Guidelines for Faculty Evaluation

Division of Academic Affairs
Eugenio María de Hostos Community College
The City University of New York

February 2006
Preface to the Revised Guidelines

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Daisy Cocco De Filippis, Ph.D.

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Humanities
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Mathematics
Natural Sciences
Counseling

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* Updated per departmental and College-wide Personnel and Budget committees in January 2006.
* Content approved by the College-wide Personnel and Budget Committee in Spring 2004, effective beginning Fall 2004 for:
  • all promotion considerations; and
  • all faculty who have not yet received a letter of third reappointment

Forms may be downloaded from the HCC Office of Human Resources website.
Preface to the Revised Guidelines
by Daisy Cocco De Filippis, Ph.D.
Provost and Vice President for Academic Affairs

January 2006

I am delighted to present this February 2006 edition of the Guidelines for Faculty Evaluation. Revised to include the most recent actions of the academic department chairs and the College-Wide Personnel and Budget Committee, this updated document will continue to make the faculty evaluation process open and accessible to all members of the Hostos Community College faculty.

The College’s faculty evaluation process is as organic as the College itself, and this process will continue to evolve to meet the changing needs of the faculty and the Division of Academic Affairs. The new evaluation practices created two years ago by the College-wide Personnel and Budget Committee are being implemented to great success and with visible impact on the division. We are seeing the immediate advantages of a transparent process where the faculty individual has a very real voice, through his/her portfolio, at each point in the reappointment, tenure and promotion process. Outside observers have remarked upon this, with one national observer praising the reappointment rubric for the firm, clear direction that it provides for our faculty.

As the faculty evaluation process continues to evolve and be refined, the Guidelines for Faculty Evaluation will be updated and new editions produced. This updated edition of the Guidelines follows the recent approval and codification of criteria for promotion to associate professor by the College-wide Personnel and Budget Committee. Building on the rubric for reappointment created last year, the academic departments discussed, drafted, and approved the rubrics for an associate professorship at Hostos Community College, and criteria for reappointment were further refined, specific to their respective departments. The criteria were approved by vote of the College-wide Personnel and Budget Committee at the January 24, 2006, meeting. The Statement of the Board of Higher Education on Academic Personnel Practice has also been added to this edition as Appendix D.

Looking back on the past two years, I am amazed by all that we as colleagues have accomplished and the very real and positive impact we have made on the academic culture at Hostos. The momentum is on our side, and I look forward to seeing what the next two years will bring.
Introduction

by Daisy Cocco De Filippis, Ph.D.
Provost and Vice President for Academic Affairs

In Spring 2003, the College-wide Personnel and Budget Committee initiated a college-wide effort to revisit the faculty evaluation process for reappointment, promotion, and tenure. The goal of this effort was to make the faculty evaluation process more transparent, efficient, and useful for the evaluated faculty member, the academic departments, and the College-wide P & B Committee. In particular, the revised process would need to give the faculty individual a new measure of control over how his/her work and achievements are presented.

The revision process extended throughout AY 2003-2004, with the College-wide P & B Committee at the helm of this collaborative effort. A subcommittee was created to review the evaluation process in place and to make recommendations to the Committee for how to improve it. Standards for department scholarship were developed by the respective departments and endorsed by the Council of Chairs before being submitted to the College-wide P & B Committee. The college faculty were introduced to the portfolio form at two open workshops, each offering a different perspective on the portfolio and led by two nationally recognized portfolio experts. Subsequently, the model portfolio was approved through the advisory board of the Center for Teaching and Learning, and then adopted by the College-wide P & B Committee. An intensive 3-day workshop was offered to faculty for whom the portfolio method would be effective.

The result of the work of the College-wide P & B Committee, the academic departments and their chairs, and the Center for Teaching and Learning was the adoption of a portfolio system, a schedule for faculty evaluation, and codification of departmental scholarship and reappointment/promotion/tenure criteria within six standardized categories. The CUNY Board of Trustees Bylaws and the CUNY-PSC Contract provided the parameters during their development; indeed, the intent was to clarify the provisions of both the bylaws and the contract within a single process.

These three components and excerpts from the CUNY bylaws and the CUNY-PSC contract are compiled here, in the Guidelines for Faculty Evaluation. This handbook was created for the convenience of all college faculty, and to be a helpful resource for those faculty individuals to be presented for reappointment, promotion, and/or tenure.

The successful revision effort owes everything to the enthusiasm and hard work of those who collaborated so collegially during the year-long process. I’d like to recognize in particular the department chairs, the department P&B committees, and the Center for Teaching and Learning. The contributions of all the participants in this truly college-wide effort are too numerous to list here, but I take this opportunity to thank them and congratulate them.

This is an exciting time for Hostos: in addition to the revised faculty evaluation process, the college has a new mission statement; we are in the first year of the 5-year strategic plan; and we welcome a cadre of new faculty to the Hostos community. It is clear that we are, today, building the foundation for Hostos’ future. I hope you will join me in meeting the future of our Hostos professoriate with pride and optimism.

List of Participants

The most important obligation now confronting the nation’s colleges and universities is to break out of the tired old teaching versus research debate and define, in more creative ways, what it means to be a scholar. It’s time to recognize the full range of faculty talent and the great diversity of functions higher education must perform.

~ Ernest L. Boyer, Scholarship Reconsidered
First edition

Subcommittee on Faculty Evaluation
Daisy Cocco De Filippis, Chair
Lucinda Zoe, Deputy Chair
Soo Chon, Secretary
Carlos Acevedo
Victor De Leon
Dennis Gibbons
Michael Stimola

College-wide Personnel and Budget Committee
2003-04
Dolores M. Fernández, Chair
Daisy Cocco De Filippis
Carlos Acevedo
Felix Cardona
Winsome Dacosta
Victor De Leon
Sandy Figueroa
Daniel Maysonet
Brijraj Singh
Fernando Alvarez
Magda Vasillov
Linda Watkins-Goffman
Lucinda Zoe

Center for Teaching and Learning Advisory Board
Amanda Bernal-Carlo, Faculty Chair
Fatiha Makloufi, Co-chair
Carlos Acevedo
Felix Cardona
Soo Chon
Robert Cohen
Linda Hirsch
Isabel Li
Miriam Laskin
Loreto Porte
Jo-Ann Rover
Magda Vasillov

Council of Chairs 2003-04
Daisy Cocco De Filippis, Chair
Carlos Acevedo
Felix Cardona
Winsome Dacosta
Victor De Leon
Sandy Figueroa
Daniel Maysonet
Brijraj Singh
Fernando Alvarez
Magda Vasillov
Linda Watkins-Goffman
Lucinda Zoe

Departmental P & B Committees

February 2006 Edition

College-wide Personnel and Budget Committee
2005-06
Dolores M. Fernández, Chair
Daisy Cocco De Filippis
Carlos Acevedo (Fall 2005)
Amanda Bernal-Carlo
Felix Cardona
Robert Cohen
Nathaniel Cruz
Diana Diaz
Sandy Figueroa
Kathleen Kane
Daniel Maysonet
Juan Preciado (Spring 2006)
Mercedes Pujol
Geraldine Ruiz
Michael Stimola
Magda Vasillov
Lucinda Zoe

Franklyn Perez, ex officio
Esther Rodriguez-Chardavoyne, ex officio

Academic Council 2005-06
Daisy Cocco De Filippis, Chair
Carlos Acevedo (Fall 2005)
Amanda Bernal-Carlo
Felix Cardona
Robert Cohen
Jose Del Pilar
Sandy Figueroa
Kathleen Kane
Daniel Maysonet
Juan Preciado (Spring 2006)
Geraldine Ruiz
Magda Vasillov
Lucinda Zoe
Hostos Community College
Annual Schedule of Faculty Evaluation
## Annual Schedule of Faculty Evaluation

This table provides an approximate timeline for faculty evaluation and personnel actions. Check the *Notes* column for possible explanatory comments.

<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>ACTION</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late August</td>
<td>DUE: Department P&amp;B committee recommendations:</td>
<td>• Full-time appointments for Fall</td>
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<td></td>
<td></td>
<td>• Substitute appointments for Fall</td>
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<td></td>
<td></td>
<td>• New adjunct appointments for Fall to be presented directly to the provost for recommendation to the president.</td>
</tr>
<tr>
<td>Early September</td>
<td>DUE: Department P&amp;B committee recommendations:</td>
<td>• Full-time appointments for Fall</td>
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<td></td>
<td></td>
<td>• Substitute appointments for Fall</td>
</tr>
<tr>
<td>Mid-September</td>
<td>DUE: Department P&amp;B committee recommendations:</td>
<td>• Faculty Fellowship Leaves (one-half year leave at full pay)</td>
</tr>
</tbody>
</table>
| September | VOTE: College-wide P&B Committee:  
| | • 4th Reappointment |
| October | VOTE: College-wide P&B Committee:  
| | • 3rd Reappointment  
| | • 2nd Reappointment  
| | • 5th Reappointment and Tenure |
| October / November | Faculty classroom observation should occur in the 6th – 10th week of class.  
| | Classroom observation must be conducted by faculty at the same or higher rank. Non-tenured faculty may observe part-time instructors only. |
| November 14 | Notification of non-appointment of adjuncts. |
| 1st Week of December | Department chairperson’s evaluation of new tenure-track faculty in his/her first year of appointment must be completed by the 1st week of December. |
| December | DUE: Department P&B committee recommendations:  
| | • 1st Reappointment  
| | • Full-time appointment for Spring  
| | • Substitute appointment for Spring  
| | By custom, 1st Reappointment P&B review is conducted to provide the faculty member with evaluative feedback.  
| | VOTE: College-wide P&B Committee:  
| | • Full-time appointment for Spring  
| | • Substitute appointment for Spring |
| January | VOTE: College-wide P&B Committee:  
- Full-time appointments for Spring (if required)  
- Substitute appointment for Spring (if required) |  |
|---|---|---|
| February | Any full-time faculty who is to be evaluated should be notified about the date of his/her annual evaluation.  
Faculty in his/her first year of appointment will be evaluated twice during the year: Fall semester for 1<sup>st</sup> Reappointment and Spring semester for 2<sup>nd</sup> Reappointment. | The notification memorandum will come from the department chairperson and include:  
- Evaluator’s name  
- Timeline for evaluation  
Notification must be done by March 1.  
Annual evaluations must be conducted by the unit coordinator or a member of the department P&B committee of equal or higher rank than the faculty member being evaluated.  
Annual evaluations must be signed by the department chairperson.  
Classroom observation must be conducted by faculty at the same or higher rank. Non-tenured faculty may observe part-time instructors only. |
| | DUE at the Office of Academic Affairs: Department P&B committee recommendations for:  
- 1<sup>st</sup> Reappointment  
- Promotion to associate professor |  |
<p>| | DUE at the Office of Academic Affairs: Applications for full professor. | By custom, full professor applications must receive provost approval before being forwarded to the College-wide P&amp;B committee. |</p>
<table>
<thead>
<tr>
<th>March</th>
<th>Faculty Fellowship Leaves</th>
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<tbody>
<tr>
<td></td>
<td>March 1: application due at department.</td>
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<tr>
<td></td>
<td>March 7: Department P&amp;B committee recommendations due.</td>
</tr>
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<td></td>
<td>March 15: application due at College-wide P&amp;B Committee.</td>
</tr>
</tbody>
</table>

| March / April | Faculty classroom observation should occur in the 6th – 10th week of class. | Classroom observation must be conducted by faculty at the same or higher rank. Non-tenured faculty may observe part-time instructors only. |

<table>
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<tr>
<th>April</th>
<th>DUE: Department P&amp;B committee recommendations:</th>
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<tbody>
<tr>
<td></td>
<td>• Initial appointment of full-time faculty</td>
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<tr>
<td></td>
<td>• Substitute appointment for Fall</td>
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<tr>
<td></td>
<td>♦ New adjunct appointments for Fall to be presented directly to the provost for recommendation to the president.</td>
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<table>
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<tr>
<th></th>
<th>VOTE: College-wide P&amp;B Committee:</th>
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<tbody>
<tr>
<td></td>
<td>• Initial appointment of full-time faculty</td>
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<td></td>
<td>• Substitute appointments for Fall</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Early May</td>
<td>Annual evaluation conference must have occurred.</td>
</tr>
<tr>
<td>May</td>
<td>Last meeting of the College-wide P&amp;B committee.</td>
</tr>
<tr>
<td>May 31</td>
<td>DUE: Annual evaluation forms must be complete. Final evaluation forms must be signed by the department chairperson.</td>
</tr>
</tbody>
</table>
Scholarship Criteria for Reappointment, Promotion, and Tenure by Departments
ALLIED HEALTH SCIENCES DEPARTMENT

The Allied Health Sciences Department is unique in that it houses three professional licensure programs, each with its own special set of mandated standards and requirements. In addition, each program is periodically reviewed by professional City, State and National accreditation organizations to ensure that it is in compliance with these standards.

Requirements for Appointment on a Professorial Line

- Master’s degree
- Minimum of three years clinical experience
- Minimum of one year of teaching experience
- Be certified (licensed and/or registered) to practice in an appropriate allied health profession

Requirements for Appointment on a Lecturer Line

- Bachelor’s degree (A Master’s degree must be completed within five years of appointment)
- Minimum of five years clinical experience
- Minimum of two years of teaching experience
- Be certified (licensed and/or registered) to practice in an appropriate allied health profession

Professional Reputation

Professional reputation is based on participation at professional organization activities at national and regional meetings, conferences, seminars and conventions. This includes giving professional lectures or workshops, and making professional presentations. Attendance at professional organization activities to keep abreast of developments and advancements in your profession will be considered an indication of professional involvement, but is NOT sufficient to satisfy this requirement. A leadership role in professional organizations is evidenced by serving on committees, subcommittees or task forces and holding official office in professional societies that set the standards and future direction of the profession.

Examples of significant achievement in professional reputation include, but are not limited to:

- Participation at professional organization activities at national and regional meetings, conferences, seminars and conventions
- Membership on a state accreditation committee
- Membership on a national accreditation committee
- Serving on a professional organization committee
- Serving on a professional organization subcommittee
- Serving on a professional organization task force
- A leadership role in a professional organization


**Research and Scholarly Growth**

Conference presentations will be considered an indication of research and scholarly growth; they will not substitute for publications.

PSC/CUNY awarded or funded grants will be considered an indication of scholarly growth; they will not substitute for publications.

Publications do not have to be based on original research if they synthesize and codify known knowledge, which has not been brought together before. They may be based on classroom practices, pedagogical issues or a review of a body of scholarly material in the profession.

Earning an additional allied health professional certification will be considered an acceptable indication of research and scholarly growth; it may substitute for a publication.

Non-CUNY awarded or funded research grants in an area that benefits the Unit, Department and/or the College’s Mission will be considered an acceptable indication of research and scholarly growth; it may substitute for a publication.

**Examples of significant achievement in research and scholarly growth include, but are not limited to:**

- Scholarly presentations at professional organizations
- Holding workshops at professional organization meetings
- Academic articles in widely circulated professional journals or newsletters
- Academic articles that review scholarship in a significant way
- Textbooks, reviewer of a textbook or textbook chapter
- Books, Monographs, book chapters or parts of books
- Professional student workbooks
- Professional licensure review books
- Continuing education (ECE) articles
- Online publications
- Scholarly essays
- Completing a PSC/CUNY awarded or funded grant
- Completing a non-CUNY awarded or funded research grant
- Earning a second Master’s degree or doctorate
- Earning certification in an additional allied health profession

**Tenure as an Assistant Professor**

To be granted tenure, the candidate must:

1. Show a clear record of teaching effectiveness and curriculum development as evidenced by, but not limited to:
   - Strength and diligence in teaching effectiveness
   - Contributions of instructional materials, techniques, or program initiatives
2. Show a clear record of a research and scholarly growth as evidenced by, but not limited to:
   - Making presentations at professional organization meetings
   - And, at least one of the following:
     - Have an article published in a professional journal
     - Complete a non-CUNY awarded or funded research grant
     - Be certified in an additional allied health profession

3. Show a clear record of service to the institution as evidenced by, but not limited to:
   - Activity in college governance and departmental administrative duties, meetings and other initiatives
   - Serving in a leadership role on a departmental or college-wide committee

4. Show a clear record of student guidance as evidenced by, but not limited to:
   - Preparing students for professional licensure by mentoring students in your discipline about NY state and national requirements
   - Serving as a club advisor in your discipline

5. Show a clear record of professional recognition and reputation as evidenced by, but not limited to:
   - Serving on a committee or advisory counsel of a professional organization in your discipline
   - Maintaining certification in your professional content area
   - Earning the required NY state mandated continuing education credits (ECE units) to maintain competence in your profession

6. Show a clear record of professionalism and collegiality as evidenced by, but not limited to:
   - Volunteering to work with colleagues for the benefit of the Unit, Department, and/or the College’s Mission

Promotion to Associate Professor

For promotion or appointment to the rank of associate professor, the candidate must possess the qualifications for an assistant professor and provide a record of significant achievement in his/her profession. There must be evidence of his/her continued effectiveness in teaching and curriculum development; as well as, evidence of scholarly achievement following the most recent promotion. There must be evidence that his/her professional reputation is recognized and respected in his/her discipline. Longevity and seniority alone shall not be sufficient for promotion.

