation meeting, the faculty member’s entire body of work for the year and his/her cumulative progress are reviewed. Following the meeting the chair summarizes the meeting in a memorandum to be included in the faculty member’s personnel file.

Members of the non-teaching staff, including Librarians, CLTs, Counselors, Student Personnel Services staff, Registrar series, HEO series and other non-teaching members of the Instructional Staff covered by this Agreement: Preferably once each semester, but at least once each year, each employee shall have an evaluation conference with the chairperson or supervisor to be designated by the appropriate dean or President. At the conference, the employee's total performance and professional progress shall be reviewed. Following this conference, the designated official shall prepare a record of the evaluation discussion in memorandum form for inclusion in the employee's personal file. A copy of the report shall be given to the employee within ten working days following the conference.

CLASSROOM OBSERVATIONS
Per Article 18 of the PSC/CUNY Contract, teaching observations are one factor in the total evaluation of academic performance of the teaching staff. Equally important, classroom observations foster collegiality and professional growth and reflect a shared commitment to teaching excellence; as detailed in KCC’s written protocol for peer review of teaching.

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

Outlined below are the contractually mandated procedures for peer observation:

- Each untenured member of the faculty is observed at least once a semester by another faculty member in his or her department of equal or higher rank.
- Tenured faculty may be observed once each semester; Kingsborough Community College requires observations for tenured faculty seeking promotion.
- After ten (10) semesters of service, teaching observations for adjunct personnel shall be held at the request of the chairperson or the adjunct.
- All peer observations are scheduled by the department chair. Although it is minimally required that an instructor be given 24 hours of notice prior to being observed, greater advance notice is typically provided.
• Within one week of the observation, the observer submits an observation report to the department chairperson. After the observation report is submitted, the instructor who was observed is asked to read and sign the observation report before it is placed in the instructor’s personnel file.
• Within two weeks after receiving the observation report, the department chair schedules a post-observation conference between the faculty observer and the instructor who was observed.
• After the conference, the observer prepares a post conference memorandum that is submitted to the department chair. Both the observation report and the conference memorandum are placed in the employee’s personal file.

KCC’s peer observation protocol supplements and enriches these procedural mandates by emphasizing the formative role of peer observation for both the observer and the faculty member being observed. While peer observation at Kingsborough has a role in the larger faculty review process, faculty at KCC recognize that excellence in teaching is the product of active and supportive collaboration between an individual faculty member and the entire faculty of his or her department.

**PERSONNEL FILES**
Faculty personnel files constitute the formal record of a faculty member’s work at the college and thus provide a basis for sound academic judgment regarding reappointment, reappointment with tenure, and promotion.

Each faculty member is responsible for submitting, in electronic format, to the Office of Academic Affairs (A218) any 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. Department chairpersons arrange for observation reports, annual evaluations, and summary scores of student evaluations to be placed in faculty personnel files.

Faculty members have the right to review their own personnel file; since faculty are ultimately responsible for the contents of the file, they are encouraged to review their file at least once a year. To schedule a review of their personal personnel file, faculty must contact Ms. Barbara Fairweather in Academic Affairs ([Barbara.fairweather@kbcc.cuny.edu](mailto:Barbara.fairweather@kbcc.cuny.edu), EXT. 5661) to make an appointment.

In addition, faculty should update their official [Kingsborough Community College CV](http://kbcc.cuny.edu) each year until tenure and any promotions sought have been awarded. A convenient way to update the Kingsborough CV is to download the form linked above, complete it, and save it as a computer file, which can be updated regularly. In addition, faculty should notify Human Resources (A-201, EXT. 5436) immediately if there is any change in their contact information.
GUIDELINES FOR REAPPOINTMENT, TENURE AND ADVANCEMENT
Kingsborough Community College
July 2019

Preamble

The following recommendations articulate shared criteria to guide faculty candidates and reviewers through the 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. While departmental criteria may not be included in this document, to the extent that they shape expectations for performance, they should be documented and shared openly within the department and among all stakeholders in the faculty review process. In particular, when decisions about a candidate may be affected by department-specific criteria, the chair’s annual evaluation should explicitly reference those criteria.

Note on Expectations for Scholarship: Only publications that exceed the minimum requirements for a given personnel action may be applied to 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 CCE—Certificate of Continuous Employment—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” (CUNY Manual of General Policy 5.1).

A. Teaching* Criteria:

* Library faculty will demonstrate outstanding performance in bibliographic classes and instructional services.

Demonstration of sustained outstanding performance in this area as evidenced by exemplary performance in the following:
- Peer observations
- Student evaluations (Note: Given the interpretive risks of flawed data, the student response rate for a given class section must meet a minimum threshold in order 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.)

Evaluation of Teaching Criteria may also 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 courses that meet department and college need.

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

II. 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 committees

NOTE: 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 for this criterion.
C. Scholarly Contributions 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 with at least one as sole author ("lead author" in the sciences) or solo work.

*Please note: There is growing array of pay-to-publish "predatory" journals and solicitation to conferences as outlets for disseminating research findings. Please see CUNY Guidelines Regarding Publishing in Predatory Journals and contact your Chair with any questions you have about peer-reviewed journals.*

The following are acceptable equivalents for this criterion:

a. May include scholarly articles on pedagogy in one’s field, or articles in refereed electronic journals
b. Sole book authorship may satisfy the scholarship criterion
c. Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article
d. The second article may be a realized competitive grant from a recognized professional/governmental organization.
e. Department-specific equivalents:

- 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. Please see Art Department addendum in faculty member’s file for further details on creative equivalencies to academic requirements for promotion and tenure.

- Within the discipline of Speech Communications, scholars who specialize in Performance Studies engage in standard scholarship (e.g., writing book chapters, journal articles, monographs, research-based speech transcripts) and 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 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/translator, 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.

- Faculty working in the Culinary Arts can meet these criteria through awards in professional competitions.

The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to 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
   - 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.

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 occur in the next semester following the awarding of a Ph.D. or equivalent from an accredited university.
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.

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” (CUNY Manual of General Policy 5.1)

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

A. Teaching* Criteria:

* Note: Library faculty will demonstrate outstanding performance in bibliographic classes and instructional services.

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

- Peer observations
- Student evaluations: (Note: Given the interpretive risks of flawed data, the student response rate for a given class section must meet a minimum threshold in order 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.)

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 courses that meet departmental and college need.

The above list is neither exhaustive nor prescriptive; candidates should consult with their chair regarding the evidence they propose to use for this criterion.
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, Webmaster, 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 committees NOTE: Committee service must be supported by committee chair's acknowledgement 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.

B. Scholarly Contributions Criteria:

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

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

The following are acceptable equivalents for this criterion:

a. May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals.

b. Sole book authorship may satisfy the scholarship criterion

c. Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article (textbooks are excluded).

d. The second article may be a realized competitive grant from a recognized professional/ governmental organization.

e. Department-specific equivalents:

- 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. Please see Art Department addendum in faculty member’s file for further details on creative equivalencies to academic requirements for promotion and tenure.

• Within the discipline of Speech Communications, scholars who specialize in Performance Studies engage in standard scholarship (e.g., writing book chapters, journal articles, monographs, research-based speech transcripts) and 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 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/translator, 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.

• Faculty working in the Culinary Arts can meet these criteria through awards in professional competitions.
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.

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 Ph.D. or equivalent 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" (CUNY Manual of General Policy 5.1)

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:**

   - 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: Library faculty will demonstrate outstanding performance in bibliographic classes and instructional services.

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

   - Excellence in peer observations
• Excellence in student evaluations (Note: Given the interpretive risks of flawed data, the student response rate for a given class section must meet a minimum threshold in order 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.)

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 courses that meet departmental or college need

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

II. 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)
7. Representing college or department at CUNY-wide conferences or committees

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. Scholarship Criteria:

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

1. At least three peer reviewed articles or creative works in one's field with at least one as sole author ("lead author" in the sciences) or solowork.
The following are acceptable equivalents for this criterion:

a. May include scholarly articles on pedagogy in one’s field, or articles in refereed electronic journals.
b. Sole book authorship may satisfy the scholarship criterion
c. Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article (textbooks are excluded).
d. The third article may be a realized competitive grant from a recognized professional/governmental organization.
e. Department-specific equivalents:

- 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. Please see Art Department addendum in faculty member’s file for further details on creative equivalencies to academic requirements for promotion and tenure.

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or audio projects that are reviewed by recognized peers and are disseminated
to audiences, both inside and outside of academia. Such works should be
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faculty in the Media Arts discipline.

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  professional competitions.

2. At least one additional contribution from the following:
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   - One or more chapters in a published text (textbooks are excluded).
   - 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.

The above list is neither exhaustive nor prescriptive; candidates should consult with their
chair regarding the evidence they propose to use for this criterion.
INSTRUCTIONAL POLICIES & PROCEDURES

The mission of Kingsborough Community College relies upon skilled teaching, flexible instructional models, and attention to diverse student needs. This section of the Faculty Handbook outlines the policies and procedures that support faculty in meeting this instructional challenge. While the focus here is on policy, the best sources of inspiration, guidance and support related to instruction are the Kingsborough Center for Teaching and Learning (KCTL), the Kingsborough Center for e-Learning (KCeL), and department chairs and colleagues.

CUNYFIRST

KCC faculty manage student and course records through the Faculty Center on CUNYfirst, the City University of New York’s enterprise management system. KCeL provides information on accessing and using CUNYfirst on their CUNYfirst page.

COURSE SYLLABUS

Specific requirements for course syllabi are established by departments, but in general, course syllabi serve three broad and overlapping communicative functions at Kingsborough Community College:

- They provide students with a roadmap for successfully completing the course
- They articulate course learning outcomes, course policies and instructor expectations
- They act as a permanent record of the course

Faculty members design syllabi according to the course outline that has been approved by the Curriculum Committee and by departmental guidelines. These are supplemented by the following outline of recommended syllabus elements:

- Instructor Name and Contact Information
- Course Name and Description
- Textbook/Required Materials Information
- Learning Objectives/Outcomes
- Course Outline and/or Schedule
- Instructor’s Grading Criteria and Policy, including identification of elements counting toward the final grade, weight of assignments/exams, and the process for calculating grades. The instructor should include in this section the relationship of attendance to the final grade.
ATTENDANCE
As a non-attendance taking institution, KCC does not maintain institutional student attendance records and has not mandated an institution-wide attendance policy. Each faculty member has the discretion to link attendance to a student’s grade. Any attendance expectation must be listed on the syllabus and often takes the form of a “participation or attendance” grade. Most departments require faculty to submit records at the end of each semester that provides evidence for grades assigned to students.

ACCESSIBILITY POLICY
While it is important for faculty to be familiar with CUNY’s Policy on Reasonable Accommodations many typical “disability” or “accommodation” statements tend to single out students with disabilities, focus on limitations, state legal responsibilities, and presume that Access-Ability Services (AAS) must always be involved in the accommodation of the student. Statements on syllabi should reflect that accommodations are the result of collaboration between student, faculty, and Access-Ability Services. For example, the sample policy statement below is woven into a broader statement of a commitment to equity in the classroom:

Sample: Kingsborough Community College is committed to creating a learning environment that meets the needs of its diverse student body. Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies to address your needs in meeting the learning outcomes of the course. I understand that life circumstances may often affect your participation in the course. These may be personal, health-related, family-related, disability-related, or other concerns. Kingsborough Community College has many resources to assist you with most of these concerns. If you have a disability, or think you may have a disability, you may also want to go to Access-Ability Services (AAS) in room D205 to discuss arranging academic accommodations. If you have already been approved for accommodations, please meet with me to review them so that we can strategize the best way for you to utilize them.

KCC ACADEMIC INTEGRITY POLICY
It is important to communicate with students regarding academic integrity. At the same time, as noted above, a positive articulation of academic integrity may set a better tone than a negative focus on cheating and plagiarism. In many cases, violations of academic integrity represent a developmental need rather than a deliberate decision to cheat; as such, faculty are encouraged to make themselves available to answer student’s questions and provide additional guidance and support.

Sample: Kingsborough Community College affirms the values of intellectual inquiry through its Academic Integrity Policy. All members of KCC’s academic community agree to follow the five core values of academic integrity: Honesty, Trust, Fairness, Respect, and Responsibility. Making a positive commitment to these values will support your
learning and reduce the risk of failing an assignment/course, and/or suspension from
the college, as a result of cheating and/or plagiarizing. I encourage you to not only
become familiar with the Academic Integrity Policy and its definitions of plagiarism and
cheating, but also to develop strategies that will help you uphold the policy and ensure
your academic success. Please feel free to consult me if you have any questions or
concerns.

**DIVERSITY, INCLUSIVENESS, AND EQUITY**

KCC’s explicit statements on Diversity, Inclusiveness and Equity reflect our commitment to
responding to the needs of a richly diverse urban community. By stating this commitment on
their syllabi, faculty can assure students that their voices are welcome in a classroom
environment that respects and embraces difference.

*Sample*: This course supports students from diverse backgrounds and perspectives and
affirms diversity as a resource, strength, and benefit. We are all responsible for ensuring
a classroom environment in which everyone can comfortably participate and be heard,
regardless of gender identity, sexuality, disability, age, socioeconomic status, ethnicity,
race, nationality, religion, and culture. Your suggestions are encouraged and
appreciated. Please let me know ways to improve the effectiveness of the course for
you personally, or for other students or student groups.

This list of syllabus elements is not exhaustive; faculty may choose to include such additional
elements on their syllabi as the CUNY policy on Academic Freedom, the CUNY policy on Equal
Opportunity and Non-Discrimination, a statement on appropriate classroom behavior, an
explanation of the faculty member’s attendance/participation policy, and/or a brief list of KCC’s
student academic and support resources.

As in most issues related to instruction, department chairs and KCC faculty colleagues are the
best resource for questions and ideas related to syllabus design. Additional resources are
available through the Kingsborough Center for Teaching and Learning (KCTL) and on their
Teaching Tips webpage.

**TEXTBOOKS**

The 2008 reauthorization of the Higher Education Opportunity Act (Section 112) contains a
provision designed to ensure that students have access to affordable course materials by
ensuring transparent and timely disclosure of information related to the selection, purchase,
sale, and use of course materials. To comply with the HEO Act regarding course materials cost
transparency, all book orders must be submitted before registration opens. The deadline for
submitting all Spring and Summer books is November 1; the deadline for submitting all Fall A
and B orders is April 1.
Book orders are placed through the 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. Book orders are submitted by faculty or department support staff through the CUNYfirst textbook ordering application. All required textbooks are available at the KCC Bookstore (U-101, Ext. 5500).

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.

Most departments also require a record of all grades assigned to the student during the course such that an independent evaluation of the final course grade can be conducted in the case of a grade appeal. Consult your department chair for the format required by your department.