Promotion to Professor

For promotion or appointment to the rank of professor, the candidate must possess the qualifications for an associate professor and provide a record of significant intellectual and
educational achievement in his/her profession. There must be evidence of his/her established reputation for excellence in teaching and professional growth in his/her discipline following the most recent promotion. There must be evidence that his/her leadership and professional achievements are recognized and respected by his/her professional organizations. Longevity and seniority alone shall not be sufficient for promotion.
<table>
<thead>
<tr>
<th>Allied Health</th>
<th>By 1st Reappointment</th>
<th>By 2nd Reappointment</th>
<th>By 3rd Reappointment</th>
<th>By 4th Reappointment</th>
<th>For 5th Reappointment and Tenure</th>
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</thead>
<tbody>
<tr>
<td>1 Teaching Effectiveness and Curriculum Development</td>
<td>♦ Understand and begin to develop a teaching portfolio</td>
<td>♦ Show a record of teaching effectiveness through classroom observations as well as student evaluations and peer judgments</td>
<td>♦ Demonstrate growth in teaching effectiveness</td>
<td>♦ Demonstrate strength and diligence in teaching effectiveness</td>
<td>♦ Show a clear record of teaching effectiveness and curriculum development</td>
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<td>♦ Work actively with colleagues in syllabus preparation and review</td>
<td>♦ Work with your colleagues on classroom pedagogy</td>
<td>♦ Show a record of contributions of curriculum development in the Department</td>
<td>♦ Increased contributions and recommendations of instructional materials and techniques and program initiatives</td>
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<td>♦ Contribute to curriculum development in the Department</td>
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<tr>
<td>2 Research and Scholarly Growth</td>
<td>♦ Prepare a schedule for completing a scholarly professional publication¹ OR Identify an appropriate grant OR Prepare a schedule for earning certification in an additional allied health profession²</td>
<td>♦ Select a topic, implement the research, and identify professional journals for possible publication OR Write a proposal for funding the grant OR Begin the course work for earning certification in an additional allied health profession</td>
<td>♦ Complete the first draft for an article and submit it to a professional journal for publication OR After receiving approval and funding, begin implementing the grant OR Complete the requirements for earning certification in an additional allied health profession</td>
<td>♦ Have an article published in a professional journal OR Complete a non-CUNY awarded or funded grant OR Be certified in an additional allied health profession</td>
<td>♦ Show a clear record of research and scholarly growth</td>
</tr>
<tr>
<td>1. Examples: textbook, textbook chapter, monograph, professional student workbook, professional newsletter, professional journal, ECE article, online publication, etc.</td>
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<td>2. Examples: mammography, sonography, nurse practitioner, health education specialist, nurse-anesthetist, etc.</td>
<td>♦ Prepare a proposal for a presentation at a community presentation or professional organization meeting</td>
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<td>3. Examples: seminar, workshop, conference, etc.</td>
<td>AND</td>
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<td>3. Examples: seminar, workshop, conference, etc.</td>
<td>♦ Make a presentation at a professional organization meeting OR Make a professional educational presentation in the community</td>
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<tr>
<td>3. Examples: seminar, workshop, conference, etc.</td>
<td>AND</td>
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¹ OR
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³ OR
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<tr>
<th>Allied Health</th>
<th>By 1&lt;sup&gt;st&lt;/sup&gt; Reappointment</th>
<th>By 2&lt;sup&gt;nd&lt;/sup&gt; Reappointment</th>
<th>By 3&lt;sup&gt;rd&lt;/sup&gt; Reappointment</th>
<th>By 4&lt;sup&gt;th&lt;/sup&gt; Reappointment</th>
<th>For 5&lt;sup&gt;th&lt;/sup&gt; Reappointment and Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Service to the Institution</td>
<td>♦ Be an active participant in Department administrative duties, meetings and other initiatives ♦ Serve on a Department committee</td>
<td>♦ Increased activity in Department administrative duties, meetings and other initiatives ♦ Increased service on Department committees ♦ Explore service outside the Department in College-wide committees</td>
<td>♦ Increased activity in Department administrative duties, meetings and other initiatives ♦ Be prepared to take a leadership role on a Department committee ♦ Serve on a College-wide committee</td>
<td>♦ Increased activity in College governance and Department administrative duties, meetings and other initiatives ♦ Serve in a leadership role on a Department committee ♦ Be prepared to take a leadership role on a College-wide committee</td>
<td>♦ Show a clear record of service to the institution</td>
</tr>
<tr>
<td>4 Student Guidance</td>
<td>♦ Be an active advisor to students during academic advisement ♦ Explore becoming a club advisor in your discipline</td>
<td>♦ Help draft and distribute advisement materials for your Department and/or professional programs ♦ Prepare students for professional licensure by mentoring them about NY state and national requirements&lt;sup&gt;4&lt;/sup&gt; in your discipline ♦ Participate in testing advisement activities ♦ Offer to serve as a club advisor in your discipline</td>
<td>♦ Advise students in your Department’s options and/or professional programs ♦ Prepare students for professional licensure by mentoring them about NY state and national requirements&lt;sup&gt;4&lt;/sup&gt; in your discipline ♦ Mentor special professional activities ♦ Participate in evaluating progress for student retention ♦ Serve as a club advisor in your discipline</td>
<td>♦ Prepare students for graduation and guide students in their applications to senior colleges ♦ Prepare students for professional licensure by mentoring them about NY state and national requirements&lt;sup&gt;4&lt;/sup&gt; in your discipline ♦ Serve as a club advisor in your discipline</td>
<td>♦ Show a clear record of student guidance</td>
</tr>
</tbody>
</table>

4. Examples: state and national certification exams, guided student research, clinical presentations, professional student competitions, etc.
<table>
<thead>
<tr>
<th>5 Professional Reputation</th>
<th>By 1st Reappointment</th>
<th>By 2nd Reappointment</th>
<th>By 3rd Reappointment</th>
<th>By 4th Reappointment</th>
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<tr>
<td></td>
<td>♦ Join and attend meetings of professional organizations ♦ Keep abreast of developments and advancements in your profession ♦ Earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession ♦ Participation in professional organization activities ♦ Earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession ♦ Participation in professional development activities at CUNY ♦ Increased participation in professional organization activities ♦ Earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession ♦ Increased participation in professional development activities at CUNY ♦ Serve on a committee or advisory council of a professional organization OR Maintain certification in your professional content area ♦ Earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession ♦ Increased participation in professional development activities at CUNY ♦ Show a clear record of professional recognition and reputation</td>
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<tr>
<td>6 Collegiality</td>
<td>♦ Actively meet and know the members of your Department and their professional association activities ♦ Bring positive and innovative ideas to the Department and the College ♦ Support colleagues in their scholarly and/or professional association activities ♦ Be prepared to provide emergency relief coverage in the on-site patient care facility (DH only) ♦ Volunteer to work with colleagues for the good of the Department and the College ♦ Be available for emergency relief coverage in the on-site patient care facility (DH only) ♦ Show a clear record of professionalism and collegiality</td>
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</table>

5. Examples: a committee or task force, membership on a state or national accreditation committee, advisory council, etc.
BEHAVIORAL & SOCIAL SCIENCES
Criteria for Appointment and Reappointment (revised)

The following guidelines for scholarly growth are considered in conjunction with other relevant categories previously cited, for candidate appointment and re-appointments.

1st Reappointment
The candidate should demonstrate an interest in a field of research and identify a focus for research, including to research that renews or enhances the discipline’s curricula. The candidate should demonstrate a progression toward excellence in teaching. These efforts can be evidenced by the quality of course preparation, and class observations.

2nd Reappointment
The candidate should demonstrate the development of a research program with activities that exhibit progression and development, including participation in conferences or academic and professional forums. The candidate should initiate efforts to renew existing curricula and identify new curricula for future development. The candidate should initiate a record of service to the institution through participation in department and college wide committees.

3rd Reappointment
The candidate’s research activities should demonstrate development of a discipline related work that is considered in progress, with elements available or under consideration for presentation at conferences or professional associations, including forums that emphasize the relationship between research in the discipline and teaching. Efforts to disseminate the ongoing research or aspects thereof through professional forums, conferences, reviews, general or academic publications and professional associations should be indicated. Active engagement in curricula activity should be evidenced, including the incorporation of new learning components into the curricula and the development of new curricula.

4th Reappointment
The candidate should demonstrate the development of one or more drafts of a work suitable for publication, or near final stages for review in a discipline based journal, or a broader interdisciplinary publication that is relevant to the research or academic activities of the candidate. Alternatively, the candidate may demonstrate that while continuing efforts in a research based publication, she/he has published substantive works related to the field in the form of articles in reviews, professional association publications professionally based and broadly based publications that relate to the academic and/or professional field of the candidate.

Excerpts for a proposed book, as well as textbooks or publications relating to teaching may also be considered by the department P&B. Textbooks should contribute a new approach to teaching in the field. (The variety of acceptable publications both in terms of quality and general acceptance in the discipline will be subject to review by the member representative of the discipline.)
5th Reappointment

The candidate should demonstrate the publication(s) of discipline related work in book, book chapter, journal, review, or other professionally circulated or broadly circulated and professionally relevant publication that demonstrates recognition of the candidate’s field of specialization.
Professionally related activities in one’s field of specialization, service and/or appointment to an official position in organizations that reflect significant professional recognition may also be considered in addition to publication(s).

The candidate should demonstrate substantive contribution to curricula development and evaluation, engagement in the department’s academic mission, committee work (both departmental and college wide), and student guidance.
<table>
<thead>
<tr>
<th>Behav. &amp; Soc. Sciences</th>
<th>1\textsuperscript{ST} Reappointment</th>
<th>2\textsuperscript{ND} Reappointment</th>
<th>3\textsuperscript{RD} Reappointment</th>
<th>4\textsuperscript{TH} Reappointment</th>
<th>5\textsuperscript{TH} Reappointment/Tenure</th>
<th>Promotion to Association Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Effectiveness and Curriculum Development</td>
<td>The candidate should demonstrate a progression toward excellence in teaching. These efforts can be evidenced by the quality of course preparation and class observations.</td>
<td>The candidate should initiate efforts to renew existing curricula and identify new curricula for future development</td>
<td>Active engagement in curricula activity should be evidenced, including the incorporation of new learning components into the curricula and the development of new curricula.</td>
<td>The revision of current curricula consistent with prevailing practices in the field; incorporation of new components into the curricula, including technology, research techniques, strategies for effective writing.</td>
<td>Contribute to the development of new courses, options etc., including the development of new concentrations and programs. The candidate should demonstrate substantive contribution to curricula development and evaluation.</td>
<td>Demonstrate proficient and effective teaching over a consistent period; responsive to discipline/department curricula requirements in teaching; participation and attentiveness to department curricular initiatives and overall enhancement of existing curricula.</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>The candidate should demonstrate an interest in a field of research and identify a focus for research, including research that renews or enhances the discipline’s curricula.</td>
<td>The candidate should demonstrate the development of a research program with activities that exhibit progression and development, including participation in conferences or academic and professional forums.</td>
<td>A progress report on the candidate’s research activities should demonstrate development of a discipline related work that is considered in progress, with elements available or under consideration for presentation at conferences or professional associations, including forums that emphasize the relationship between research in the discipline and teaching. Efforts to disseminate the ongoing research or aspects thereof through professional forums, conferences, reviews, general or academic publications and professional associations should be indicated.</td>
<td>The candidate should demonstrate the development of one or more drafts of a work suitable for publication, or near final stages for review in a discipline based journal, or a broader interdisciplinary publication that is relevant to the research or academic activities of the candidate. Alternatively, the candidate may demonstrate that while continuing efforts in a research based publication, she/he has published substantive works related to the field in the form of articles in reviews, professional association publications professionally based and broadly based publications that relate to the academic and/or professional field of the candidate.</td>
<td>The candidate should demonstrate the publication(s) of discipline related work in book, book chapter, journal, review, or other professionally circulated or broadly circulated and professionally relevant publication that demonstrates recognition of the candidate’s field of specialization.</td>
<td>Significant achievement in his/her field or professional discipline, including peer reviewed publications that evidence intellectual growth in the discipline. In addition to peer reviewed publications, conference presentations or papers in the discipline that establish the candidate’s knowledge, professional engagement and professional reputation.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Identify and join departmental committee. Participate in a manner consistent with departmental priorities.</td>
<td>Identify and join college committee consistent with departmental needs and priorities.</td>
<td>The candidate should initiate a record of service to the institution through participation in department and college wide committees.</td>
<td>Active engagement in the department’s academic mission through committee work (both departmental and college wide), and student guidance.</td>
<td>Significant and substantive service to the institution, including participation in college wide committees and governance structures and serving in capacities that enhance the academic and professional guidance available to students.</td>
<td>A record of consistent and significant service in departmental and institution wide committee work. Demonstrate initiative and leadership in implementing departmental objectives.</td>
</tr>
<tr>
<td>4. Student Guidance</td>
<td>Maintain a schedule of availability to students. Learn the college and program academic requirements.</td>
<td>Active participation in academic advisement, including counseling students about academic options.</td>
<td>Support the department’s academic advisement process, and participate in student related academic activities.</td>
<td>Participate in academic advisement and serve as advisor to a student related organization or club.</td>
<td>Demonstrate a proficient understanding of academic options and support services for students and provide guidance accordingly.</td>
<td>Consistent availability and responsible engagement in student academic advisement as required by departmental program offerings.</td>
</tr>
<tr>
<td>5. Professional Reputation</td>
<td>Participation in professionally related activities in ones field of specialization.</td>
<td>Membership in significant professional organizations, active participation in the organization including service on formal or advisory committees.</td>
<td>Election or appointment to official positions in the organization that reflect significant professional recognition.</td>
<td>Professionally related academic or other discipline related professional activities or accomplishments that are recognized in ones field of specialization.</td>
<td>Significant contribution in the field recognized by professionally or popularly based publications, or organizations including media sources; significant service or leadership.</td>
<td>Recognition of contributions to the field or discipline by professionally based entities, publications or media sources; significant service or leadership.</td>
</tr>
<tr>
<td>6. Collegiality</td>
<td>Participate in departmental activities.</td>
<td>Collaborate with colleagues.</td>
<td>Confer with members regarding committee work.</td>
<td>Consult with members regarding ongoing projects.</td>
<td>Contribute to a positive departmental environment.</td>
<td>Contribute to departmental initiatives; available and able to collaborate with colleagues.</td>
</tr>
</tbody>
</table>
BUSINESS DEPARTMENT

THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK BYLAWS
(REVISED SEPTEMBER 30, 1998)

Section 11.7. INSTRUCTORS, ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS,
AND PROFESSORS

A. Position Definition:

It shall be the responsibility of instructors, assistant professors, associate professors and
professors to perform teaching, research, and guidance duties. They shall also, among other
things, be responsible for committee and departmental assignments. They shall perform those
administrative, supervisory, and other functions as may be assigned by the appropriate college or
university authorities. Associate professors and professors, as the senior faculty shall have
special responsibilities for maintaining the academic vitality of their departments. One of the
principal means of exercising this responsibility is the continuation of peer evaluations of
teaching members of the instructional staff, with special attention to their diligence in teaching
and professional growth. Another chief responsibility of the senior faculty is to orient their junior
and newly appointed colleagues. Senior faculty shall be available for such consultation and
assistance in problems of both scholarship and teaching as the junior faculty may require.

B. Qualifications:

2. Assistant Professor

For appointment as or promotion (for instructors appointed prior to October 1, 1968) to assistant
professor, the candidate must have demonstrated satisfactory qualities of personality and
character, evidence of significant success as a teacher, interest in productive scholarship or
creative achievement and willingness to cooperate with others for the good of the institution.
He/she must also have obtained the Ph.D. degree, or an equivalent degree, in an accredited
university except that persons holding positions on December 31, 1975, as assistant professors or
instructors in the community colleges shall have a master’s degree and four years of appropriate
teaching, technological, or industrial experience or the Ph.D. degree.