VERIFICATION OF ENROLLMENT (VOE) AND VOE ROSTERS

In order to comply with federal regulations and to facilitate timely distribution of financial aid funds, the CUNY Board of Trustees has mandated that all instructors must verify that every officially enrolled student has attended class at least once. A student is considered to have begun attendance if the student attends at least one day of class or is otherwise active and participating in the course or academically related activity (e.g. by submitting assignments, attending a required study group, academic conference or tutorial) for each course used to determine Title IV eligibility.

Academically related activities include, but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial or computer-assisted instruction;
- attending a study group that is assigned by the school;
- participating in an online discussion about academic matter;
- engaging in an online academically related activity, or initiating contact with the instructor to ask a question about the academic subject studied in the course or ask a course-related question. Note: Logging into an online class is not sufficient, by itself, to demonstrate participation in an academically related activity by the student.

At roughly the 20% point of each term, all faculty are required to verify student attendance through the VOE roster accessed through the Faculty Center on CUNYfirst. Early in each term or module, faculty receive an email notifying them that the VOE rosters are available and
indicating the deadline by which the form must be submitted to the registrar. Faculty report ONLY those students who NEVER ATTENDED class (or who did not log into a fully online class) prior to the required deadline for VOE submission. Students reported as never having attended will be assigned the non-punitive grade of WN, Withdrawn/Never Attended. Failure to complete the Verification of Enrollment process may result in financial liability for students and/or the college.

The tentative due dates for VOE rosters in AY 2020-2021 are as follows:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>VOE ROSTER DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>September 28, 2020</td>
</tr>
<tr>
<td>Winter 2021</td>
<td>January 12, 2020</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>March 22, 2021</td>
</tr>
<tr>
<td>Summer 2021</td>
<td>June 28, 2021</td>
</tr>
</tbody>
</table>

**FINAL EXAMS**

Final examinations are administered according to the final exam schedule. Faculty may not cancel or reschedule exams. Faculty are required to meet with their classes at the scheduled time and place during final exam week. These minutes are included in the instructional time for the semester. Faculty who do not administer a final should still meet with their class during the final exam block and conduct another appropriate educational activity (e.g., class presentations; handing back and discussing grading work).

**MAKE-UP FINAL EXAMS**

Students who miss final examinations for legitimate reasons may apply for makeup examinations. Generally, permission is granted only to students who maintain passing grades up to the final examination period. Students may contact the faculty member or the department to plan for make-up final exams.
GRADING

Final grades are entered through the Grade Roster in the Faculty Center in CUNYfirst. At the end of each term or module, faculty receive an email notifying them that the CUNYfirst Grade Roster is open for the posting of grades. A reminder of the deadline for grade submission is included with that notification.

Kingsborough Community College adheres to the CUNY Uniform Grading Guidelines. The CUNY grade scale is as follows:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>Numeric Equivalencies</th>
<th>QUALITY</th>
<th>G.P.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>Excellent</td>
<td>4.00 quality points</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>Excellent</td>
<td>4.00 quality points</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Excellent</td>
<td>3.70 quality points</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Good</td>
<td>3.30 quality points</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Good</td>
<td>3.00 quality points</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Good</td>
<td>2.70 quality points</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Satisfactory</td>
<td>2.30 quality points</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>Satisfactory</td>
<td>2.00 quality points</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Satisfactory</td>
<td>1.70 quality points</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Passing</td>
<td>1.30 quality points</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td>Passing</td>
<td>1.00 quality points</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Failure*</td>
<td>0.00 quality points</td>
</tr>
</tbody>
</table>

* The student completed the course and earned a failing grade. The “F” graded is awarded with full knowledge and effect that submission of any/all incomplete work by the student would not result in the student’s passing of the course.

It should be noted that the above alphanumeric equivalencies apply to the final course grades; instructors may choose to assign a D- grade to particular assignments, exams, or other elements of coursework, but the college does not permit the use of a D- grade for the final course grade.

Departments or programs with external accreditation criteria reserve the option of publishing department- or program-specific guidelines, and individual instructors reserve the option of publishing course-specific guidelines. However, any departures from the above equivalencies must be published in the course syllabus and distributed to students at the start of the semester.
In addition to the letter grades noted above, faculty may assign the following CUNY grades—none of which carry an academic point value—to represent a distinct course outcome not captured by the A-F grade scale.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>INC</td>
<td>The INC (Incomplete) indicates that a student’s performance in the course has been Satisfactory (at minimum), but that he or she may be missing an assignment or an examination. The grade of INC is assigned at the discretion of the instructor, only when the course requirement has not been completed for good and sufficient reasons and where there is a reasonable expectation that the student can complete the requirements for the course. Prior to assigning an INC grade, instructors consult with the student regarding a clear timeframe for submitting remaining work. Documentation or correspondence should clearly outline the expectation for completed work prior to the College’s deadline for submitting incomplete work and must be maintained in the departmental office. The INC automatically changes to a “FIN” if work is not made up by the 10th week of the next 12-week module.</td>
</tr>
<tr>
<td>P</td>
<td>Passed, but course not counted in computing cumulative average.</td>
</tr>
<tr>
<td>R</td>
<td>Minimum level of proficiency not met for remedial courses. A non-punitive failure indicating unsatisfactory completion of the course but not counted in quality points index.</td>
</tr>
<tr>
<td>WU</td>
<td>Assigned to students who attended a minimum of one class, completely stopped attending prior to the final exam and did not officially withdraw. If a student retakes the course and earns an A, B, or C the WU will remain on the transcript but will no longer be averaged into the GPA.</td>
</tr>
</tbody>
</table>

The above sets of grades reflect student performance in a course based on the academic judgment of the instructor of record for that course.
In some circumstances, students are assigned an administrative outcome by the Registrar. The chart below explains the circumstances under which an administrative outcome is appropriate.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN</td>
<td>Failure as a result of an expired incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew officially. A grade of “W” is assigned to students who officially drop a class after the refund period. As of Fall 2020, the last day to withdraw from a class is on the last day of classes for a particular semester.</td>
</tr>
<tr>
<td>WA</td>
<td>Withdrawn administratively due to immunization; non-compliance</td>
</tr>
<tr>
<td>WN</td>
<td>Assigned to students who never attended class and did not officially withdraw. This grade is assigned when the student is marked as ‘not participating in an academically-related activity’ on the Verification of Enrollment (VOE) Roster. This grading option is not available on the Final Grade Roster.</td>
</tr>
<tr>
<td>Y</td>
<td>Full year course; grade assigned at end of year</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
</tr>
<tr>
<td>NC</td>
<td>Minimum level of proficiency not met for certain specific compensatory courses</td>
</tr>
<tr>
<td>Z</td>
<td>Instructor did not submit grade</td>
</tr>
<tr>
<td>#</td>
<td>This course has been successfully completed in a subsequent semester and is not calculated in the cumulative average (examples: #f, #fi, #wu)</td>
</tr>
</tbody>
</table>

Given the academic and possible financial implications of withdrawal from a course, it is particularly important that the specific Withdrawal designation (WU, W, WA, WD,) be assigned accurately by the appropriate college personnel.