3. Associate Professor

For promotion or appointment to the rank of associate professor, the candidate must possess the
qualifications for an assistant professor, must have obtained the Ph.D. or an equivalent degree
from an accredited university, and in addition, he/she must possess a record of significant
achievement in his/her field or profession, or as a college or university administrator. There shall
be evidence that his/her alertness and intellectual energy are respected outside his/her own
immediate academic community. There shall be evidence of his/her continued growth and of
continued effectiveness in teaching. Longevity and seniority alone shall not be sufficient for
promotion.

4. Professor

For promotion or appointment to the rank of professor, the candidate must possess the
qualifications for an associate professor, and in addition a record of exceptional intellectual,
educational, or artistic achievement and an established reputation for excellence in teaching and
scholarship in his/her discipline. There shall be evidence of his/her continued growth and the
judgment on promotion shall consider primarily evidence of achievement in teaching and
scholarship following the most recent promotion. Longevity and seniority alone shall not be
sufficient for promotion.
Section 11.8. EQUIVALENCIES

f. In accounting, the appropriate master’s degree and certification as a public accountant, or an appropriate earned doctoral degree.

h. In secretarial studies and data processing, an appropriate master’s degree, plus thirty (30) graduate credits in an organized program related to the field, experience directly related to the field, and recognized contributions to the field.

2. In the evaluation and interpretation of equivalencies, there must be a direct and specific relationship between the discipline represented and the field in which the candidate is to serve.

*******

PROFESSIONAL REPUTATION

The Business Department defines professional reputation as based on participation at professional organization activities at national, regional, or local meetings, conferences, seminars, and conventions. This includes giving professional lectures or workshops, and making professional presentations. Attendance at professional organization activities to keep abreast of developments and advancements in the profession will be considered an indication of professional involvement but is NOT sufficient to satisfy the requirement of professional reputation. A leadership role in professional organizations is evidenced by serving on committees, subcommittees or task forces, and holding official office in professional societies that set the standards and future direction of the profession.

Examples of significant achievement in professional reputation include but are not limited to:

- Participation at professional organization activities at national, regional, and local meetings, conferences, seminars and conventions
- Serving on a state professional organization committee, executive board, or task force
- Serving on a national professional organization committee, executive board, or task force
- A leadership role in a professional organization

RESEARCH AND SCHOLARLY GROWTH

The Business Department defines research and scholarly growth as:

- conference presentations
- PSC/CUNY awarded or funded grants

These activities are NOT substitutes for publication

Examples of publications include but are not limited to:

- Publications in a refereed business/accounting/computer information systems/office technology/education journal
- Publication of a business/accounting/computer information systems/office technology/education paper in a recognized business education publication that has
been reviewed by a panel of editors but not necessarily considered a peer-reviewed journal
- Publication of general articles in a business journal
- Publication of general articles in journals of higher education
- Publication in online journals
- Textbook publications
- Textbook or Textbook Chapter Reviewer
- Contribution of a book chapter or part of a book

Tenure as an Assistant Professor

To be granted tenure as an Assistant Professor in the Business Department, the candidate must:

1. show a clear record of teaching effectiveness and curriculum development as evidenced by, but not limited to:
   - strength and diligence in teaching effectiveness
   - contributions of instructional materials, techniques, or program initiatives

2. show a clear record of research and scholarly growth as evidenced by, but not limited to:
   - an article published in a professional journal; AND
   - presentations at professional organization meetings
   **AND AT LEAST ONE OF THE FOLLOWING:**
   - a non-CUNY awarded or funded research grant
   - second master’s degree or doctorate
   - certification in a professional or technology-content areas

3. show a clear record of service to the institution as evidenced by, but not limited to:
   - performing departmental administrative duties, attending department and Unit meetings, and participating in other Unit/Departmental initiatives
   - serving on a departmental or college-wide committee

4. show a clear record of student guidance as evidenced by, but not limited to:
   - mentoring students
   - serving as a club advisor

5. show a clear record of professional recognition and reputation as evidenced by, but not limited to:
   - serving on a committee or advisory council of a professional organization
   - attaining a second master’s degree or doctorate
• completing certification in a professional or technology-content area

6. Show a clear record of professionalism and collegiality as evidenced by, but not limited to:

• working with colleagues for the benefit of the Unit, Department, and the College.

THE CHAIRPERSON OF THE BUSINESS DEPARTMENT IN CONJUNCTION WITH THE UNIT COORDINATOR WILL MEET WITH THE FACULTY MEMBER TO DISCUSS A PROFESSIONAL DEVELOPMENT PLAN TO ENSURE THAT THE FACULTY MEMBER MEETS THE REQUIREMENTS FOR TENURE AND PROMOTION.
<table>
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<tr>
<th>BUSINESS DEPT</th>
<th>By 1st Reappointment</th>
<th>By 2nd Reappointment</th>
<th>By 3rd Reappointment</th>
<th>By 4th Reappointment</th>
<th>For 5th Reappointment/Tenure</th>
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<tbody>
<tr>
<td>1. Teaching Effectiveness and Curriculum Development</td>
<td>Begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with colleagues on classroom pedagogy</td>
<td>Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in the Unit/Department</td>
<td>Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development in the Department</td>
<td>Demonstrate strength in teaching effectiveness; increased contributions and recommendations of instructional materials and techniques and program initiatives.</td>
<td>Show a record of teaching effectiveness, strengthening Unit curriculum development, and supporting Departmental program initiatives.</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>Prepare a schedule for completing a scholarly professional publication.</td>
<td>Select a topic, implement the research, and identify professional journals for possible publication.</td>
<td>Complete the manuscript and submit to a professional journal for publication.</td>
<td>Have an article accepted for publication in a professional journal.</td>
<td>Have an article published in a professional journal and continue to show a record of research and scholarly growth.</td>
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<td><strong>IN ADDITION</strong>, the candidate may also consider one of the following:</td>
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<td>Have an article published in a professional journal and continue to show a record of research and scholarly growth.</td>
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<td>Identify an appropriate grant OR Prepare a schedule for obtaining a second master’s degree or doctorate or completion of certification in a professional or technology-content area</td>
<td>Write a proposal for funding the grant OR Begin the course work for obtaining a second master’s degree or doctorate or completion of certification in a professional or technology-content area OR Prepare a proposal for a presentation at a professional meeting</td>
<td>Begin implementing the grant after receiving approval and funding OR Continue the course work for obtaining a second master’s degree or doctorate or complete certification in a professional or technology-content area OR Make a presentation at a professional meeting</td>
<td>Complete a non-CUNY awarded or funded grant OR Continue to make progress in the course work for a second master’s degree or doctorate OR Make presentations at professional organization meetings</td>
<td>Have an article accepted for publication in a professional journal.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Be active in Unit/Departmental meetings and other initiatives, participate in the College commencement exercises as a college or platform marshal</td>
<td>Serve on Unit/Department committees, participate in the Departmental activities. Begin to explore serving on a College-Wide committee</td>
<td>Continue to serve on Unit/Department committees; serve on one College-wide committee; continue to participate in the Departmental activities</td>
<td>Increased activity in Unit/Department administrative duties, meetings, and other initiatives; serve in a leadership role on a Departmental committee; be prepared to take on a leadership role on a College-wide committee; continue to participate in the Departmental activities</td>
<td>Show a record of service to the Unit, Department, and the College.</td>
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<td>BUSINESS DEPT</td>
<td>By 1st Reappointment</td>
<td>By 2nd Reappointment</td>
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<td>4. Student Guidance</td>
<td>Work with a seasoned faculty member to advise students during academic advisement.</td>
<td>Continue to advise students during academic advisement. Explore the possibility of becoming a club advisor or serving on the Mentoring Committee</td>
<td>Continue to advise students during academic advisement; The candidate may wish to mentor students or serve on the Mentoring Committee or serve as a club advisor</td>
<td>Continue to advise students during academic advisement. If the candidate has chosen to mentor students or serve on the Mentoring Committee or serve as a club advisor, then continue providing the service to the students.</td>
<td>Show a record of student guidance</td>
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<tr>
<td>5. Professional Reputation</td>
<td>Join and attend meetings of professional organizations</td>
<td>Serve as chair or assistant chair in a conference or convention. Attend professional development activities within CUNY</td>
<td>Serve on a committee of a professional organization</td>
<td>Begin to show a record of professional reputation</td>
<td>Show a record of professional reputation</td>
</tr>
<tr>
<td>6. Collegiality</td>
<td>Show a willingness to work with the members of the Department</td>
<td>Bring positive and innovative ideas to the Unit, the Department, and the College</td>
<td>Be consistent in working with members of the Unit, the Department, and the College</td>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
<td>Show a record of professionalism and collegiality</td>
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**PROMOTION TO ASSOCIATE PROFESSOR AND PROFESSOR**

In addition to the criteria outlined for Associate Professor and Professor in Section 11.7 of the Board of Trustees of the City University of New York Bylaws (Revised September 30, 1998), the candidate for promotion to Associate Professor and Professor must have **at least one** additional publication as defined by the Business Department.

The Business Department will also consider the following: Earning a second master’s degree or doctorate and/or completing certification in professional or technology-content areas may be substituted for a second publication in consideration for promotion to Associate Professor and Professor.

Non-CUNY awarded or funded research grants in an area that benefits the Unit, the Department, and/or the College’s mission may be substituted for a second publication in consideration for promotion to Associate Professor and Professor.
CUNY Bylaws, no less than universal academic practice, require that for purposes of reappointment, tenure and promotion, candidates must be engaged in research and demonstrate scholarly achievement and growth. The Hostos Community College Personnel and Budget Committee has always taken these criteria into account when making personnel decisions; however, there has also existed some ambiguity as to how they are to be interpreted, and whether what applies to one academic Department can also apply equally to another very different one. To gain clarity the College P and B has asked individual Departments to define what constitutes acceptable evidence of research and scholarship in their respective disciplines.

In the discipline of English studies, widely interpreted, research and scholarship are evidenced through publication. Books, whether published by a commercial publisher or a university/scholarly/academic press, in the fields of English language, literature, comparative literature, linguistics, pedagogy, and/or cultural and other studies in fields that are increasingly seen as allied to English studies (e.g. history, philosophy and anthropology to name a few), count as publications. Those published by vanity presses or through subsidies paid by the authors themselves don’t. Textbooks are publications if they contain pedagogical or critical apparatus in the form of notes, questions, original exercises, guidance on pedagogical practices, innovative teaching strategies, etc., or fill a niche by contributing something new or specific to the teaching and learning of the subject.

Academic and scholarly essays and papers, if published in a refereed journal, including essays on pedagogical issues and those based on classroom practices, are publications, as are those which, though not published in a refereed journal, have won prizes or are routinely cited by scholars in the field.

Essays and articles not based on original research can fulfill criteria for publication if they synthesize and codify known knowledge which has not been brought together before, in the process throwing new light on what is known, or if the scope of these essays is wide, the execution detailed, and they are based upon a review of a substantial body of scholarly material as evidenced in footnotes and the bibliography. Such essays would typically address the educated lay reader in an elegant and engaging style; and, in seeking to present complex ideas in a simple way, they may cut across disciplinary, cultural or historical boundaries.

Publication in professional newsletters, especially if it takes the form of a short, informational piece seeking to communicate news or items of professional/pedagogical interest, will not be deemed to meet the criterion of publication or CUNY’s requirement for Research and Scholarly Growth. However, if a candidate has a publication in a professional newsletter in addition to a book or a refereed article, then this publication will be seen as evidence of the candidate’s continued scholarship and growth.

As for online publications, it will need to be demonstrated that peer review took place before posting on the Internet in order for them to qualify as publications.
Journalistic articles and articles or letters appearing in popular magazines will not be regarded as satisfying criteria for publication, though in conjunction with other more acceptable publications (as defined above) they may, depending on their subject, be adduced as exhibiting continued growth.

As for joint authorship, a candidate will need to demonstrate the extent to which a jointly authored book or article is his/her work, and the extent to which the work is that by other hands. This will become particularly important if more than one author is seeking to use a joint publication for purposes of reappointment, tenure or promotion.

Conference presentations will be considered an indication of Research and Scholarly Growth, but they will not be a substitute for publications.

Creative works may or may not be deemed to be acceptable publications depending on their nature. An individual poem or even a handful of short poems is not likely to meet the criteria, but a collection of verse that has received favorable reviews or that has established the author’s reputation as a poet will. Similarly, a play that is produced commercially and to favorable reviews, or a novel that has been well reviewed or received a prize, will also count as publications. An essay that deals with issues of contemporary cultural or pedagogical interest, or is biographical or autobiographical in nature, is probably not a publication for the purposes of personnel review by P and Bs, unless it is published in a journal or magazine that is, in the judgment of P and Bs, of a high literary or intellectual caliber, or unless it receives wide discussion in cultural or intellectual circles. However, in conjunction with other more acceptable forms of publication, essays that do not receive the distinction described above will constitute evidence of continued intellectual growth.

Second reappointment: The candidate has to demonstrate that s/he is on the way to successful publication of an acceptable standard and is likely to achieve this publication by the time s/he comes up for tenure.

Third reappointment: The candidate should have made one or more conference presentations and be working on a publication.

Fourth reappointment: The candidate should be on the verge of achieving one publication of an acceptable standard and have made another conference presentation. His/her work should be available for P and B review by the time of tenure.

Tenure as Assistant Professor: At least one book or textbook of an acceptable quality, or one scholarly essay or article in a reviewed journal, or one article that reviews scholarship in a significant way and in the process transmutes it, or one significant creative work, is necessary for tenure to be granted.

Promotion to Associate Professor: In addition to the six criteria for Assistant Professor, the candidate for promotion to Associate Professor shall achieve at least one additional publication as defined above. Publications in newsletters and in non peer-reviewed venues
will be regarded as additional qualifications, but will not substitute for a second publication. The candidate shall show a clear record of leadership roles in the Department, College, and/or University. The candidate has established a professional reputation and is respected outside of his/her academic community.

**Promotion to Full Professor:** The candidate must, in addition to the above, have a further publication, and should be able to demonstrate that his/her scholarship is recognized widely in the field.
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<tr>
<th>English Dept</th>
<th>1st Reappointment</th>
<th>2nd Reappointment</th>
<th>3rd Reappointment</th>
<th>4th Reappointment</th>
<th>5th Reappointment/Tenure</th>
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</thead>
<tbody>
<tr>
<td>1. Teaching Effectiveness and Curriculum Development</td>
<td>Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with your colleagues on classroom pedagogy</td>
<td>Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department</td>
<td>Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development</td>
<td>Demonstrate strength in teaching effectiveness; contribute to Departmental curriculum and program initiatives</td>
<td>Show a clear record of teaching effectiveness and curriculum development</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>Has a concrete proposal which s/he has discussed with the Chair or senior faculty that will eventually issue in publication; is working on or has already applied for a PSC or other grant; has had a conference presentation accepted or is actively working on one.</td>
<td>Demonstrates that s/he is on the way to successful publication of an acceptable standard and is likely to achieve this publication by the time s/he comes up for tenure; has submitted conference proposals and received at least one acceptance.</td>
<td>Has made one or more conference presentations and has sent out a paper or another manuscript to a journal for review; has obtained a grant or is in the last stages of applying for one.</td>
<td>Should be on the verge of achieving one publication of an acceptable standard and has made a second (or further) conference presentation. Should have received at least one research grant or an award for further study and scholarship.</td>
<td>Should have at least one book or textbook of acceptable quality, or an article in a reviewed journal, or an article that reviews scholarship in a significant way and in the process transmutes and adds to it.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Be an active player in Department administrative duties, meetings and other initiatives; explore service outside the Department in college-wide committees; be present at College-wide cultural activities</td>
<td>Serve on Department and/or college-wide committees; initiate department cultural activities; represent the Department at College-wide cultural activities</td>
<td>As appropriate to discipline and Department, be prepared to serve on University-wide committees</td>
<td>As appropriate to discipline and Department, be prepared to chair College-wide committee; continue service on University-wide committee</td>
<td>Show a clear record of service to Department, College and University</td>
</tr>
<tr>
<td>4. Student Guidance</td>
<td>Be an active advisor to students during academic advisement; explore becoming a club advisor in your discipline</td>
<td>Help draft and distribute advisement materials for your Department and/or discipline; offer to serve as a club advisor</td>
<td>Advise students in your Department’s options; meet with graduates from your Department and/or discipline</td>
<td>Prepare students for graduation and guide students in their applications to senior colleges</td>
<td>Show a clear record of student guidance</td>
</tr>
<tr>
<td>5. Professional Reputation</td>
<td>Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline</td>
<td>Apply to sponsor academic/professional development and/or cultural events at the College; receive acknowledgments for conference presentation</td>
<td>Apply to sponsor academic/professional development and/or cultural events in the College and in the University; receive acknowledgment for publication or creative work</td>
<td>Take a leadership position in academic and/or creative field</td>
<td>Show a clear record of professional recognition and reputation</td>
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<tr>
<td>6. Collegiality</td>
<td>Actively meet and know the members of your department and their scholarly and/or creative works</td>
<td>Bring positive and innovative ideas to the Department and the College</td>
<td>Support colleagues in their scholarly and/or creative work</td>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
<td>Show a clear record of collegiality and positive good will</td>
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</table>
HEALTH AND HUMAN SERVICES DEPARTMENT

In the fields of Education (including areas like Early Childhood, Elementary Education, Special Education, Instructional Technology, and Educational Psychology); Health Education; Physical Education and Recreation; and Gerontology; research and scholarship are evidenced through:

1. Publications;
2. Scholarly presentations;
3. Action (or Applied), Empirical and Qualitative Research;
4. Grants Writing and Development;
5. Organizing educational conferences and forums
6. Development of Creative Works in the form of curriculum and instructional materials;
7. Exercising leadership in Professional Organization.

Regarding **Publications** these should meet the following standards:

1. Books: must be published by a commercial publisher, a university or academic press. Textbooks are considered an appropriate evidence in this area, as long as, they contain pedagogical or critical information in the form of notes, questions, original exercises, guidance on pedagogical practices, innovative teaching practices, etc., or fill a niche by contributing something new or specific to the teaching and learning of the field. Those published by vanity presses or subsidies paid by the authors will not be considered.

2. Academic and Scholarly essays and papers: must be published in refereed journals, [such as, “Early Childhood Research and Practice”(ERIC/ U. Illinois-Electronic Peer-reviewed Journal) and/or “Early Childhood Research Quarterly”(NAECYE)] in both hard-copy or electronic media. Also acceptable are documents that have not been included in refereed journals but are however, cited by scholars in the respective fields. Senior authorship is preferred but Joint authorship can be considered, as long as the candidate can demonstrate a “significant accomplishment” in the completion of this work. This type of academic endeavor carries less weight in the evaluation process.

Regarding **Scholarly presentations**: professional presentations at national and regional meetings, conferences and conventions in the faculty member’s field are strongly recommended. At a minimum, a faculty member is expected to make presentations at regional and citywide conferences and meetings, including activities that provide service to and enhance the Mission of the Unit, the Department and the College.

Regarding **Action (or Applied), Empirical and Qualitative Research**: Faculty members are expected to engage in research activities “aimed at discovery and interpretation of facts, revisions of accepted theories or laws in light of new facts or the practical application of”
such new or revised theories or laws”. It behooves all faculty to explore the possibility of conducting some level of research and/or integrating this work with their doctoral work to complete research.

Regarding **Grants Writing and Development**: prior to consideration of tenure, a faculty member must present clear evidence of “awarded or funded” grant’s development” in areas that benefit the Unit, the Department and/or the College’s Mission.

Regarding the **organization of educational conferences and forums**: it is expected that the candidate assume an active role in organizing, designing and implementing different types of scholarly conferences and forums that will have an impact on student development, unit and departmental needs and the Mission of the College.

Regarding **Creative Works in the form of curriculum and instructional materials**: faculty are expected to produce to produce new instructional materials, curriculum and assessment models for inclusion in ERIC or similar organizations.

Regarding **Leadership in Professional Organizations**: Faculty are expected to maintain active membership in pertinent professional organizations. It is recommended that faculty be part of subcommittees or task forces within their respective professional organizations. As they move through the tenure process, faculty must demonstrate that they are assuming active leadership roles in these organizations. Faculty should also assert their leadership to help move the Unit, the Department and the College forward. Their ideas and work should be shared also within the college-community. There should be evidence of their willingness to cooperate and volunteer their services within the college, and their surrounding and professional communities.
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<tr>
<th>H&amp;HS Dept</th>
<th>1ST Reappointment</th>
<th>2ND Reappointment</th>
<th>3RD Reappointment</th>
<th>4TH Reappointment</th>
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<th>Promotion to Associate Professor</th>
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<tbody>
<tr>
<td>1. Teaching Effectiveness and Curriculum Development</td>
<td>Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with your colleagues on classroom pedagogy</td>
<td>Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department</td>
<td>Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development</td>
<td>Demonstrate strength in teaching effectiveness; contribute to Departmental curriculum and program initiatives</td>
<td>Show a clear record of teaching effectiveness and curriculum development beyond the last appointment</td>
<td>Show a clear and continued record of teaching effectiveness and curriculum development beyond the last appointment</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>Discuss and prepare a draft schedule of publications and/or creative works with the advice of a senior faculty mentor; apply for PSC/CUNY Research grant</td>
<td>Make a proposal for a conference presentation; prepare a manuscript and/or creative work for publication or presentation and identify a journal and/or venue for the publication/ creative work</td>
<td>Identify a refereed journal that will be appropriate for publication of a conference presentation; submit the manuscript in a refereed journal and/or present a creative work in a recognized venue(*)</td>
<td>Publish an article based on the conference presentation in a refereed journal and/or present a creative work in a recognized venue</td>
<td>Show a clear record of refereed publications.</td>
<td>Show a clear record, of at least 2 or more refereed publications.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Be an active player in Dept. administrative duties, meetings and other initiatives; explore service outside the Department in college-wide committees; be present at College-wide cultural activities</td>
<td>Serve on Department and/or college-wide committees; initiate department cultural activities; represent the Department at College-wide cultural activities</td>
<td>As appropriate to discipline and Department, be prepared to serve on University-wide committees</td>
<td>As appropriate to discipline and Department, be prepared to chair College-wide committee; continue service on University-wide committee</td>
<td>Show a clear record of service to Department, College and University</td>
<td>Show a clear record, in a leadership role, of service to Department, College and University</td>
</tr>
<tr>
<td>4. Student Guidance</td>
<td>Be an active advisor to students during academic advisement; explore becoming a club advisor in your discipline</td>
<td>Help draft and distribute advisement materials for your Department and/or discipline; offer to serve as a club advisor</td>
<td>Advise students in your Department’s options; meet with graduates from your Department and/or discipline</td>
<td>Prepare students for graduation and guide students in their applications to senior colleges</td>
<td>Show a clear record of student guidance</td>
<td>Show a clear record of involvement in student guidance initiatives with the department and college, i.e., student retention, clubs &amp; advisement activities.</td>
</tr>
<tr>
<td>5. Professional Reputation</td>
<td>Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline</td>
<td>Apply to sponsor academic/professional development and/or cultural events at the College; receive acknowledgments for conference presentation</td>
<td>Apply to sponsor academic/professional development and/or cultural events in the College and in the University; receive acknowledgment for publication/creative work</td>
<td>Take a leadership position in academic and/or creative field</td>
<td>Show a clear record of professional recognition and reputation</td>
<td>Show a clear record of professional recognition and reputation in the college community and the community at large.</td>
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<tr>
<td>6. Collegiality</td>
<td>Actively meet and know the members of your dept. and their scholarly and/or creative works</td>
<td>Bring positive and innovative ideas to the Department and the College</td>
<td>Support colleagues in their scholarly and/or creative work</td>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
<td>Show a clear record of collegiality and positive good will</td>
<td>Show a clear record of collegiality and positive good will within the department and the college.</td>
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</tbody>
</table>
HUMANITIES DEPARTMENT

For us, education signifies an initiation into new ways of seeing, hearing, feeling, moving. It signifies the nurture of a special kind of reflectiveness and expressiveness, a reaching out for meanings, a learning to learn.

Maxine Greene, Variations on a Blue Guitar

Evidence of scholarship in Humanities Department disciplines includes publication in recognized journals [a few of which are listed below]. Other evidences of scholarly and creative works and recognition outside the immediate academic community are important evidence of scholarship in the department.

Humanities – The Scholarship of Teaching

Online journals:
1. The Journal of Scholarship of Teaching and Learning (JoSoTL)
2. Inventio: Creative Thinking about Learning and Teaching, George Mason University.

Africana Studies

Recognized journals in the field of Africana Studies:
1. Visual Anthropology, American Anthropological Society, San Francisco State University
5. Présence africaine, Bowie State Univ.
7. Signs, Univ. of Chicago Press

Creative works:
1. Critical reviews in refereed journals and appropriate publications
2. Publications of poetry, short stories and novels

Latin American and Caribbean Studies

Recognized journals in Latin American and Caribbean Studies:
1. Latin American Perspectives, Sage Publications (JSTOR)
2. Centro Journal, Centro de Estudios Puertorriqueños, Hunter College (CUNY)
3. La Revista del Centro de Estudios Avanzados de Puerto Rico y el Caribe Historia y Sociedad
4. Historia y Sociedad, Univ. of Puerto Rico
5. Revista de Ciencias Sociales, Univ. of Puerto Rico
6. The Latino(a) Research Review, SUNY Albany
7. Homines, Interamerican University
Creative works
1. Critical reviews in refereed journals and appropriate publications
2. Publications of poetry, short stories and novels

Modern Languages
Recognized journals in romance languages, Spanish, and area studies, in the U.S. as well as in Spanish speaking countries:
1. La Torre (Univ. of Puerto Rico-Río Piedras)
2. Exégesis (Univ. of Puerto Rico at Humacao)
3. Homines (Inter-American University)
4. La Ceiba (Univ. de P.R. at Ponce).
5. Crítica (Univ. of Puebla, Mexico)
6. Casa de Las Américas, Cuba.
7. Review (America’s Society in New York)
8. Revista Iberoamericana (Univ. of Pittsburg)
9. Hispamérica (Univ. of Maryland)

Creative works:
1. Critical reviews in journals and appropriate publications
2. Publications of poetry, short stories and novels

Visual and Performing Arts
Recognized journals in the history of art:
1. Archivio Fotografico Toscano, Commune di Prato, Italy
2. The Art Bulletin, College Art Association, Univ. of Delaware and Institute of Fine Arts, New York University
3. Art Journal, College Art Association/SUNY New Palz
4. Bollettino d’Arte, Ufficio Centrale per i Beni Ambientali, Architettonici, Archeologici, Artistici e Storici, Italy
5. History of Photography, St. Andrew’s, Scotland
6. Word and Image, Univ. of Pennsylvania

Recognized journals of music:
1. Current Musicology, Columbia University
2. Journal of Musicology, Univ. of California Press
3. The Journal of Historical Research in Music Education, Arizona State University
4. Opera Quarterly
5. Klavier

Creative works:
NB – In the disciplines of the Visual and Performing Arts unit, excellence in creative works is a primary evidence of scholarly growth.
1. Performances of music and theatre in appropriate venues or audio recordings and video, film, and DVD.
2. Exhibitions of studio art and photography in museums and appropriate galleries
3. Critical reviews in refereed journals and appropriate publications
4. Publications of poetry, short stories and novels
<table>
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<tr>
<th>Humanities</th>
<th>1&lt;sup&gt;ST&lt;/sup&gt; Reappointment</th>
<th>2&lt;sup&gt;ND&lt;/sup&gt; Reappointment</th>
<th>3&lt;sup&gt;RD&lt;/sup&gt; Reappointment</th>
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<td>1. Teaching Effectiveness and Curriculum Development</td>
<td>Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with your colleagues on classroom pedagogy</td>
<td>Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department</td>
<td>Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development</td>
<td>Demonstrate strength in teaching effectiveness; contribute to Departmental curriculum and program initiatives</td>
<td>Show a clear record of teaching effectiveness and curriculum development</td>
<td>Show a significant record of achievement and continued growth in teaching effectiveness and curriculum innovation.</td>
<td>Demonstrate and share with colleagues within and outside of the University pedagogic innovations and program development.</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>Discuss and prepare a draft schedule of publications and/or creative works with the advice of a senior faculty mentor; apply for PSC/CUNY Research grant</td>
<td>Make a proposal for a conference presentation; prepare a manuscript and/or creative work for publication or presentation and identify a journal and/or venue for the publication or creative work</td>
<td>Identify a refereed journal that will be appropriate for publication of a conference presentation; publish the manuscript in a refereed journal and/or present a creative work in a recognized venue</td>
<td>Publish a second article based on the conference presentation in a refereed journal and/or present a creative work in a recognized venue</td>
<td>Show a clear record of refereed publications and/or creative works</td>
<td>Show, through refereed publications and/or performances and exhibitions in venues outside his/her immediate academic community, significant achievement in his/her field.</td>
<td>Demonstrate, through a continued record of publications and exceptional professional growth, activities that are significant and recognized.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Be an active player in Department administrative duties, meetings and other initiatives; explore service outside the Department in college-wide committees; be present at College-wide cultural activities</td>
<td>Serve on Department and/or college-wide committees; initiate department cultural activities; represent the Department at College-wide cultural activities</td>
<td>As appropriate to discipline and Department, be prepared to serve on University-wide committees</td>
<td>As appropriate to discipline and Department, be prepared to chair College-wide committee; continue service on University-wide committee</td>
<td>Show a clear record of service to Department, College and University</td>
<td>Show evidence of professional and personal commitment to all members of the college community through a clear and continuous record of service.</td>
<td>Demonstrate a significant and continued active participation in College and University activities and significant leadership.</td>
</tr>
<tr>
<td>4. Student Guidance</td>
<td>Be an active advisor to students during academic advisement; explore becoming a club advisor in your discipline</td>
<td>Help draft and distribute advisement materials for your Department and/or discipline; offer to serve as a club advisor</td>
<td>Advise students in your Department’s options; meet with graduates from your Department and/or discipline</td>
<td>Prepare students for graduation and guide students in their applications to senior colleges</td>
<td>Show a clear record of student guidance</td>
<td>Show a significant record of work with students, including mentoring, honors contracts and academic advisement.</td>
<td>Demonstrate significant and continuing contributions to the enhancement of student life in the College and the University.</td>
</tr>
<tr>
<td>6. Collegiality</td>
<td>Actively meet and know the members of your department and their scholarly and/or creative works</td>
<td>Bring positive and innovative ideas to the Department and the College</td>
<td>Support colleagues in their scholarly and/or creative work</td>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
<td>Show a clear record of collegiality and positive good will</td>
<td>Demonstrate effectiveness in building respect and fostering community throughout the department, the college and the community.</td>
<td>Demonstrate a clear commitment to foster active respect for all members of the College, the University and the community.</td>
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</table>
LANGUAGE AND COGNITION DEPARTMENT

In the fields of Language, Language Acquisition, English as a Second Language, Bilingual Education, Linguistics, and Applied Linguistics, which together form the foundation of the Department of Language and Cognition, an eclectic and interdisciplinary department, publication is considered of essential importance.

Books in the preceding fields, whether published by a commercial or academic press, are relevant in the following areas:

Adult Education Literacy
Bilingual Education
Composition
English as a Second Language
First and Second Language Acquisition
Grammar and Editing
Interdisciplinary Studies: Language and Content
Linguistics, particularly Applied Linguistics or an area related to teaching
Multicultural and Multilingual Materials and Perspectives
Oral Communication
Pedagogy
Reading and Literature
Second Language Education

Textbooks should be publications that include the following:

Linguistics or literary materials
Pedagogy (either theory or practice, or both)
Teaching or writing apparatus

The text manuscripts should be refereed and peer-reviewed, that is, read and judged by a committee, and should not be published by “vanity presses” or self-published.

Academic articles and essays/papers should:

be published in a refereed journal;
have original or scholarly content that connects with the teaching and learning context;
have bibliography, footnotes or appendices to reflect scholarly activity and thought.

If joint, substantial amounts of the publication should have been done by the candidate in question. Although newspaper or journal articles that are not refereed may be reflective of the candidate’s active participation in the field, they should not be considered suitable substitutions for publications that are refereed.