**INSTRUCTOR ABSENCE**

Because Kingsborough Community College places a high value on instructional time, every effort is made to avoid cancelling classes. Individual faculty members are not authorized to cancel or reschedule classes; only department chairs have the authority to cancel classes. Faculty members who anticipate an absence during the course of a term should work in advance with their department chair to arrange a substitute; faculty members who have to take an unplanned absence should immediately contact their department chair. If the department chair is unavailable, the faculty member should contact the Office of Academic Affairs. In all cases, absences should be reported as early as possible. Upon returning from a planned or unplanned absence, faculty members must complete and sign a Notice of Absence form in the departmental office.
PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN TEACHING & LEARNING

Kingsborough Community College offers a number of venues through which faculty can continually develop as professionals and explore innovative pedagogies. These venues are supported by Kingsborough’s Office of Academic Affairs and by CUNY’s Coordinated Undergraduate Education (CUE) Initiative. They include three centers – the Historically Underrepresented Faculty and Staff Resource Center (HURFS-RC), the Kingsborough Center for e-Learning (KCeL), and the Kingsborough Center for Teaching and Learning (KCTL) and— as well as three exciting and innovative initiatives – Faculty Initiative on Teaching Reading (FITR), Learning Communities, and Writing Across the Curriculum (WAC). These have been shown to be successful in promoting student learning outcomes, and Kingsborough’s Learning Communities have attracted national attention. In addition, faculty can become involved in KCC’s Honors program.

Information regarding faculty development opportunities at Kingsborough is available through the Faculty Resources Web Page. If you are interested in participating in online or hybrid learning, Learning Communities, Honors, or Writing Across the Curriculum, please consult with your department chairperson and contact the program coordinators.

FACULTY INITIATIVE ON TEACHING READING (FITR)

The Faculty Initiative on Teaching Reading (FITR) offers multiple professional development opportunities for faculty interested in enhancing the teaching of reading in their classes. Along with an annual symposium on college reading and a faculty interest group (FIG), in 2019 FITR launched a semester-long collaborative professional development seminar in which faculty members across the disciplines build their capacity to integrate the teaching of reading into their coursework. We invite you to explore the FITR and get in touch with FITR faculty if are interested in attending the FIG, participating in the collaborative seminar, or becoming involved in the work of FITR.
HONORS PROGRAM

The Honors Program provides highly motivated students opportunities to pursue their academic goals with intellectual rigor within a community of curious and creative learners. The program stimulates growth not only through coursework but also leadership, service, and collaboration with faculty, with the aim of preparing students for transfer to 4-year colleges.

The program works with over 130 faculty members to provide ways for students to study courses in depth, such as Honors Contract Projects (HCP) and Honors Enrichment Components (HEC). The Honors Program further encourages faculty to teach All-Honors Courses that challenge and develop cohorts of Honors students. Earned honors credits appear on the official student transcripts.

Students engage with Honors faculty to develop academic research, creative works, and community projects. Outcomes of these collaborations are disseminated throughout the college, including publication in Distinctions, the Honors journal. To learn more about the program, drop by their online office hours or send an email to honors@kbcc.cuny.edu.

HISTORICALLY UNDERREPRESENTED FACULTY AND STAFF RESOURCE CENTER (HURFS-RC)

The Historically Underrepresented Faculty and Staff Resource Center (HURFS-RC) is committed to addressing barriers to retention and the advancement of faculty and staff from underrepresented groups at Kingsborough Community College. HURFS-RC seeks to fulfill this mission by providing resources, workshops, both sustained and periodic mentorship, and providing stakeholder trainings and leadership opportunities all within a supportive environment. HURFS-RC provides resources and regular programming throughout the academic year. Programming includes:

- **File review workshops** – What goes into your file; opportunity to organize and update your file
- **Mentorship Circle** – Informational sessions on advancement, publishing, grant writing and research support
- **Formal Mentorship program** – A opportunity to be a mentor or be mentored by KCC colleagues
- **Networking** – Collaborating and community building for faculty and staff

For more information on HURFS-RC, contact hurfs.rc@kbcc.cuny.edu.
KINGSBOROUGH CENTER FOR E-LEARNING (KCEL)  
(M386, EXT. 6622)

The work of **KCeL** focuses on helping faculty members solve specific instructional problems and improve their teaching effectiveness through newer and emerging technologies. KCeL offers consulting services, training, and assistance in developing online courses. Training sessions on specific technologies are offered throughout the semester. Many of these sessions are led by KCeL mentors, who serve to assist their departmental colleagues as well as all faculty members build a community of practice to share best practices in using technology educational technology.

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 learning. All academic departments are represented on its 26-member advisory board.

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

**FACULTY INTEREST GROUPS (FIGS)**

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. FIGs have been offered on topics such as Contemplative Practices, Game-Based Learning, Exploring Motivation, Culturally Responsive Teaching, Valuing Students’ Voices to Make Assessment Meaningful, and many others; 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 a FIG at any time. Meetings are posted on the KCTL website calendar, and KCTL sends weekly emails to faculty and staff that list the events scheduled for the following week.

Faculty interested in joining a current KCTL FIG or proposing a new one should contact KCTL at kctl@kbcc.cuny.edu.
SUPPORT FOR SCHOLARSHIP
KCTL is also committed to supporting a culture of inquiry around teaching and learning. To that end, KCTL offers a self-paced Scholarship of Teaching and Learning (SoTL) Program, as well as Grant Writing Workshops, which are offered in collaboration with the Office of College Advancement.

WINTER WORKSHOP SERIES
Each winter module, KCTL invites an outside expert to facilitate an all-day workshop focused on various approaches to and perspectives on teaching and learning.

FACULTY-STUDENT MENTORING PROGRAM
Since some of the most rewarding faculty work involves serving as mentors for students, KCTL offers a two-part Mentoring Workshop designed to help faculty reflect on and develop the skills needed to be good mentors, and matches mentors with student mentees.

KCTL is open from 11AM-4PM, Mondays through Thursdays. KCTL has a small lounge area and a terrace. Faculty are invited to stop in to work, chat, or relax and help themselves to coffee, tea or snacks. 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.

LEARNING COMMUNITIES

Smith, MacGregor, Matthews, and Gablenick (2004) define learning communities as follows:

“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).


All Kingsborough Learning Communities follow this cluster model, where courses are thematically linked. Cohorts of up to 25 students take these linked courses together and form dynamic academic-social learning communities through which they engage in integrative, multi-disciplinary tasks. The Kingsborough Learning Communities program supports learning communities that range from two to five courses and from one to two semesters; that include a First-Year Seminar, or an Integrative Seminar, or neither; and that are appropriate for freshman or continuing students, for ESL or non-ESL students, and for those with and without developmental needs.
Research has shown that students who participate in learning communities form bonds to each other and to the college, and that these bonds support retention and persistence and enhance students’ experience of college. Learning communities have an additional academic goal—helping students engage in integrative learning so they become integrative thinkers. To that end, faculty who teach in learning communities choose a theme around which they can focus their course content and align course topics to maximize integration. The focus on integrative learning requires faculty to examine and reframe their approach to teaching, which often results in a transformation of practice. Faculty collaborate to create integrative assignments that ask students to demonstrate that they have achieved student learning outcomes for the individual courses, and have integrated content from all courses in completing the assignment. Using the integrative assignment as a starting point, faculty engage in backward design to ensure that course materials, activities, and assignments serve to scaffold student integrative work.

Faculty in learning communities strive to identify and address equity gaps in their approaches to content delivery, formulation of assignments, and assessment methods. Learning communities faculty also work closely with academic advisors to ensure students receive the guidance and support necessary to promote academic success.

KCC’s learning community program coordinates professional development opportunities and shares best practices among all instructors teaching in learning communities. Professional development is ongoing and takes a number of forms. At the beginning of every semester, all learning community faculty attend a town hall meeting to share their course syllabi and experiences to promote best practices. During the semester, linking teams collaborate to design their learning communities, and then meet regularly to keep their courses aligned and to discuss student progress; professional development also occurs as faculty often discover different approaches to teaching and learning from their linking partners in other disciplines. At the end-of-semester town hall, faculty are guided in assessing student work for evidence of integrative thinking, revising assignments and scaffolding activities as needed, posting their assessment findings, and reflecting on their collaboration. In 2020-2021, faculty will receive one hour of release time for teaching in a learning community link. This recognizes the time spent collaborating to develop syllabi and assess learning outcomes.
WRITING ACROSS THE CURRICULUM (WAC)

Writing and Reading Across the Curriculum (WAC) is a national curriculum reform movement initiated by faculty several decades ago. The underlying tenant of WAC is that students learn best by processing their thinking through writing. To that end, the WAC Coordinators train faculty across the disciplines to incorporate writing and reading strategies into their courses so their students can read, write, and think more critically about their course texts. This training honors the fact that faculty are the experts of their own classes and provides faculty an opportunity to reflect upon their own teaching philosophies and pedagogies to determine, for themselves, what reading and writing strategies they can use to help students succeed in their classes. Once certified, faculty can teach writing-intensive courses using those writing-to-learn strategies they feel best fit their personalities, teaching styles, and courses, all the while helping their students better process, understand, and analyze the reading for the course.

To teach a writing-intensive course at Kingsborough, faculty new to WAC theories and pedagogies go through a multi-semester certification process. To begin, faculty participate in a cross-discipline seminar that covers such topics as informal versus formal writing, issues of grammar and grading, handling the paper load, the writing process, writing assignment design, reading critically, online teaching, and multimodal writing. Next, faculty create a WAC portfolio that reflects upon the seminar in relation to their own teaching and discusses the revised course they plan to teach the next semester. Faculty then pilot their newly designed or revised WAC course, during which they will receive three hours of reassigned time. The final certification step is a revised portfolio that adds a post-pilot section to the reflection and incorporates student samples.

Faculty familiar with WAC theories and pedagogies can become certified through a self-guided portfolio process led by the WAC Coordinators.

In order to support effective WAC pedagogy, writing intensive courses are capped at 25, and the students in writing intensive courses have access to multidisciplinary Writing Fellows, 5th-year Ph.D. students who are trained to support Kingsborough students enrolled in writing intensive courses by serving as expert readers who also happen to know a good deal about the kind of writing that will be most valued in college-level courses.

OTHER CUNY AND KCC INITIATIVES IN TEACHING AND LEARNING

ACADEMIC MOMENTUM
In its Strategic Framework, CUNY articulated its plan for developing a “culture of completion” marked by “pervasive momentum campaigns” in all CUNY institutions. CUNY signaled its commitment to this plan by setting ambitious targets, including a goal of doubling the three-year graduation rate for associate degrees. For us at Kingsborough, this means that 40.7% of
the Fall 19 entering class should graduate within 3 years. In order to meet this target, we have developed a **student success framework** that includes discrete milestones and, more importantly, that prioritizes equitable outcomes for all student groups.

CUNY’s Academic Momentum strategy comprises multiple initiatives, including degree mapping and improvements in advising. From a teaching and learning perspective, CUNY’s Academic Momentum Campaign encourages faculty to think about the relationship of course design to student success. In the short term, as CUNY moves toward a more streamlined and evidence-based approach to college readiness, the emphasis will be on course re-design in developmental education. In particular, CUNY has set aside funding for co-requisite course design in Math and English. Faculty interested in new approaches to course design in developmental education should contact their department chair and Provost Joanne Russell.

**ACHIEVING THE DREAM**

Kingsborough Community College has been a member of the [Achieving the Dream (ATD)](https://www.atdcoalition.org) national network since 2012 and an ATD Leader College since 2015. ATD is a national network dedicated to supporting community colleges as they seek to fulfill and renew their missions. Kingsborough Community College is proud of its leading role in Achieving the Dream, and we are staunchly committed to the core ATD principles of inclusive excellence, evidence-based decision-making, and equity-driven student success for all, especially low-income students and students of color.

Since 2016, KCC has focused our ATD initiatives around Equity as a core value and a continuing challenge.

The image to the left represents KCC’s adaptation of ATD’s capacity-building framework. Equity is the focal point that guides our new student success initiatives, faculty development opportunities, strategic decision-making, college wide conversations, and institutional assessment priorities.

ATD is represented on the KCC campus by five subcommittees, pictured at left as spokes on the wheel: Teaching and Learning, Data and Technology, Leadership and Vision, Student Success, and Engagement and Communication. Faculty play a role on all five subcommittees, but are most active in the subcommittees on Student Success and Teaching and Learning.

The ATD Teaching and Learning subcommittee at KCC spearheads a faculty development initiative in Culturally Responsive Teaching (CRT). The [Education Alliance at Brown University](https://www.educationalalliance.brown.edu)
defines CRT as “A pedagogy that acknowledges, responds to, and celebrates fundamental cultures [and] offers full, equitable access to education for students from all cultures.” Faculty interested in learning more about how the theory and practice of CRT can be implemented in KCC classrooms should contact the co-facilitators of the ATD Teaching and Learning subcommittee, Dr. Janine Graziano and Dr. Lisa Paler.

CIVIC ENGAGEMENT
Kingsborough Community College has long been a national leader in educating students to be actively engaged in their communities. In 2013, the KCC Curriculum Committee and College Council formalized this commitment by adding Civic Engagement (CE) as a graduation requirement, mandating that students enrolling in fall 2013 and forward complete two CE experiences before graduation. In instituting this expectation, KCC defined Civic Engagement as follows:

Kingsborough accepts as a fundamental principle that education requires social awareness, an acceptance of social responsibility and active participation in meeting the challenges of a modern society. Through civic engagement, we recognize our mutual responsibility to care for each other in the college, in our communities, and on our planet. This responsibility may be accomplished through political activity, community service, and engagement in leadership roles, advocacy or becoming informed about issues that relate to social change. Therefore, civic engagement at Kingsborough seeks to foster civic awareness while providing the skills needed for our students to actively participate in their communities.

In March 2018, the Provost issued Civic Engagement: Review and Recommendations, a report that reaffirmed the above definition of Civic Engagement, assessed the implementation of the CE graduation requirement and made a series of recommendations designed to support a sustainable and academically strong CE model for KCC. The report’s nine recommendations included reducing the CE graduation requirement from two certified experiences to one, implementing a CE rubric and a common reflective essay as an assessment tool, and creating a clear process for developing and certifying CE courses.

Faculty interested in developing or teaching courses certified to meet the CE graduation requirement should contact their department chair and Provost Joanne Russell.

ONLINE/HYBRID TEACHING CERTIFICATION
Kingsborough encourages faculty to develop and offer online/hybrid courses. Interested faculty should consult with their Chairperson to discuss the department’s certification process.

OPEN EDUCATIONAL RESOURCES
KCC’s work as an Achieving the Dream Leader College has created a campus community focused on student success and increasing access to higher education. Open Educational Resources (OERs) are an integral part of this work. Open Educational Resources are free and
openly licensed educational materials that can be used for teaching, learning, research, and other purposes. OERs can be modified, remixed, and redistributed.

OERs are learning materials that are available for free or at a relatively low cost to students. Since these materials reside in the public domain, they can be modified, remixed and redistributed by others with limited or no restrictions. Many faculty who use OER end up exploring Open Pedagogy as well, which can include having students create or co-create the learning materials for a course.

Since 2017, CUNY has received $4 million annually from New York State to develop OERs that will be available to students at no costs. KCC’s Center for e-Learning, Center for Teaching and Learning and the Library supports faculty adopting OER through workshops, one-on-one consultations, and technical support. During these years, faculty at KCC have worked converted dozens of courses and hundreds of sections to OER.