Conferences
Though conference presentations are considered part of scholarly growth, they should not be considered appropriate as a substitution for publication in a refereed journal.
<table>
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<tr>
<th>Language &amp; Cognition</th>
<th>1st Reappointment</th>
<th>2nd Reappointment</th>
<th>3rd Reappointment</th>
<th>4th Reappointment</th>
<th>5th Reappointment/Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Effectiveness and Curriculum Development</td>
<td>Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with colleagues on classroom pedagogy based on peer observations.</td>
<td>Show a continued record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development by creating materials appropriate for Department use.</td>
<td>Demonstrate continued growth in teaching effectiveness; sustain a record of contributions to curriculum development, as seen in forums like PDI’s and/or dept meetings, and/or department curriculum.</td>
<td>Demonstrate continued strength in teaching effectiveness and curriculum development through evidence of evaluations from students and peers and materials contributed.</td>
<td>Show a clear record of teaching effectiveness and curriculum development through evidence of evaluations from students and peers and materials contributed.</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>Discuss and prepare a plan of a draft schedule of publications and/or creative works with the advice of a senior faculty mentor; apply to PSC/CUNY or another research resource for a research grant.</td>
<td>Prepare conference presentation proposal; prepare a manuscript and/or appropriate creative work for publication or presentation; identify a journal and/or venue for the publication. All work done should be related to curricular and pedagogical goals.</td>
<td>Publish the manuscript in a refereed journal and/or present a creative work to a recognized publisher. These peer-reviewed endeavors should be related to pedagogy and curriculum.</td>
<td>Publish a first article and present evidence of the submission of a second article in a refereed journal and/or present a creative work in a recognized peer-reviewed venue in the field. Demonstrate consistent scholarship activity towards future publications and presentations.</td>
<td>Show a clear record of refereed publications and/or creative works that are well-written and show professional growth.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Be an active player in Department administrative duties, meetings and other initiatives; explore service outside the Department in college-wide committees; be present at college-wide cultural activities.</td>
<td>Serve on Department and/or college-wide committees; initiate department linguistic and cultural activities; represent the Department at college-wide cultural and linguistic activities.</td>
<td>As appropriate to discipline and Department, be prepared to serve on university-wide committees, especially those related to language, language acquisition, ESL, linguistics, and related fields.</td>
<td>As appropriate to ESL and Language and Cognition eclectic disciplines and the Department, be prepared to chair college-wide committees; continue service on university-wide committees.</td>
<td>Show a clear record of service to ESL and Language and Cognition in the fields of language acquisition, linguistics, and ESL.</td>
</tr>
<tr>
<td>4. Student Guidance</td>
<td>Be an active advisor to students during academic advisement; explore becoming a club advisor, especially in linguistic and cultural activities.</td>
<td>Help develop advisement materials for the Language and Cognition Department and/or discipline; keep regular office hours for advisement.</td>
<td>Advise students in your Department’s options; continue to learn about ways appropriate advisement can be best utilized by talking to student graduates.</td>
<td>Prepare students for graduation and guide students in their applications to senior colleges.</td>
<td>Show a clear record of student guidance.</td>
</tr>
<tr>
<td>5. Professional Reputation</td>
<td>Join and participate in professional organizations in your discipline, such as NYSTESOL and NYSBE; attend and participate in cultural events in your</td>
<td>Apply to sponsor academic/professional development and/or cultural events at the College; receive acknowledgments for</td>
<td>Apply to sponsor academic/professional development and/or cultural events in the College and in the University; get involved</td>
<td>Take a leadership position in the academic fields of ESL, Bilingual Education, TESOL, Linguistics, and Multiculturalism.</td>
<td>Show a clear record of professional recognition and reputation.</td>
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<td>discipline.</td>
<td>conference presentation.</td>
<td>with the work of such organizations as the CUNY ESL COUNCIL.</td>
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<tr>
<td>6. Collegiality</td>
<td>Actively meet and know the members of Department and their scholarly and/or creative work.</td>
<td>Bring positive and innovative ideas to the Department and the College that are clearly demonstrated.</td>
<td>Actively support colleagues in their scholarly and/or creative work.</td>
<td>Volunteer to work with colleagues for the good of the College and the University.</td>
<td>Show a clear record of collegiality and positive good will.</td>
</tr>
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</table>

**Promotion to Associate Professor**  
Department of Language and Cognition  
Revised 12/13/05

In addition to the criteria outlined in the Assistant Professor’s journey toward fifth reappointment and tenure, the candidate for promotion to the rank of Associate Professor should present at least one additional publication as defined above. It should be more and more apparent that the candidate’s growing professional reputation is acknowledged not only within but beyond the confines of his or her academic community. Although publications in newsletters and non peer-reviewed venues will be given recognition, they will not be substitutes for a second publication.

**Promotion to Full Professor**  
Department of Language and Cognition  
Revised 12/13/05

The candidate for promotion to the rank of Full Professor should have continued the momentum achieved when he or she was promoted to the rank of Associate Professor. It should be clear through his or her additional publications and participation in college and university-wide initiatives that he or she is perceived as a leader in both the field and the educational institution itself.
LIBRARY DEPARTMENT

Library Department Definition of record of significant achievement in his/her profession and evidence that his/her competence and achievements are recognized and respected outside his/her own immediate community includes the following items:

- Articles in refereed journal and/or in widely circulated professional journals
- Books or monographs
- Book chapters or parts of books (prefaces, introductions, articles, edited pieces)
- Contributions to Reference Works (encyclopedias, handbooks, dictionaries)
- Presentations at professional meetings
- Translations
- Comprehensive Subject guides (more than one or two)
- Development of Web tools—tutorials, interactive services—that are used beyond the immediate community
- Research Web sites; Development of Digital Resources
- Annotated bibliographies or bibliographic essays, published in academic journals OR online by recognized professional associations
- Annotated “webbiographies” published online (not less in-depth “Pathfinders”)
- “Internet Resources” and “Internet Reviews” and book reviews published in College & Research Libraries News, Choice and other similar professional publications, in print or online
- “Best practice” or reports of applied research articles, whose subjects have to do with any aspect of librarianship or teaching
- Funded Grant Proposals

Sample Acceptable Journals (either peer-reviewed or published by our most respected professional associations and so widely circulated that publication in them is prestigious and recognized):

College & Research Libraries
Journal of Academic Librarianship
Library Trends
Library Quarterly
Library Administration and Management
American Libraries
Library Journal
Research Strategies
Library and Information Science Research (LISR)
Online
Computers in Libraries
Library Acquisitions Theory and Practice
Information Technology and Libraries
Research Quarterly (RQ)
Public and Access Services Quarterly
Professional discipline-based journals in 2nd Masters subject area
Performance indicators for re-appointment, tenure and promotion:

PERFORMANCE:
- Performance and effectiveness as a Librarian
- Meeting the routine demands of the assigned position
- Execution of work assignments
- Awareness of new developments in the field
- Technical proficiency in library systems, resources and services
- Knowledge of retrieval and reference techniques
- Understanding of the informational needs of library users
- Participation in development of the library’s resources
- Response to the needs and demands of students and faculty
- Initiatives to improve operational procedures and services
- Collegiality, as the ability to work with colleagues, staff, students

ASSISTANT PROFESSOR --Appointment or Promotion

Completed second Masters or PhD degree; evidence of pursuit of scholarship and willingness to cooperate with others for the good of the institution; Ability to meet the responsibilities and requirements of a tenure-track appointment, including research, publishing, and involvement in professional organizations.

ASSOCIATE PROFESSOR-- Appointment or Promotion

For promotion or appointment to the rank of associate professor, the candidate must possess the qualifications for an assistant professor and provide a record of significant achievement in his/her field or profession. There shall be evidence of his/her continued professional growth and of continued effectiveness in librarianship as defined in the performance indicators noted above. The candidate must possess a record of significant achievement in his/her profession as demonstrated by additional and continuous contributions as is noted above in the library definition of what constitutes scholarly achievement. There shall be evidence that his/her competence, intellectual energy and achievements are recognized and respected outside his/her own immediate community by publications in refereed and/or professional journals or books, presentations at professional conferences, and development of major web-based tools, digital resources and resources as listed above. There must be evidence of scholarly achievement following the most recent promotion. Longevity and seniority alone shall not be sufficient for promotion.

PROFESSOR

For promotion or appointment to the rank of professor, the candidate must possess the qualifications for an associate professor, and in addition must have a record of exceptional intellectual, educational, or artistic achievement and an established reputation for excellence in librarianship and scholarship, as is evidenced by contributions listed in the Library definition of what constitutes significant achievement. There shall be evidence of continued
professional growth and an increased role in departmental administration. The judgment on promotion shall consider primarily evidence of achievement in librarianship, scholarship and administrative service.
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<tbody>
<tr>
<td>1. Effectiveness in Librarianship and Curriculum Development</td>
<td>Meet the performance indicators noted in criteria for effectiveness in librarianship. Demonstrate knowledge of library’s curriculum and familiarity with the IL program policy and procedures.</td>
<td>Meet the performance indicators noted criteria for effectiveness in librarianship; contribute to library information literacy curriculum development efforts</td>
<td>Demonstrate growth in effectiveness in librarianship by continuing to meet the performance indicators; contribute to library information literacy curriculum development efforts</td>
<td>Demonstrate growth in effectiveness and leadership in librarianship by continuing to meet the performance indicators; contribute to library curriculum and program initiatives.</td>
<td>Show a clear record of effectiveness in librarianship by continuing to meet the performance indicators; present a record of significant contributions to departmental programs and curriculum development.</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>Demonstrate potential for scholarly achievement by identifying and developing an area of scholarship for research agenda</td>
<td>Complete at least one subject guide or equivalent Web based reference tool. Begin work on article/book chapter for publication; Identify a journal and/or venue for the publication.</td>
<td>Development of digital resources and reference tools; at least one article, chapter or conference proceeding published or submitted for publication.</td>
<td>One article, book chapter, or contribution to reference work published and a second publication in progress—. Evidence of both should be available for review by the department and college wide P&amp;B committees.</td>
<td>Clear record of scholarship and significant contributions to the profession, as evidenced by publications as defined in criteria completed and available for review by the P&amp;B committees.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Be an active player in Department administrative duties, meetings and other initiatives; explore service outside the Department in college-wide committees; be present at College-wide cultural activities</td>
<td>Membership on at least one college committee—serve on department and/or college-wide committees; represent the Department at College-wide and activities</td>
<td>Evidence of continued committee work and service to institution. Acceptance and completion of department, college and /or university administrative assignments.</td>
<td>Evidence of continued committee work and service to institution. Evidence of leadership and initiative in committee assignments.</td>
<td>Show a clear record of service to Department, College and University an evidence of leadership and initiative.</td>
</tr>
<tr>
<td>4. Student Guidance</td>
<td>Pursuit of excellence in reference desk interactions with students; explore becoming a club advisor in your area of interest.</td>
<td>Volunteer to serve as a club advisor or participate in the mentorship program.</td>
<td>Pursuit of excellence in reference desk interactions with students.</td>
<td>Pursuit of excellence in reference desk interactions with students</td>
<td>Show a clear record of student guidance through role as mentor, advisor and an record of excellence in reference desk interactions with students.</td>
</tr>
<tr>
<td>5. Professional Reputation</td>
<td>Evidence of professional growth and development by participation in professional organizations and attendance at seminars, trainings, conferences.</td>
<td>Participation in professional organizations and attendance at seminars, trainings, conferences.</td>
<td>Presentation at one professional conference. Continued evidence of participation in professional organizations &amp; attendance at seminars, trainings, etc.</td>
<td>Evidence of initiative and leadership in professional activities and associations.</td>
<td>Evidence of a clear record of professional recognition and reputation.</td>
</tr>
<tr>
<td>6. Collegiality</td>
<td>Actively meet and know the members of your department and their scholarly and/or professional works</td>
<td>Bring positive and innovative ideas to the Department and the College</td>
<td>Support colleagues in their scholarly and/or creative work &amp; present positive and innovative ideas</td>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
<td>Show a clear record of collegiality and positive good will</td>
</tr>
</tbody>
</table>
MATHEMATICS DEPARTMENT

In the discipline of Mathematics, research, scholarship, and professional growth are evidenced by:

- Publications:
  a. Books
  b. Textbooks
  c. Articles in refereed journals
  d. Online publications (peer reviewed)
  e. Online course materials used in institutions other than Hostos

- Creative works: instructional materials and techniques that have proven to be effective in the classroom.

- Participation in conferences:
  a. Attending
  b. Presenting

- Participation in professional development activities; such as seminars, workshops, etc.
  a. Within the college
  b. CUNY-wide
  c. Outside CUNY

- Active participation in professional organizations:
  a. Membership
  b. Proven leadership within professional organizations

- Contribution to the fields of Mathematics/ Mathematics Education/ Computer Science/Engineering

- Peer recognition for contribution to the field of Mathematics /Mathematics Education/ Computer Science /Engineering
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>1ST Reappointment</th>
<th>2ND Reappointment</th>
<th>3RD Reappointment</th>
<th>4TH Reappointment</th>
<th>5TH Reappointment/</th>
<th>Promotion to Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Effectiveness and Curriculum Development</td>
<td>Understand and begin to develop a teaching portfolio; work actively with members of the department in syllabus preparation</td>
<td>Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in the department</td>
<td>Demonstrate growth in teaching effectiveness; contribute to departmental curriculum and program initiatives</td>
<td>Demonstrate strength in teaching effectiveness; contribute to departmental curriculum and program initiatives</td>
<td>Show a clear record of teaching effectiveness; curriculum development; and departmental program initiatives</td>
<td>Show a clear pattern of teaching effectiveness and curriculum development.</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>Prepare a tentative plan for research, publications or creative work under the guidance of a departmental P&amp;B member</td>
<td>Finalize the plan for research, publications or creative work and show evidence of activity with respect to the implementation of this plan. Attend at least one conference. Membership and involvement in professional organizations</td>
<td>Completion of the first draft of an article, creative work, or research which is being developed for publication in a refereed journal or as a book in a mathematics related field</td>
<td>Publication by peer reviewed journal(s) or book publisher(s).</td>
<td>Evidence of publication.</td>
<td>Show a record of at least one refereed publication after tenure within the discipline and/or a book within the discipline.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Be an active player in departmental administrative duties; explore service outside the department, such as college-wide committees</td>
<td>Serve on departmental and college-wide committees</td>
<td>Continue to serve on departmental and college-wide committees</td>
<td>To chair a departmental committee or a college-wide committee</td>
<td>Show a clear record of services to the Department, the College and the University</td>
<td>Show a clear pattern of service to the Department, the College and the University.</td>
</tr>
<tr>
<td>4. Student Guidance</td>
<td>Advise students during the academic advisement period; explore becoming a club advisor</td>
<td>Continue to advise students during the academic advisement period</td>
<td>Continue to advise students during the academic advisement period; become a club advisor</td>
<td>Continue to advise student during the academic advisement period. Explore the possibility of becoming a mentor of at least one student</td>
<td>Show a clear record of student guidance and mentorship</td>
<td>Show a clear pattern of student guidance and mentorship.</td>
</tr>
<tr>
<td>5. Professional Reputation</td>
<td>Join and participate in professional organizations</td>
<td>Attend at least one conference; membership and involvement in professional organizations</td>
<td>Serve on a committee of a professional organization; receive acknowledgment on research, publication or creative work</td>
<td>Take a leadership position in academic and/or creative work</td>
<td>Show a clear record of professional recognition and reputation</td>
<td>Show a clear pattern of professional recognition and reputation outside the college.</td>
</tr>
<tr>
<td>6. Collegiality</td>
<td>Actively meet and know the members of the department and their scholarly and/or creative works</td>
<td>Bring innovative ideas to the Department and the College</td>
<td>Support colleagues in their scholarly and/or creative work</td>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
<td>Show a clear record of collegiality and positive good will</td>
<td>Demonstrate effectiveness in building respect and fostering community throughout the Department, the college and Community.</td>
</tr>
</tbody>
</table>
NATURAL SCIENCES DEPARTMENT