In addition to creating greater equity and access to educational material leading to enhanced equity and inclusion for all of our students, one of the goals of KCC’s OER work is to offer a “Z-degree” in which students will have no textbook costs for their entire degree. So far, we have achieved Zero Textbook Cost majors in Liberal Arts and Community Health.

At KCC, we include not just OER, but also library resources and freely available materials in our Zero Textbook Cost courses. The course sections that use exclusively OER, library, and freely available materials are designated on CUNYFirst with a “no textbook cost” designation. There is also a “low textbook cost” designation available for courses that have total textbook and/or courseware costs below $25. You can find OER that have been created in CUNY at CUNY Academic Works and at CUNY Open Ed.
Kingsborough Community College faculty have access to a wide range of campus resources designed to support their work with students. Student success is fundamentally a collaborative endeavor, requiring the commitment and engagement of constituents across the college. Faculty are encouraged to become familiar with, and utilize, the resources below (listed alphabetically) in order to enhance their teaching, engage their students, and contribute to a cross functional community of practice.

**ADVISEMENT ACADEMIES**
Kingsborough’s Advisement Academies are designed to create supportive environments that guide students through academic focused goal setting and decision processes. Each Academy focuses on a group of academic majors and pulls together resources to assist students in learning about and interacting with their chosen paths in thoughtful and purposeful ways. Students are paired with an academy advisor who is dedicated to guiding students through major exploration, degree requirements, career planning and connections to campus resources.

**BUSINESS ACADEMY**
(M-201, EXT. 5683; Business.Academy@kbcc.cuny.edu)
Pursuing a degree in the Business Academy will allow students to explore majors such as Accounting, Business, Business of Fashion, Culinary Arts, Fashion Design, Maritime Technology, Tourism & Hospitality, and more. Students will learn from experienced faculty who introduce business concepts and prepare them for future opportunities in the business world. Students are also connected with a dedicated Academy Advisor who will provide ongoing academic and personal guidance throughout their college career at Kingsborough.

**THE EDUCATION & JUSTICE ACADEMY**
(M-101, EXT. 4911; Education&Justice.Academy@kbcc.cuny.edu)
The Education & Justice Academy is dedicated to helping students develop their academic and career goals, and includes majors like Criminal Justice, Early Childhood Education/Childcare, Education Studies and Physical Education, Recreation and Recreation Therapy. From admission to graduation, students will partner with an Academy Advisor who will provide them with information about degree requirements, advising resources, institutional policies and procedures and academic support services. Students will also be introduced to various campus resources that will enrich their college experience and support their educational journey.

**HEALTH SCIENCES & STEM ACADEMY**
(E-102, EXT. 4903; Health&STEM.Academy@kbcc.cuny.edu)
The Health Sciences & STEM Academy includes some of the most exciting and relevant majors that are happening now in a rapidly growing job market including: Computer Information Systems, Computer Science, Nursing, Biology, EMS, Community Health, Physical Therapy Assistant, Polysomnographic Technology, Surgical Technology, Science of Forensics, Mental Health/Chemical Dependency, Earth & Planetary Science, Engineering Science, Mathematics,
Chemistry, Physics, and Exercise Science. We also offer the renowned Kingsborough Learning Communities for new and continuing students. Academy Advisors are dedicated to guiding students throughout their Kingsborough journey. Students who click on our Academy link can find out more about all of our Health Sciences & STEM majors and how they provide students with the educational and career opportunities that are best for them.

**LIBERAL ARTS ACADEMY**
(F-123, EXT. 4806; LiberalArts.Academy@kbcc.cuny.edu)

Studying in the Liberal Arts Academy provides students a better understanding of a large field that encompasses a wide variety of majors, including literature, psychology, political science, philosophy, and more. A Liberal Arts Associate Degree is best suited to those who want to get a broad range of academic experience to determine an area of interest, develop key writing, communication, analytical, critical and creative thinking skills that are transferable across many industries and professions as well as students intending to transfer to a 4-year college. Liberal Arts and Humanities students at Kingsborough are paired with a personal Academy Advisor who is dedicated to helping them reach their academic and career goals from the moment they register for classes until the time they graduate or transfer out to a 4-year college. The Academy Advisor will guide students with course selection, understanding degree requirements, assisting with career planning and connecting to campus resources.

**ACCESS-ABILITY SERVICES**
(D-205, EXT. 5175)

Access-Ability Services (AAS) serves as a disability resource to the KCC community, promotes equity in all KCC programs and activities, advances disability awareness, and provides appropriate accommodations to self-identified students with disabilities. 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, AAS help faculty to apply principles of access and usability in course design and teaching strategies to all courses, including online and web enhanced courses.

Universal application of 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.

Serving as the primary campus resource in regard to student disability-related questions or concerns, AAS provides a rich array of faculty supports on their website, including the following:

- [Access Nuts and Bolts for Faculty](#)
- [CUNY’s Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities](#)
• **Teaching Strategies to Accommodate for Specific Disabilities**
• **Helpful Links**

**ACCESS RESOURCE CENTER (ARC)**  
(E-115, EXT. 5411)  
Kingsborough Community College’s Access Resource Center, the nation’s first at a community college, is a one-stop place to get connected to government benefits and resources. Whether it is childcare, SNAP, clothing, or transportation, students can get a referral for what is available to them – where the live and when they need it.

ARC offers the following free services:
- Benefits Screening
- Legal Consultation
- Financial Consultation
- Tax Preparation

ARC also partners with other KCC offices across the campus to find innovative ways to empower our students and ensure they are successful. With their help, ARC coordinates:

- Distribution of FREE vegetables grown on campus at the KCC Urban Farm
- Distribution of FREE food staples at the KCC Food Pantry
- Clothing donations
- Assistance with recertification of benefits
- Fair Hearing Assistance
- Assistance obtaining other government resources

ARC staff are available for class visits to give a short presentation about their services.

**ASSESSMENT AND CARE TEAM (ACT)**  
(A-216, EXT. 5563)  
The Assessment and Care Team (ACT) provides KCC faculty and staff with a confidential method for reporting student behaviors to on-site professionals for investigation, assessment and support. Any KCC community member concerned about another student or students is encouraged to submit an ACT Referral Report online.

Because faculty members are often the first persons in a college community to observe students who are experiencing personal distress, they play a crucial role in ensuring that the college can proactively and appropriately respond to student behaviors that may impact the safety and well-being of the college community.

Faculty may refer any behavior, concern or issue to ACT, but the following behaviors should be reported:
• Emotional outbursts (yelling, screaming or anger management issues)
• Verbal or written threats of any nature
• Intimidating or harassing others including disturbing or threatening phone calls, text messages, emails, social network posting, etc.
• Disruptive behavior on campus (including in classrooms)
• Concerns of physical abuse including self-mutilation and harm
• Concerns of intimate relationship violence, family violence and/or spousal abuse
• Transportation to the hospital for alcohol and drug use/abuse
• Material, written or spoken, in coursework suggesting possible self-harm or harm to others
• Written or verbal expressions of suicidal thoughts or actions

When a report is submitted to ACT, the team will assess the situation and make recommendations for action. Such actions may range from a counseling or academic support referral to removing the student from the college community in accordance with the City University of New York policy. ACT will try to work with students, who are deemed not high risk, to refer them to campus resources that will allow them to remain in good standing at Kingsborough Community College.

If a faculty member judges that a student’s behavior poses an immediate threat or risk of harm, he or she should call Public Safety (EXT. 7777) from any campus telephone. In addition, pull boxes are located in all hallways to alert Public Safety to an emergency.

BLACKBOARD
Blackboard is available for all courses offered at Kingsborough and faculty are encouraged to use the platform to enhance their teaching and students’ learning. Course materials, such as the syllabus, assignments, and quizzes, can be placed in a Blackboard course shell so that students have access to course materials at any time. In addition, Blackboard supports grading functions, class communication and has a number of interactive tools, such as a discussion forum, blogs, and journals so that students can be engaged in the course, share ideas and build community with their peers and the instructor. Materials within a Blackboard course shell can be reused from semester to semester by using Blackboard’s course copy feature.

CUNY has provided a repository of information about Blackboard, which includes a helpful section of Faculty Blackboard User Guides.

BUSINESS CARDS
Full-time faculty may order Kingsborough business cards online and through their departmental offices. For online orders, use the stationery orders link on the Print Shop webpage. Only Kingsborough Email addresses may appear on business cards.
CUNY TECHNOLOGY SERVICES

The CUNY Technology Services page provides faculty with University resources, services, benefits, applications, activities and opportunities – and with each other, as an interconnected community. Through the portal, members of the CUNY community can access such benefits as an e-Mall, special discounts, tax preparation seminars, and access to libraries, athletic events and performances. The portal also provides information about volunteer opportunities so that CUNY citizens can be of service to others – to individuals, to our college and University community, and to our city.

To access Citizen CUNY benefits and services, faculty should register for a CUNY Portal account through the Citizen CUNY homepage.

COMPUTER LABS

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, faculty 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.

The second option allows faculty to request a laptop cart, which generally holds 30 laptops. Media Center requests may be made online via the Library link on the Quick Link drop down box at the top of KCC’s website or in person; signatures are required and receipts are provided. 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. Please Note: if a projector cart is needed it must be obtained from the Media Center.

The Media Center also offers TVs, VHS and DVD players, overhead projectors, and a film collection (DVD) for classroom use. All media requests may be made in person, by phone, or online via the Library link on the Quick Link drop down box at the top of KCC’s website. As equipment is limited, faculty should 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).

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, faculty sign in, indicate the department, and record the number of copies. 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.

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

The [Counseling & Health Services](https://www.kbcc.cuny.edu/counselingservices/) website provides a range of resources for faculty, including information on Helping and Identifying Students in Distress, Intervention Strategies, and Consultations.

For a consultation, please call the office at 718-368-5975.

During remote learning, Counseling & Health Services is open and will be offering all its services remotely. Our hours of operation are Monday through Friday from 9 am to 5 pm. Please click this link for more information: [https://www.kbcc.cuny.edu/counselingservices/distancecounseling.html](https://www.kbcc.cuny.edu/counselingservices/distancecounseling.html).

**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.

**EMERGENCY CLOSINGS**  
In the event of emergency or 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:

- WKRB-KCC (90.9 FM)
- WBLS (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.

ID CARDS
Human Resources provides new employees with a letter to bring to the Office of Public Safety (L-202, Ext. 5069) who will issue a photo I.D. card. Photos are taken in L-222 during registration or at the Office of Public Safety at other times. Please Note: All individuals on campus are required to carry I.D. cards and must present these at the request of faculty and staff. In the event a faculty member loses his or her I.D. Card, HR must issue another employee verification letter before the card can be replaced.

INFORMATION TECHNOLOGY SERVICES (ITS)
The Office of Information Technology Services (ITS) at Kingsborough, working in collaboration with Academic Affairs, aims to promote the effective integration of technology into teaching and learning. ITS provides students, faculty, and staff with access to and continual support for CUNYfirst and college email accounts, network accounts for access to labs, wireless resources, ePortifolio, audio/video conferencing technology for remote learning, and CUNYfirst accounts for access to the CUNYfirst system.

ITS provides training for faculty and staff in the use of CUNYfirst, the Microsoft suite, and voice, video and web conferencing services. In addition, ITS provides phone and voice mail service and manages the public address system for the entire campus. Blackboard Support is available to assist faculty, staff, and students with Blackboard by email at blackboard.support@kbcc.cuny.edu.

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 as specified by KCC’s Policy on Acceptable Use of Computer Resources. Faculty with questions and/or issues with technology should contact the ITS Help Desk at Helpdesk@kbcc.cuny.edu or 718-368-6679. Faculty may also create an online helpdesk ticket on the ITS Homepage.

Students can receive technical assistance by calling the HelpDesk at 718-368-6679 or visiting offices located in L-105, L-106 and L-107 in The Robert J. Kibbee Library, or in M-200 or M-224 in the MAC Building, to assist with matters regarding CUNYfirst, email, Blackboard, the
CUNYfirst system, test scores, and lab hours and schedules. Students can also receive help by contacting the Student HelpDesk by email at helpdesk@students.kbcc.cuny.edu.

**KBCC MOBILE**

KCC’s mobile app can be used on iOS, Android, and all other web-enabled devices. The KBCC Mobile app connects 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 FLEX**

(K-124, Ext. 6679; kcc.flex@kbcc.cuny.edu)

**KCC FLEX** offers adult, non-traditional and stop-out students a combination of alternative and accelerated scheduling, expedited application and admissions processes, and dedicated enrollment and academic coaches. Grounded in research and best practice, the KCC FLEX model is ideal for working people who want an affordable, flexible college education without sacrificing academic quality or holistic support and service. KCC FLEX degrees can be completed fully online or on-campus in any combination: daytime, evenings and weekends.

The following fully online FLEX degrees are currently available:

- **Associate of Arts (A.A.) degree in** Liberal Arts
- **Associate of Science (A.S.) degree in** Business Administration
- **Associate of Science (A.S.) degree in** Community Health
- **Associate of Science (A.S.) degree in** Chemical Dependency Counseling
- **Associate of Applied Science (A.A.S.) in** Tourism and Hospitality
- **Certificate in** Alcoholism and Substance Counseling
KINGSBOROUGH ART MUSEUM (KAM)
The Kingsborough Art Museum provides the extended Kingsborough Community with art exhibitions that reflect the values and standards in the KCC Art Curriculum. The Kingsborough Art Museum is open Monday –Friday (10:00 am–3:00 pm) when classes are in session and is free and open to the public.

KINGSBOROUGH CENTER FOR E-LEARNING (KCEL)
(M-386, EXT. 6622)
The mission of KCeL is to support Kingsborough faculty in effectively integrating technology in their courses in order to engage 21st century students, provide them with significant learning experiences that will promote their success, and foster equity.

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

KCeL provides a range of faculty resources including a series of tutorial videos on Blackboard features. In addition, KCeL collaborates with KCTL to provide information on course design, effective online teaching, and best practices using instructional technology tools.

KINGSBOROUGH CENTER FOR TEACHING AND LEARNING (KCTL)
(M-391, EXT. 5252)
KCTL is a faculty owned space for engaging in professional development and sharing best practices as they relate to teaching and learning.

The mission of KCTL is to support all Kingsborough faculty in their efforts to:
- Foster student learning through the exploration of research-supported, student-centered pedagogies that promote equity
- Engage in the scholarship of teaching and learning
- Become participants in communities of practice through collaboration with faculty and staff across disciplines and departments

KINGSBOROUGH FACULTY RESOURCES WEBSITE
The Kingsborough Faculty Resources 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.
KINGSBOROUGH LEARNING CENTER
(L-219, Ext. 5118 & 5405)
The Kingsborough Learning Center fosters the potential of each student by having a comprehensive tutoring program that empowers students to cultivate the skills, strategies and behaviors of confident, independent and lifelong learners. The Center provides an array of tutoring services free of charge for all KCC students.