Given the nature of scientific research, it has become more and more a collaborative effort, and much more so for faculty members in a community college. It is expected that faculty members conduct research that will lead to publications in refereed journals in keeping with the CUNY statement on Academic Personnel Practice and the PSC-CUNY contract agreement.
<table>
<thead>
<tr>
<th>Natural Sciences</th>
<th>1st Reappointment</th>
<th>2nd Reappointment</th>
<th>3rd Reappointment</th>
<th>4th Reappointment</th>
<th>5th Reappointment/Tenure</th>
<th>Promotion to Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Effectiveness and Curriculum Development</td>
<td>Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with your colleagues on classroom pedagogy</td>
<td>Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department</td>
<td>Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development</td>
<td>Demonstrate strength in teaching effectiveness; contribute to Departmental curriculum and program initiatives</td>
<td>Show a clear record of teaching effectiveness and curriculum development</td>
<td>Demonstrate a clear record of teaching effectiveness and curriculum development after last appointment.</td>
</tr>
<tr>
<td>2. Research and Scholarly Growth</td>
<td>By this time, as a minimum, the candidate will have selected a research project. The possibility of a PSC-CUNY grant proposal should have been explored.</td>
<td>A progress report on the research project should be submitted.</td>
<td>A progress report on the research project should be submitted.</td>
<td>An accepted manuscript for publication in a referred journal during tenure at the College is expected. Other publications on teaching/learning may be considered.</td>
<td>The candidate will show a clear record of refereed publications. Evaluation of the work during the candidate’s tenure may be sought from outside the department.</td>
<td>Show a clear record of refereed publications and/or professional educational publications after the last appointment.</td>
</tr>
<tr>
<td>3. Service to the Institution</td>
<td>Be an active player in Department administrative duties, meetings and other initiatives; explore service outside the Department in college-wide committees; be present at College-wide cultural activities</td>
<td>Serve on Department and/or college-wide committees; initiate department cultural activities; represent the Department at College-wide cultural activities</td>
<td>As appropriate to discipline and Department, be prepared to serve on University-wide committees</td>
<td>As appropriate to discipline and Department, be prepared to chair College-wide committee; continue service on University-wide committee</td>
<td>Show a clear record of service to Department, College and University</td>
<td>Show a clear record of service in a leadership role to the Department, College and University.</td>
</tr>
<tr>
<td>4. Student Guidance</td>
<td>Be and active advisor to students during academic advisement; explore becoming a club advisor in your discipline</td>
<td>Help draft and distribute advisement materials for your Department and/or discipline; offer to serve as a club advisor</td>
<td>Advise students in your Department's options; meet with graduates from your Department and/or discipline</td>
<td>Prepare students for graduation and guide students in their applications to senior colleges</td>
<td>Show a clear record of student guidance</td>
<td>Show a clear record of involvement on department and college-wide initiatives as well as in student guidance, i.e. student retention, clubs, and advisement activities.</td>
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<tr>
<td>5. Professional Reputation</td>
<td>Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline</td>
<td>Apply to sponsor academic/professional development and/or cultural events at the College; receive acknowledgements for conference presentation</td>
<td>Apply to sponsor academic/professional development and/or cultural events in the College and in the University; receive acknowledgments for publication or creative work</td>
<td>Take a leadership position in academic and/or creative field</td>
<td>Show a clear record of professional recognition and reputation</td>
<td>Show a clear record of professional recognition and reputation in the college community and the community at large.</td>
</tr>
<tr>
<td>6. Collegiality</td>
<td>Actively meet and know the members of your department and their scholarly and/or creative works</td>
<td>Bring positive and innovative ideas to the Department and the College</td>
<td>Support colleagues in their scholarly and/or creative work</td>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
<td>Show a clear record of collegiality and positive good will</td>
<td>Show a clear record of collegiality and positive support within the department and the college.</td>
</tr>
</tbody>
</table>

**COMMENTS:** The rubric has the potential of putting an extra burden on faculty by confining them to a time sequence that might not fit the realities of the particular individual...categories that might benefit from such a time table are research and scholarly growth and professional reputation. Others, such as collegiality and student guidance, seem to be ongoing efforts of a more steady output.
# COUNSELING DEPARTMENT

<table>
<thead>
<tr>
<th>COUNSELING DEPT**</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Reappointment</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Reappointment</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Reappointment</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Reappointment</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Reappointment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling Effectiveness</strong></td>
<td>Demonstrate understanding of the student population and its student development &amp; counseling needs</td>
<td>Demonstrate growth in understanding of student needs</td>
<td>Demonstrate a record of counseling and collaboration effectiveness</td>
<td>Demonstrate a consistent record of high quality counseling and collaboration</td>
<td>Show a clear record of growth in counseling and collaboration skills</td>
</tr>
<tr>
<td>Indicators of Achievement</td>
<td>Demonstrate effectiveness in responding to presenting student needs</td>
<td>Demonstrate expanded repertoire of counseling responses to presenting student needs</td>
<td>Add to the external resources utilized by the department to meet student needs</td>
<td>Demonstrate leadership in a component of counseling services</td>
<td></td>
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<tr>
<td>Continuous Observation (1)</td>
<td>Demonstrate knowledge of relevant college and external resources for students</td>
<td>Demonstrate effective use of college and external resources for students</td>
<td>Demonstrate willingness to accept leadership for a component of counseling services</td>
<td>Demonstrate leadership by mentoring newer faculty</td>
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<tr>
<td>Case Review by Peers and Supervisor, Student Feedback</td>
<td>Demonstrate effective collaboration skills with faculty and staff</td>
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<tr>
<td>Student Caseload in Context of Professional Assignment</td>
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<tr>
<td><strong>Teaching &amp; Curriculum Development</strong></td>
<td>Understand and begin to develop a teaching portfolio</td>
<td>Show a record of teaching effectiveness through classroom observations and student evaluations</td>
<td>Demonstrate growth in teaching effectiveness;</td>
<td>Demonstrate strength in teaching effectiveness;</td>
<td>Show a clear record of teaching effectiveness and curriculum development</td>
</tr>
<tr>
<td>Indicators of Achievement</td>
<td>Work actively with colleagues in syllabus preparation and review</td>
<td>Contribute to curriculum development in department</td>
<td>Show record of contributions of curriculum development</td>
<td>Contribute to Departmental curriculum and program initiatives</td>
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<tr>
<td>Classroom Observations</td>
<td>Work with colleagues on classroom pedagogy</td>
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<tr>
<td>Student Evaluations</td>
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<tr>
<td>Dept. Course Evaluation</td>
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<tr>
<td>Participation in Curriculum Dev.</td>
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<tr>
<td>Materials Developed – Courses/Wkshps</td>
<td></td>
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<tr>
<td><strong>Scholarship of Application (2), (3)</strong></td>
<td>Discuss and prepare a draft schedule of publications and/or scholarly work with the guidance of senior faculty &amp; supervisor</td>
<td>Make a proposal for a conference presentation</td>
<td>Prepare a manuscript for publication or presentation and identify a publication and/or venue for the publication or presentation</td>
<td>Identify a journal appropriate for publication of a conference presentation</td>
<td>Show a clear record of publications, presentations and other scholarly work.</td>
</tr>
<tr>
<td>Indicators of Achievement</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Articles in Relevant Print or Electronic Journals, Newsletters</td>
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<tr>
<td>Text or Workbooks or Chapters in Same Presentations at Local, Regional and/or National Conferences</td>
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</tr>
<tr>
<td>Continuing Professional Education and/or Certification</td>
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<tr>
<td>Production of Professional Development Materials/Workshops</td>
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</tr>
<tr>
<td>College-based or External Applied Research Related to Counseling / Student Development</td>
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</tr>
</tbody>
</table>
| Service to the Institution  
(Community Service also considered) | Active involvement in Department administrative duties, meetings & initiatives | Serve on Department and/or college-wide committees | Appropriate to assigned duties, serve on a University-wide committee | Appropriate assigned duties, be prepared to chair College-wide committee | Show a clear record of service to Department, College and University |
|--------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| **Indicators of Achievement**  
Active Participation / Leadership in Department, College and University Activities, Committees, etc. | Explore service outside the Department in college-wide committees | Initiate department activities for students | Represent the Department in College-wide activities | Continue service on a University-wide committee | |
| Student Guidance | Be active in advising students throughout the year | Continue advising students | Continue advising students | Continue advising students | Show a clear record of student guidance |
| **Indicators of Achievement**  
Participate in Academic Advisement  
Offer Workshops for Students  
Serve as a Student Organization Adviser  
Prepare Students for Graduation and Transfer to Senior College | Offer at least one student workshop each semester | Offer one student workshop each semester | Offer to serve as a club advisor | Prepare students for graduation and guide students in their applications to senior colleges | |
| Professional Reputation (2), (3)  
(Community Service also considered) | Join and participate in relevant professional organizations | Apply to sponsor academic/professional development activity at the College | Apply to sponsor academic or professional development activity at the College | Take a leadership position in academic field | Show a clear record of professional recognition and reputation |
| **Indicators of Achievement**  
Membership and Participation in relevant Professional Organizations  
Invitations to Present at Relevant professional Conferences and / or to Publish in Relevant Professional publications  
Professional Work Recognized by the college and external bodies | Attend and participate in at least one relevant professional activities | Receive acknowledgment for conference participation | Receive acknowledgment for conference presentation and / or publication | |
<p>| | | | | | |
| | | | | | |</p>
<table>
<thead>
<tr>
<th>Collegiality</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively meet and know the members of your department and their professional work</td>
<td>Bring positive and innovative ideas to the Department and the College</td>
</tr>
<tr>
<td>Support colleagues in their professional work</td>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
</tr>
<tr>
<td>Volunteer to work with colleagues for the good of the College and the University</td>
<td>Show a clear record of collegiality and positive good will</td>
</tr>
</tbody>
</table>

**

1. Per the PSC-CUNY Contract, counselors are under continuous observation by their supervisor. The actual evaluation form includes eight (8) categories in which counselor performance is assessed and is consistent with Article 18 of the By-Laws.

2. Lecturers are not required to do research engage in the same level of scholarly undertaking as members with faculty “rank”. However, ongoing participation in the profession is expected and wherever practical and supported by the college, relevant presentations / publications and/or other scholarly work are encouraged. All other evaluation criteria as outlined in the Article 18 of the By-Laws apply.

3. The Student Department Enrollment Management Division will provide release time to tenure track faculty consistent with the PSC-CUNY contract provision providing such “release time” needs to determine if the new contract provides for “release time” for tenure track “teaching” faculty. This is especially important given the 11 month, 35 hour work week of the counseling faculty.

**DRAFT Rubric for Reappointment, Promotion & Tenure; REVISION # 3**

Department Committee on Scholarship: Dr. B. Corpus, Dr. Fernando Alvarez, Prof. M. Stimola (DP&B Members) & Profs. C. Mondesire, A. Siverls (At-Large members)
Faculty Files
Faculty Files

I. Faculty Portfolio
Contents of the portfolio are determined by the faculty member subject to guidelines set forth in the model portfolio guidelines. One copy of the portfolio is controlled by the faculty member except during the time periods specified here:

- In the possession of the department chairs (during departmental review), the provost (during college-wide P & B Committee review), or the P & B Committee (during the session of the P & B Committee). Access will be tracked via sign-out register.
- Faculty member must submit 2 copies of the portfolio. One copy of the portfolio will be returned to the faculty member at the conclusion of the personnel action process. The second copy will be retained, under lock and key, by the department. The faculty member and the department chair together will review and amend the faculty portfolio held by the department during the evaluation period.
- The department copy is to be kept confidential at all times, except for appropriate review committees.

II. Human Resources File

A. Personal Subfile
The personal subfile is held and maintained by the Human Resources Office. The personal subfile contains all items submitted by the faculty member via the following process.

- The minimum list of documents required in the personal subfile are: educational transcripts, photocopy of degrees; employment application; letters of recommendation at time of appointment; copies of all official action documents.
- Items are submitted to the personal subfile via the following process:
  1. The faculty member will submit to the department chairperson a completed receipt form and the document for the personal subfile.
  2. The department chairperson will submit to the director of Human Resources the receipt and document. The chairperson does not have power of exclusion over Human Resource files.
  3. The director of Human Resources will forward to the submitting faculty member and the department chairperson a copy of the signed receipt.
  4. Materials that comply with contractual and/or college regulations may be placed in the personal subfile.

B. Administrative Subfile
The administrative subfile contains the administrative documents relevant to employment at the college. The file is held and maintained by the Human Resources Office. Contents are determined by the Human Resources Office according to CUNY policy.
The Faculty Portfolio -  
Sample Faculty Professional Portfolio
I. Table of Contents

II. *Personal Statement (2-5 pages typed, single-spaced)*

Statement of philosophy about the role of a full-time faculty member in a higher education institution. Statement must unify the different sections of the portfolio by addressing beliefs about teaching, scholarship and service. The reflective statement should be updated with each submission of the portfolio. Prior years’ statements may be removed or retained at the discretion of the portfolio owner.

🔗 Personal Reflective Statement and overview of the portfolio (2-5 pages)

III. CUNY curriculum vitae.

*Downloadable from the OAA public folder on your Outlook.*

IV. Annual Evaluations by the Chair for every year of the full-time appointment.

V. TEACHING

🔗 Entry 1: Teaching statement (one page – at most, two pages)
🔗 Entry 2: Memo describing specific example/s of teaching strategies and strengths (no more than 2 pages)
🔗 Entry 3: Discussion of student evaluations and peer observations (generally no more than one page)
🔗 Entry 4: Future Plans / Goals for Teaching (up to one page)

A. A list of teaching responsibilities (all courses taught, organized by semester)
B. Classroom observations including the post-observation conference memorandum (all courses taught, organized by semester)
C. Student teaching evaluations
   1. One paragraph addressing the sum of student evaluations of your teaching.
   2. Summary reports of student teaching evaluations for each course by semester.
D. Syllabi for each different course for each semester
   1. **If applicable, highlight any integration of instructional and curricular initiatives (eg. CPE, WI, online teaching)**

VI. PROFESSIONAL PROGRESS

🔗 Entry 1: Professional / Scholarly Progress Statement (no more than two pages)
🔗 Entry 2: Future Plans/Goals for Professional / Scholarly Progress (up to one page)

A. **List scholarship activities (include a brief overview of professional growth and achievements):**
   1. conference presentations
   2. panel presentations
B. List of publications (in press or published only, indicate refereed publications)
C. List of awarded grants
D. Professional reputation and recognition. (All activities must be documented.) For example:
   1. membership in professional associations within field of expertise
   2. service on accreditation teams
   3. consultantships
   4. awards, etc.

VII. SERVICE: All service activities must be documented.

   ✶ Entry 1: Service Statement (often less than one, no more than two pages)...
   ✶ Entry 2: Future Plans / Goals for Service (up to one page)
   1. active participation in departmental programs, committees, and/or initiatives.
   2. active participation in college-wide programs, committees, and/or initiatives.
   3. active participation in CUNY-wide programs, committees, and/or initiatives

   ** Appropriate activities include: academic advisement, student mentoring, curriculum development, department/unit leadership.
Eugenio María de Hostos Community College
The City University of New York

Jane Doe
Assistant Professor of English
English Department

Third Reappointment as Assistant Professor
Fall 2004
Appendix B – Excerpts from the CUNY-PSC Contract*


FACULTY EVALUATION

Article 18 Professional Evaluation

18.1 The evaluation of the professional activities of all employees in a public institution of higher education is essential to the maintenance of academic and professional standards of excellence. The purpose of professional evaluations shall be to encourage the improvement of individual professional performance and to provide a basis for decisions on reappointment, tenure and promotions. An evaluation of professional activities shall be based on total professional performance. Written evaluation shall be on file for all employees.

18.2 (a) Evaluation of a member of the teaching faculty shall be based on total academic performance, with especial attention to teaching effectiveness, including, but not limited to, such elements as:

1. Classroom instruction and related activities;
2. Administrative assignments;
3. Research;
4. Scholarly writing;
5. Departmental, college and university assignments;
6. Student guidance;
7. Course and curricula development;
8. Creative works in individual’s discipline;
9. Public and professional activities in field of specialty.

(b) Teaching observation, as described below, is one factor in total evaluation of academic performance of the teaching staff.

1. At least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class during the first ten weeks of a semester. The employee shall be given no less than 24 hours of prior notice of observation.

   Tenured and certificated members of the teaching staff may be observed once each semester.

2. a) Each department P & B committee shall designate a panel, the size to be specified by the chairperson, of department observers (which shall include members of the P & B committee). The department chairperson shall schedule the members of this panel to conduct observations as necessary. Each observer shall submit, through the department chairperson, a written observation report to the department P & B committee within one week of the observation. These observation reports shall be considered by the committee in its total evaluation of the employee.
b) The department chairperson shall schedule the post-observation conference for the employee within two weeks after receipt of the written observation report. The post-observation conference shall include the employee and the observer. Either a member of the P & B committee or a member of the department with the rank of tenured Associate Professor or tenured Professor may be assigned by the chairperson at the request of the employee or the observer.

c) Following the post-observation conference, the assigned P & B representative or the assigned senior faculty member shall prepare a record of the discussion in memorandum form for submission to the chairperson. If the post-observation conference includes only the observer and the employee, then the observer shall prepare the record of the discussion in memorandum form. The original conference memorandum shall be placed in the employee's personal file. The employee may have a copy of this document provided a signed receipt is tendered. The observation report shall be placed in the personal file.

d) In the event that the observation or post-observation conference is not held within the time stipulated herein, the employee shall, within ten (10) working days thereafter, file a request for an observation and/or conference with the chairperson. A copy of the request shall be sent to the appropriate dean and the Office of the President. Failure of the employee to file the request within the stipulated time shall bar the employee from subsequent complaint regarding such non-compliance with Article 18.2 (b), (2b) or (c). Upon the receipt of the request, the college shall cause appropriate remedial action to be taken, including, if necessary, scheduling of an observation and/or observation conference by the dean or President or their designee.

e) After ten (10) semesters of service teaching observation for adjunct personnel shall be held at the request of the chairperson or the adjunct.