Small group appointment-based tutoring - Tutoring is available in almost all KCC courses. The tutor will provide individualized academic support to each student. For certain subjects, walk-in tutoring is available. Subjects include: Accounting, Behavioral Science, Biological Science, Computer Science, Math, Physical Science and many more.

English/Writing Tutoring - Students will develop their own academic skills in essay writing, rethinking and revising papers, or identifying and correcting their own mistakes in writing. Walk-in tutoring & one-on-one tutoring is available.

Math Multiple Repeater Workshop - The program is specifically designed for students who have failed Math M100 or M200 two or more times. Instead of taking the traditional Math M100 or M200 course, students enroll in the Math Workshop.

Tutor.Com - Tutor.com offers one-to-one learning solutions for students through educational institutions such as colleges. They connect learners with qualified, expert tutors online, on-demand 24/7/361. They provide tutoring services in more than 200 academic subjects and test preparation areas in an engaging and uplifting learning environment. This is a great flexible option for our KCC FLEX and evening/weekend students.

LIBRARY
(L-805, EXT. 5144 or EXT. 5584; Reference Desk: EXT. 5632 or reference.desk@kbcc.cuny.edu)
The Robert J. Kibbee Library supports the mission, vision, and values of the College by providing appropriate resources and services that aim to compliment the curriculum, assist students and instructional staff with study and research, and promote equity and inclusion to advance student success. To that end, the Library insures through its instructional and reference activities that students develop their capabilities to ascertain the nature and extent of their information needs, to critically evaluate information and related sources, and to recognize the economic, legal, and social issues around the access and fair use of information.

The Library has an extensive, well-balanced, and carefully selected collection, which includes books, electronic books, full-text and bibliographic electronic databases, online and print periodicals, indexes, online government documents, and maps. Special services offered by the Library, such as interlibrary loans, courtesy cards to visit non-CUNY libraries, and instructional sessions and tours, are described on the Library's homepage. Additionally, policies and procedures governing circulation and reference services, faculty book recommendations, and placing materials on reserve can also be found on the Library's website.
To locate materials, search the Library’s discovery service, **OneSearch**, which provides the location for print books as well as links to the complete text for e-books. What’s more, OneSearch contains links to many full text articles from newspapers, magazines, and journals. To search individual electronic databases, follow the **A-Z List of Databases** link that appears on the left menu bar of the Library’s homepage. Use your **CUNY credentials** to sign into the electronic databases off-campus.

To support your classes, we recommend that you supply well in advance the **Head of Acquisitions** a list of reference works and supplementary readings for the Library to acquire. Additionally, we suggest sending copies of your syllabi and assignment sheets to both the **Head of Reference** and the **Head of Circulation**. Consider placing on **Reserves** or **E-Reserves** other materials that will be in heavy demand. In advance, please inform the **Head of Reference** about upcoming assignments that involve concentrated use of library materials. To schedule a library class for your students, please fill out the **library instruction request form** or contact the **Head of Instruction**.

The Library produces many online **guides** that cover numerous subjects, specific courses, and topics. Guides for faculty members include **CUNY Academic Works**, **OER’s at KCC**, and CUNY’s **Fair Use and Copyright** guide.

Library hours vary by semester. For the most up-to-date information, please refer to the **Library’s homepage** or the **Library hours** under the ‘About Us’ menu. Finally, for updates, tips, news, and more, follow the Library on **Twitter**, **Instagram**, and **GoodReads**.

**MEDIA SERVICES**
(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. Media Services also houses 16mm films, film-strips, slides, videotapes, DVDs, audiotapes, cassettes, and phonograph records. TVs, VHS and DVD players, overhead projectors, and a film collection are available for classroom use. All media requests may be made in person, by phone, or online via the Library link on the Quick Links drop down box 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).

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.
MELOISSA 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, civic engagement, and 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.

In concert with KCTL, the Melissa Riggio program provides faculty development opportunities to help faculty support students with intellectual or developmental disabilities. For more information, contact the Office of the Vice President for Academic Affairs and Provost (A-218).

OFFICE OF PUBLIC SAFETY
(L-202, EXT. 5069; for emergencies, dial EXT. 7777 from any campus telephone)
The Office of Public Safety should be notified immediately of any breach in the safety of the campus. KCC’s Office of Public Safety 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 concerns.

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. The members of the Critical Response Team (CRT) are trained to assess, treat, and triage patients under the New York City Basic Life Support protocols.

The Office of Public Safety 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 areas throughout the campus. Additionally, stairwells and corridors are equipped with Emergency Assistant Alarms. When pulled, these devices will automatically generate a security response to that location.

There are over a hundred Security Surveillance Cameras strategically located throughout the campus. All surveillance cameras are located in public areas on both the interior and exterior of the campus. 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 also provides a Safety Escort Service for faculty who work on campus at night. More information regarding campus security, including the annual security report, can be found on the Office of Public Safety website.

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.).

ON STAGE AT KINGSBOROUGH AT THE LEON M. GOLDSTEIN PERFORMING ARTS CENTER
Part of Kingsborough’s mission is to enrich the lives of people who live, work, and study in our community. On Stage At Kingsborough presents world-class dance, music, theatre, and family performances from masters of their form from September to May. During the month of July, we present our HOT SUMMER NIGHTS! free outdoor concert series. Our Art Smart program attracts more than 8,000 New York City public school children for weekday performances of professional children’s shows. Discounted tickets are available for KCC students, staff, and groups. For information about upcoming events, call (718) 368-5596 or stop by the box office at The Leon M. Goldstein Performing Arts Center between 10 am and 5 pm Monday through Friday.

PARKING
The Office of Public Safety requires that every car brought on campus display a parking permit issued by the College. Faculty may purchase permits at the beginning of the semester in the Bursar’s Office (A-205, Ext. 5416). A valid ID card must be presented in order to purchase a permit.

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. Faculty must present valid Kingsborough ID to use these facilities. Faculty lockers are available, but users must bring their own locks. To learn the combination to gain access to the faculty locker rooms, faculty should speak to the staff in G-201.

RESERVE AND ERESERVE
E-Reserves is an online counterpart to the traditional Library Reserves system, where required readings or supplementary course readings are held for student use. Students can access e-Reserve readings in a digital format 24 hours a day, 7 days a week from any computer with an Internet connection. Courses on the E-reserves page will be password protected and
updated every academic year. Links to the E-reserve page is available on the Kibbee Library Website.

All non-bound materials that, if copied, would comply with fair use agreements, can be made available through E-Reserves. This includes journal articles, book chapters, lecture notes, internet sites, PowerPoint presentations, quizzes, and exams. To place something on E-Reserve, submit one copy of the item along with an E-Reserve form that contains a full citation to the Reserves Librarian. 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 E-Reserves 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. 5430). When placing non-bound texts on reserve, please make several copies, including a back-up copy for the Library, fill out this request form, and please allow at least five business days for the reserve materials to be processed.

Due to Covid-19 restrictions, scanning of material and processing of physically bound books will not be possible until the library is authorized to re-open.

SAFE ZONE
The Safe Zone 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 consult the Safe Zone website.

TURNITIN
Turnitin, CUNY’s plagiarism detection software, is now accessible through Blackboard. Students can submit their papers to Turnitin via Blackboard. Faculty who wish to use Turnitin will need to contact KCC’s Blackboard administrator in order create an instructor profile.

STUDENT WELLNESS CENTER
(A-108, EXT. 5975)
The Student Wellness Center offers information and resources on health and wellness. Its mission is to support students and encourage healthy lifestyles. The Student Wellness Center is available to collaborate with faculty on developing student wellness programming.
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.
## CAMPUS RESOURCES

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