18.3 Annual Evaluations:

(a) Members of the teaching faculty: At least once each year, each employee other than tenured full professors shall have an evaluation conference with the department chairperson or a member of the departmental P & B committee to be assigned by the chairperson. Tenured full professors may be evaluated. At the conference, the employee's total academic performance and professional progress for that year and cumulatively to date shall be reviewed. Following this conference, the chairperson or the assigned member of the P & B shall prepare a record of the discussion in memorandum form for inclusion in the employee's personal file. Within ten (10) working days after the conference, a copy of the memorandum shall be given to the employee. If the overall evaluation is unsatisfactory, the memorandum shall so state. The employee in such case shall have the right to endorse on the memorandum a request to appear in person before the department P&B.

(b) 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 (10) working days following the conference.

(c) After four (4) semesters of service annual evaluation for adjunct personnel shall be held at the request of the chairperson or the adjunct, provided, however, that if such evaluations are
conducted at the request of the adjunct, such evaluations may not be conducted more than once every four semesters.

(d) In the event that a date for yearly evaluation is not scheduled by March 1, the employee shall, within ten (10) working days thereafter, file a request for an observation and/or conference with the chairperson or supervisor. A copy of the request shall be sent to the appropriate dean and the Office of the President. Failure of the employee to file the request shall bar the employee from subsequent complaint regarding such non-compliance with the above-stated scheduling requirement. Upon receipt of the request, the dean or President shall cause appropriate remedial action to be taken to insure compliance with this provision.

REAPPOINTMENT, TENURE, AND PROMOTION

Article 9 Appointment and Reappointment

9.4 All full-time reappointments to the Instructional Staff shall be for no less than one year, except for substitutes and for retirement leave. Employees, other than those who announce their bona fide intent to retire and meet applicable conditions contained in section 3107 of the Education Law, shall be compensated in a lump sum for all annual leave or compensatory time owed on the final date of the appointment or in the case of resignation as of the final work day.

9.8 Instructors and non-certificated Lecturers with four or more years of continuous full-time service in those titles immediately preceding appointment to the rank of Assistant Professor shall receive two years of service credit toward the achievement of tenure in the title Assistant Professor.

By August 31, preceding the first full year appointment to the title, Assistant Professor, the employee shall state, in writing, his/her preference regarding whether or not he/she wishes to waive the service credit toward tenure provided in the previous paragraph. In the event the employee wishes the service credit waived and the President or the President's designee approves, the service credit shall be waived irrevocably. In the event that the employee wishes to have the service credit applied or does not state a preference, the service credit shall apply. Approval or denial of the request shall not be subject to the provisions of Article 20.

9.9 When a College President determines not to make a recommendation to the Board for reappointment of a full-time member of the instructional staff or promotion of a full-time member of the instructional staff recommended to him/her by a College P&B Committee or other appropriate body, the individual affected by that decision shall be notified of the Committee's favorable recommendation and of the President's decision. The notice shall not state the reasons for the President's action.

Within ten (10) calendar days excluding Saturdays, Sundays and legal holidays, after receipt of said notice, the affected individual may submit to the President a signed request, for a statement of the reasons for the President's action. Within ten (10) calendar days excluding Saturdays, Sundays and legal holidays, after receipt of the request, the President shall furnish a written statement of his or her reasons to the affected employee.

The President shall not be required thereafter to justify his or her decision or his or her reasons.

It is recognized that the President has an independent duty to recommend to the Board for appointment, reappointment, tenure or promotion only those persons he/she is reasonably certain will contribute to the improvement of academic excellence at the college and to consider institutional factors.
9.10 In the event that a full-time member of the instructional staff appeals through academic channels a negative decision regarding reappointment, tenure, a Certificate of Continuous Employment, or promotion, and the appeal is not successful, the individual shall be so notified by the President or his/her designee in writing. Within 10 calendar days excluding Saturdays, Sundays and legal holidays, after receipt of said notice the affected individual may submit to the President a signed request for a statement of reasons for the denial of the appeal. Within ten (10) calendar days excluding Saturdays, Sundays and legal holidays, after receipt of the request, the President shall furnish a written statement of the reason(s) for denial to the affected employee.

It is recognized that the President has an independent duty to recommend to the Board for appointment, reappointment, tenure or promotion only those persons he/she is reasonably certain will contribute to the improvement of academic excellence at the college and to consider institutional factors.

Consistent with Section 20.5 of this Agreement the President's academic judgment shall not be reviewable by an arbitrator.

9.11 An individual who has received a statement of reasons pursuant to section 9.9 may not, upon appeal to the President, receive a second statement of reasons pursuant to section 9.10.

9.12 The reasons referred to in Section 9.10 of Article 9 (Appointment and Reappointment) are understood to be the reasons of the President. Further, where no academic appeals procedure is in existence or where such currently existing procedures do not culminate in an appeal to the President there shall be a direct appeal to the President, and the academic channels in the first paragraph of Section 9.10 may be limited to a direct appeal to the President.

Article 10 Schedule for Notification of Reappointment and Non-Reappointment

10.1 Members of the Instructional Staff other than employees in the HEO Series and in the Hunter College Campus Schools shall receive written notice of reappointment or of non-reappointment on the following schedule:

(a) Instructional Staff Members in Tenure-Bearing and Certificate-Bearing Titles, Adjunct and Instructor Titles:

1. Persons hired on an annual basis in their first year of service shall receive such notice as follows:

   Persons hired on September 1, on or before April 1;
   Persons hired on February 1, on or before May 1;
   Persons hired in Institutes and Centers, on or before May 1.

   An individual who has had prior service in another unit of the University shall be deemed to be serving his or her initial year of appointment in the first full year of service at the new unit. This provision shall not be deemed to affect the accumulation of service credit toward tenure or toward a certificate of continuous employment.

2. Persons hired on an annual basis in their second or later years of continuous service shall receive such notice on or before December 1, except that:

   Lecturers in their second year, on or before April 1;
   Persons hired in Institutes and Centers, on or before May 1;
   Persons reappointed as the direct result of a proceeding resolving a grievance or complaint under Article 20 of the then current agreement between the University and the
Article 12 Certificate of Continuous Employment

12.1 Members of this unit in the title Lecturer shall be eligible for a certificate of continuous employment upon a sixth full-time appointment in the title of Lecturer immediately preceded by five years of continuous full-time service in the title of Lecturer. In computing eligible time in service, such time shall commence with the first September of appointment.

12.2 When service has been continuous and a break in full-time service has occurred by virtue of a reduced schedule, such less than full-time service shall be prorated towards its equivalency in full-time service.

12.3 The certificate of continuous employment shall be valid only in the college or in the Educational Opportunity Center which makes the certificate or sixth appointment and shall carry with it the guarantee of full-time reappointment subject to continued satisfactory performance, stability in academic program, sufficiency of registration and financial ability.

12.4 The terms of this article do not apply to service in any title other than Lecturer.

12.5 Effective one year after initial appointment, no member of this unit in the title Lecturer, shall be denied reappointment on the basis of professional incompetence unless he or she has been evaluated during at least three semesters (including the first year of appointment) according to the provisions contained in this Agreement, Article 18 and unless two of the last four evaluations indicate unsatisfactory professional performance.

12.6 An Instructor may be appointed in the title Lecturer immediately preceded by five years of continuous full-time service as an Instructor in the same department, in which case he or she shall receive a Certificate of Continuous Employment as a Lecturer.

PORTFOLIO / PERSONNEL FILE

Article 19 Personnel Files

19.1 Each unit within The City University shall maintain two personnel files for each employee.

19.2 There shall be a personal file which shall include but not be limited to the following:

(a) Personnel information;

(b) Information relating to the employee's academic and professional accomplishments submitted by the employee or placed in the file at his or her request;

(c) Records generated by the college;

(d) Memoranda of discussions with the employee relating to evaluations of the employee's professional performance;

(e) Observation reports of the employee's academic and professional performance.

No materials shall be placed in the employee's file until the employee has been given the opportunity to read the contents and attach any comments he or she may so desire. Each such
document shall be initialed by the employee before being placed in his or her file as evidence of his or her having read such document. This initialing shall not be deemed to constitute approval by the employee of the contents of such document. If the employee refuses to initial any document after having been given an opportunity to read the same, a statement to that effect shall be affixed to the document.

(f) Each non-tenured and non-certificated full-time member of the instructional staff should examine and initial his/her personal file prior to the end of each academic year. Such member should promptly report to the individual keeping the file any documents which he/she wishes to be included in the file and should furnish any such document not in the possession of the college.

Each year, each tenured and certificated full-time member of the instructional staff should examine and initial his/her personal file prior to the end of the fall semester. Such member should promptly report to the individual keeping the file any documents which he/she wishes to be included in the file and should furnish any such document not in the possession of the college.

The employee's personal file shall be available for examination by the employee at his or her request.

19.3 There shall be a separate administration file which shall contain only such materials requested by the unit of The City University or supplied by the employee in connection with the employee's employment, promotion or tenure.

The administration file shall be available only to the committee and individuals responsible for the review and recommendation of the employee with respect to appointment, reappointment, promotion or tenure.
Appendix C - Excerpts from the CUNY Board of Trustees Bylaws

REAPPOINTMENT, TENURE, AND PROMOTION

Section 6.2. Permanent Instructional Staff – Tenure

The permanent instructional staff shall consist of those persons who have been granted tenure under any of the provisions enumerated in subds. a,b,c,d,e,f, and g below and in section 6.3. subds. a,b, and d.

a. Appointments after June 16, 1968 - A person employed after June 16, 1968, full-time on an annual salary in the title of professor, associate professor, assistant professor, medical professor (basic sciences), associate medical professor (basic sciences), assistant medical professor (basic sciences), medical professor (clinical), associate medical professor (clinical), assistant medical professor (clinical), instructor (nursing science), senior registrar, registrar, associate registrar, assistant registrar, chief college laboratory technician, senior college laboratory technician, college laboratory technician, and in the hunter college high school and hunter college elementary school (but not in the early childhood center program), principal, chairperson of department, teacher, guidance counselor, and librarian, or in any grade or position which the board in its discretion may add hereto, who after serving on an annual salary in any of the above titles for five full years continuously, has been appointed or shall be appointed for a sixth full year, shall have tenure effective on the first day of September following his/her reappointment for the sixth full year.

b. Persons promoted to the rank of professor shall be granted tenure after not more than four years of continuous full-time service on an annual salary in positions on the instructional staff.

c. A distinguished person of proven record appointed to the title of professor, who had tenure in another accredited institution of higher learning, may be appointed with immediate tenure by the board in its discretion.

d. A person appointed to the title of professor, associate professor, or assistant professor may be granted early tenure by the board in its discretion, under these bylaws, after not less than one nor more than five years of continuous satisfactory service on an annual salary basis, when such service is interrupted by the period of a fellowship deemed by the college valuable to it, when for a very substantial reason the college would be well served by such early grant of tenure or when the person has had tenure in another accredited institution of higher learning.

e. A person who has attained tenure under one of the provisions of section 6.2. or section 6.3. of these bylaws in an educational unit under the jurisdiction of the board of trustees, and who is subsequently appointed to a comparable position on an annual salary basis in another education unit under the jurisdiction of the board, shall retain his/her tenure.

f. The decision of the board to reappoint with tenure shall be communicated in writing to the person affected not later than December first preceding the expiration of the fifth full year of service. Where an appointee begins his/her service after September thirtieth the tenure period shall not begin until the succeeding September first, and when an appointment is made during the month of September, the appointment shall date as of September first of that year for the purposes of tenure.

g. A person in a title on the permanent instructional staff who interrupts her service for maternity leave duly granted to her by the board shall not suffer from an interruption of the service period required for tenure. A period of creditable service immediately preceding such absence shall be counted in computing the years of service required by this section.

Section 6.4. Administrative Certificate of Continuous Employment
a. Persons who have been employed and have served as teachers or counselors in the title of lecturer continuously on a full-time basis for five or more years, or for ten or more semesters, and who were paid from tax levy funds, and who were reappointed effective as of September 1, 1969, for a sixth, or more, full-time continuous year, or for an eleventh, or more, full-time continuous semester, shall be granted an administrative certificate of continuous employment which shall be effective September 1, 1969.

b. Persons who have been employed and who have served as teachers or counselors in the title of lecturer on a full-time basis for five, or more, years cumulatively since 1961 and who were employed to teach on a full-time basis in the title of lecturer effective as of September 1, 1969, may, upon their next reappointment to a teaching or counseling position in the title of lecturer (full-time), be granted an administrative certificate of continuous employment. (This provision shall be operative until September 1, 1971.)

c. Persons who have been employed and have served as teachers or counselors for five full years and who are reappointed for a sixth full year of continuous full-time service in the title of lecturer (full-time) or medical lecturer shall be granted an administrative certificate of continuous employment.

Where an appointee begins his/her service at any time after September thirtieth, the time toward the award of an administrative certificate of continuous employment shall not start to accrue until the first of September following the appointment, except that an appointment made during the month of September shall be deemed to be an appointment as of September first of that year for purposes of an administrative certificate of continuous employment.

d. The administrative certificate of continuous employment shall be valid only in that college which issues the certification and shall carry with it the guarantee of full-time reappointment in that college subject to continued satisfactory performance, stability in academic program, sufficiency of registration, and financial ability.

Section 6.6. Appointments to the Instructional Staff – Notices

a. All appointments to the instructional staff, except as otherwise provided, shall be made by the board upon the recommendation of the chancellor.

b. Except for the appointment of persons whose sole educational duties shall be administrative, all original appointments to the instructional staff shall be made to a department. All appointments shall be for one year or less except that the board may, in appropriate instances, make appointments for a period not exceeding two years.

e. Notice of reappointment or non-reappointment shall be given by the president or his/her designee to persons in titles on the permanent instructional staff and to persons in titles or instructor, lecturer (full-time), and lecturer (part-time), in writing not later than April first preceding the expiration of the first full year of service and not later than December first of each succeeding year of service. In the position of instructor appointed after October 1, 1968, there shall be no more than four successive annual reappointments.

f. The decision of the board to reappoint with tenure or to reappoint with an administrative certificate of continuous employment shall be communicated in writing by the proper college authority to the person affected not later than December first preceding the expiration of the fifth full year of service.

g. Appointments and reappointments to a position on the instructional staff shall be considered final when formally approved by the board.

Section 6.8. Transfers, Reassignments, Promotions
a. Neither tenure nor the period requisite for the achievement of tenure shall be affected by transfer within the city university or by promotion or change of title, except that a person upon whom tenure has been conferred and who may be transferred or promoted to any position in the city university, or whose title may be changed, shall have tenure in his/her new position, provided such position is on the permanent instructional staff, and further provided that the transfer does not involve a change from the administrative staff to the instructional staff.

b. Nothing herein contained shall be construed to prevent the board from assigning any person having tenure to any appropriate position on the staff, but no such assignment shall carry with it a reduction in rank or a reduction in salary other than the elimination of any additional emolument provided for administrative positions.

c. An administrative certificate of continuous employment shall be valid only in that college which issues the certificate or makes the sixth continuous appointment.

Section 9.7. Appointments

a. Recommendations for appointments in a department shall be initiated (1) by the department or (2) to a professorial title by the president pursuant to his/her responsibilities in accordance with section 11.4. of these bylaws. The president may recommend that such appointee be designated as department chairperson. Such recommendation by the president for appointment and designation as department chairperson may be made either at the time of election of department chairperson or at such other time as the educational interests of the college may require. Before recommending such appointment or designation, the president shall confer with the members of the department and with the college committee on faculty personnel and budget.

b. All appointments, reappointments, and reappointments with tenure to a department, except as above specified, shall be recommended to the college committee on faculty personnel and budget by the chairperson of the department after consultation with the president in accordance with the vote of the majority of the members of the department's committee on appointments, or departmental committee on personnel and budget, save that a minority of any committee on appointments or departmental committee on personnel and budget shall have power to submit a minority recommendation to the college committee on faculty personnel and budget.

Section 9.8. Promotions

a. PLAN NO. ONE. Promotions of tenured instructors to the rank of assistant professor shall be recommended to the college committee on faculty personnel and budget by the chairperson of the department only after an affirmative vote of a majority of all members of the department who have professorial rank. Promotions to the rank of associate professor shall be recommended only after an affirmative vote of a majority of all associate professors and professors in the department. In departments where every professorial rank is not represented, recommendations for promotion shall be initiated by the committee on appointments of the department. This plan shall not apply in the case of promotion to a professorship.

PLAN NO. TWO. All promotions in the instructional staff, except promotion to professor, shall be recommended to the college committee on faculty personnel and budget by the chairperson of the department only after a majority affirmative vote of the departmental committee on personnel and budget; provided, however, that no member of such committee shall vote on his/her own promotion.
A minority of any departmental committee on personnel and budget or any committee under plan no. one of this section shall have the power to submit a minority recommendation to the college committee on faculty personnel and budget.

Promotion to the rank of professor shall be recommended by the faculty committee on personnel and budget only after an affirmative vote of a majority of all associate professors and professors on the committee. The president, however, shall have the power to make an independent recommendation for promotion in any rank to the board, after consultation with the appropriate departmental committee and with the faculty committee on personnel and budget. In all instances no final action of departmental committees with regard to promotions shall be taken without consultation with the president.

Section 9.9. Tie Votes

A tie vote in a case affecting an appointment, a reappointment, or a promotion shall be considered as a failure of the motion to prevail. Tie votes in the election of a department chairperson or for representation on departmental committees on personnel and budget or committees on appointments or on the faculty council or faculty senate shall be resolved by action of the president.

Section 9.12. College Governance Plans

The provisions in a duly adopted college governance plan shall supersede any inconsistent provisions contained in this article.

Section 11.1. Conditions and Qualifications for Appointment and Promotion

a. The board may by resolution prescribe physical standards and examinations as a prerequisite for appointment to the temporary and permanent instructional staff.

b. No person shall be required to meet the qualifications specified in this article in order to remain in his/her present rank, but all persons shall be required to meet such qualifications for appointment or promotion to any higher rank.

c. The qualifications and requirements hereinafter set forth may be waived by the board only in exceptional cases. In each such case, the president shall make a full written report, setting forth reasons why the application of the regulation is not possible or desirable, specifying clearly the qualifications of the candidate which can be reasonably accepted within the spirit of the requirement, and stating that the appointment or promotion is desirable for the good of the institution.

d. The board shall, in passing on recommendations regarding reappointments, promotions, and tenure, consider student evaluations of faculty classroom and teaching performance.

Section 11.7. Instructors, Assistant Professors, Associate Professors, and Professors

A. Position Definition:

It shall be the responsibility of instructors, assistant professors, associate professors and professors to perform teaching, research, and guidance duties. They shall also, among other things, be responsible for committee and departmental assignments. They shall perform those administrative, supervisory, and other functions as may be assigned by the appropriate college or university authorities. Associate professors and professors, as the senior faculty shall have special responsibilities for maintaining the academic vitality of their departments. One of the principal means of exercising this responsibility is the continuation of peer evaluations of teaching members of the instructional staff, with special attention to their diligence in

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teaching and professional growth. Another chief responsibility of the senior faculty is to orient their junior and newly appointed colleagues. Senior faculty shall be available for such consultation and assistance in problems of both scholarship and teaching as the junior faculty may require.

B. Qualifications:

1. INSTRUCTOR.
   For appointment as an instructor, the candidate must have demonstrated satisfactory qualities of personality and character, ability to teach successfully, interest in productive scholarship or creative achievement and willingness to cooperate with others for the good of the institution. He/she must also have an appropriate master's degree from an accredited institution, or active progress toward a doctorate.

2. ASSISTANT PROFESSOR.
   For appointment as or promotion (for instructors appointed prior to October 1, 1968) to assistant professor, the candidate must have demonstrated satisfactory qualities of personality and character, evidence of significant success as a teacher, interest in productive scholarship or creative achievement and willingness to cooperate with others for the good of the institution. He/she must also have obtained the Ph.D. degree, or an equivalent degree, in an accredited university except that persons holding positions on December 31, 1975 as assistant professors or instructors in the community colleges shall have a master's degree and four years of appropriate teaching, technological, or industrial experience or the Ph.D. degree. In the libraries, for promotion to or appointment as assistant professor, the candidate must, in addition to the requirements of instructor, have completed a doctorate or an additional master's degree and in exceptional cases some other logical combination of two years' graduate study or more beyond the bachelor's degree.

3. ASSOCIATE PROFESSOR.
   For promotion or appointment to the rank of associate professor, the candidate must possess the qualifications for an assistant professor, must have obtained the Ph.D. or an equivalent degree from an accredited university, and in addition he/she must possess a record of significant achievement in his/her field or profession, or as a college or university administrator. There shall be evidence that his/her alertness and intellectual energy are respected outside his/her own immediate academic community. There shall be evidence of his/her continued growth and of continued effectiveness in teaching. Longevity and seniority alone shall not be sufficient for promotion.

   In the libraries, for promotion to or appointment as associate professor, the candidate must, in addition to the requirements set forth for assistant professors in the libraries, possess a record of significant achievement in his/her profession. There shall be evidence that his/her competence and achievements are recognized and respected outside his/her own immediate community.

4. PROFESSOR.
   For promotion or appointment to the rank of professor, the candidate must possess the qualifications for an associate professor, and in addition a record of exceptional intellectual, educational, or artistic achievement and an established reputation for excellence in teaching and scholarship in his/her discipline. There shall be evidence of his/her continued growth and the judgment on promotion shall consider primarily evidence of achievement in teaching and scholarship following the most recent promotion. Longevity and seniority alone shall not be sufficient for promotion.

Section 11.8. Equivalencies
1. The following may be accepted in lieu of the degree requirements set forth in bylaw section 11.7.b.1., 2., 3., and 4:

   a. In the fields of art (studio), music (performance), theatre (performance), experience and achievements which are deemed appropriate.

   b. Other earned doctoral degrees such as sc.d., d.b.a., ed.d., d.a., d.s.w.; the professional degrees, m.d. and d.d.s., with license to practice; and the j.d., with admission to the Bar and contributions to the field; or other equivalent earned doctoral degrees from an approved institution of higher learning where the training received is properly related to the work of the department.

   c. In the school of engineering and in technological curricula related to engineering in a community college, an appropriate master's degree and a license as a professional engineer, and in the school of architecture, an appropriate master's degree and a license as a registered architect provided the person appointed has the qualifications required by the state of New York for a license.

   d. For the teaching of social work, a recognized master's degree in social work, certification as a social worker, and the specialized experience required for satisfactory performance.

   e. In the programs of nursing science and baccalaureate nursing education, licensure as a registered nurse, an appropriate master's degree and appropriate specialized experience. In programs of baccalaureate education in the allied medical and health sciences, appropriate professional licensure, registration, or certification, an appropriate master's degree, and appropriate specialized experiences.

   f. In accounting, the appropriate master's degree and certification as a public accountant, or an appropriate earned doctoral degree.

   g. In industrial technological programs, not otherwise mentioned in this section, an appropriate baccalaureate degree, experience directly related to the field, and recognized contributions to the field.

   h. In secretarial studies and data processing, an appropriate master's degree, plus thirty (30) graduate credits in an organized program related to the field, experience directly related to the field, and recognized contributions to the field.

2. In the evaluation and interpretation of equivalencies there must be a direct and specific relationship between the discipline represented and the field in which the candidate is to serve.
Appendix D - Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

Adopted by the Board of Higher Education at its meeting of September 22, 1975, Cal. No. 5.

(Effective January 1, 1976)

In the past year, the Commission on Academic Personnel Practice made an extensive study of all policies and procedures concerning faculty personnel matters in the City University, and submitted its report to the Board of Higher Education in October 1974. In its deliberations the Commission heard testimony from a number of faculty members, students and administrators. Since the report was submitted, the University Faculty Senate, the University Student Senate, and the Professional Staff Congress, have all offered their views to the Board. The Chancellor, together with the Council of Presidents, have submitted their own recommendations to the Board. After reviewing all the pertinent documents, the Board hereby adopts the following as policy in matters of academic personnel practice:

I General Policy:

1) The Board recognizes the historic tradition which vests both the privileges and responsibilities of academic governance in the faculty of a college. The faculty, as the body chiefly responsible for the educational mission as well as for academic standards, is the part upon which the health of the whole institution depends. In this role, the faculty has a long tradition of collegiality, in which its various education responsibilities are freely shared among its members.

   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 institution’s mission and to maintain its standards.

   As the executive agent of the college, of the Board as well as the principal academic officer, the President plays a pivotal role in all faculty personnel matters at the college level.

   The President, as the person ultimately responsible to the Board of Higher Education, is accountable for seeing that the mission of the college fits into the broader mission of the University. Within the college itself, the President, in his capacity as principal academic officer, is similarly responsible for bringing to bear on all faculty personnel matters a broader institutional concern.

   The President must thus be the guarantor of the integrity of all faculty personnel processes. He must be accountable for the overall quality and appropriateness of the faculty at his institution. And he must also be the educational leader of the faculty.

   In the daily administration of academic personnel practice at the college, the President shall be responsible for introducing into all faculty personnel deliberations those college-wide considerations which make a faculty decision both feasible and rational. In practice, the President shall be responsible for making known information on all institutional factors, such a projected enrollment, budgetary matters, program priority, which must be taken into account at every level of personnel action. The President shall be held accountable for seeing that such pertinent institutional information is assembled, and that those faculty concerned with personnel decisions are familiarized with it in a timely fashion for their deliberations.

2) Department chairmen shall hold professorial rank (assistant professor, associate professor or professor) and be tenured at the time of election. In cases where a department has two or fewer such members, the President may, after consultation with the departmental faculty, appoint a chairman.* Colleges and/or departments in existence for less than seven years may be exempt from compliance with this requirement for a period of up to seven years from the date they became functional.

   In those instances where an individual is recruited to serve as chairman from an
institution outside of the City University, the requirement for tenure may be waived.

3) a) No faculty member who does not hold senior rank (associate professor or professor) shall vote on any promotion to full professor. It is the intent of the Board that faculty decisions concerning tenure shall be rendered by committees composed predominantly of tenured members. Accordingly, no more than one non-tenured faculty member should serve on departmental personnel and budget committees. This provision shall not apply to new colleges or newly organized departments which have fewer than five tenured faculty members.

   b) In new colleges or newly organized departments where there are too few faculty members available to serve on faculty personnel committees for the actions in 3.a. above, the President, after consultation with faculty, shall create an ad hoc committee to decide on those personnel actions.

4) The Board reaffirms its commitment to the consideration of student evaluations in faculty personnel decisions involving reappointment, promotion and tenure, according to the provisions in the governance plan in effect at each college.

5) The senior faculty shall have special responsibilities for maintaining the academic vitality of their departments. One of the principal means of exercising this responsibility is the continuation of peer evaluations of members of the faculty, with special attention to their diligence in teaching and professional growth. Another chief responsibility of the senior faculty is to orient their junior and newly appointed colleagues. Senior faculty shall be available for such consultation and assistance in problems of both scholarship and teaching as the junior faculty may require, and this mandate shall be considered a part of the professional obligations of the permanent faculty.*

II Recruitment
The Board agrees with the findings of the Commission on the nature and scope of the recruitment process at the various colleges of the University. It fully supports the Commission’s understanding that the quality of all faculty personnel decisions and of the faculty itself, depends upon the quality of the initial recruitment effort.

1) The recruitment process is essentially a continual one. Because of the City and State structures within which the University’s budget process operates, the University cannot expect to clarify the availability of budget lines before the late Spring of a given academic year. Because of this the recruitment effort for any full-time faculty appointment should normally be of at least one year’s duration. When an appointment must be made without such an effort, the candidate appointed shall be apprised that the search is continuing.

2) The primary responsibility for recruitment shall rest with department chairmen, who in turn are responsible for the work of the personnel committees which they chair. Department personnel committees shall be accountable for their recruitment efforts, and they shall maintain written records of the recruitment process.*

3) Each position for which a department recruits must be justified and defined on the basis of the following criteria:

   a) The need for the position must be clearly established in the context of such department factors as the current state of its faculty in terms of age, rank and areas of specialization, the development of new aspects of the discipline, future needs of new programs, and projections of student enrollment.

   b) The need for the position must be clearly established within the context of such college-wide factors as long-range plans and budget priorities which have been set for departmental consideration under I, 1. The President, after consultation with the faculty and appropriate
governance bodies, shall also have final responsibility for setting College-wide priorities for recruiting.

c) Those academic and professional credentials and qualifications which are appropriate to the position and rank, in conformity with the needs as determined by (a) and (b) above, must be clearly established.

d) A full statement of the terms and conditions of employment, and of the statutory evaluative criteria and procedures for reappointment and tenure, shall be given to all candidates.

4) When the need for a position is clearly established on the basis of the criteria above (II, 3), the department shall mount a recruiting effort on a national scale that includes but is not limited to the following features:

a) notice that the University is an equal opportunity employer;

b) advertisement, including all pertinent data concerning the position in the appropriate scholarly and professional journals and periodicals;

c) notice of the position throughout the University, including at the appropriate departments of various colleges, for the benefit of any employees, part-time, or full-time, who might be qualified;

d) full consideration of all unsolicited applications in the possession of the recruiting department and college as well as all adjunct faculty who wish to be considered.

e) maintenance of written records on the procedures used in the recruitment effort and in selecting a candidate to recommend for appointment. Such records must include whatever other data may be required for compliance with the federal affirmative action regulations. The records shall also include verification of the credentials of the candidates presented to the Board of Higher Education for appointment, and of the proper observance of announced closing dates for application.

5) There shall be a University standard letter of appointment.

6) The Chancellor will publish annually an analysis of the University’s recruitment procedures, a sampling of its recruitment records, and his own judgment as to the adequacy of the recruitment effort. This report will attempt to analyze and evaluate each college’s performance, but will not focus on individual cases.

III Reappointment
The board reaffirms the Commission’s insistence that the decision to reappoint and the decision to tenure are two separate and distinct acts. Similarly, the Board reaffirms its position that no appointment carries with it the presumption of reappointments or of eventual tenure.

1) In order to enhance and maintain flexibility in recruitment, appointment and re-appointment, the Board authorizes the option of two year appointments for full-time members of the instructional staff, in appropriate instances, at the discretion of the college.

2) Decisions to reappoint faculty members shall take into account such institutional considerations as have been established and disseminated as a framework for all academic personnel actions.*

3) The criteria upon which decisions to reappoint are based shall be as follows:

   (a) First Reappointment - Candidates for reappointment at the end of their initial term of appointment on a full-time line shall be evaluated on the basis of the following criteria:
(i) Teaching Effectiveness - There are a variety of ways, including classroom observation, to evaluate this criterion. The evaluation, however, should extend beyond the classroom, since the faculty member’s obligation to the students goes beyond normal class hours. Personnel committees should consider student evaluations as a factor in assessing the teaching effectiveness of an instructor.

(ii) Scholarly and Professional Growth - Candidates in tenure bearing titles for the first reappointment are expected to demonstrate their potential for scholarly and their achievement in some of the following ways:

   a) Evidence of research in progress leading toward scholarly publication.

   b) Publication in professional journals.

   c) Creative works, show and performance credits, etc., when such are appropriate to the department.

   d) Development of improved instructional materials or methods.

   e) Participation in activities of professional societies.

(iii) Service to the Institution - Since all full-time faculty members share broad responsibilities toward the institution, work in departmental and college committees should be considered in over-all evaluations. Although it is understood that not all junior faculty members will have an opportunity to serve on important committees, their evaluation should consider evidence of their informal contribution to such committee work and their participation in other regular administrative activities such a governance, registration, advisement, library and cultural activities.

(iv) Service to the Public - A candidate, though not expected to do so for the first reappointment, may offer evidence of pertinent and significant community and public service in support of reappointment.

b) Second and Subsequent Reappointments. In addition to criteria for the first reappointment, candidates for the second or subsequent reappointment shall be evaluated on the basis of the following criteria:

   (i) Teaching Effectiveness - Evaluation of this criterion shall include contractual teaching observations and peer judgments; assessment of the instructor’s efforts and success in developing new methods and materials suited to the need of his students and assessment of student evaluations, and of other non-classroom educational efforts such as academic advisement.

   (ii) Scholarly and Professional Growth - Candidates for the second and subsequent reappoints are expected to offer evidence of scholarly contributions to their disciplines. Evaluations of the quality of such work may be sought from outside the department. Achievements in the period following the last reappointment should be evaluated on the basis of publications of scholarly works in professional journals, or reports of scientific experimentation; scholarly books and monographs, and evidence of work in progress; significant performance or show credits or creative work; and improved instruction materials and techniques that have been found effective in the classroom either in the City University or elsewhere.

   (iii) Service to the Institution - Effective service on departmental, college, and university committees.
(iv) Service to the Public - Institutions of higher education are expected to contribute their services to the welfare of the community. Although such activities are a matter of individual discretion and opportunity, evaluation of a faculty member for reappointment should recognize pertinent and significant professional activities on behalf of the public. The absence of this contribution should not work to the disadvantage of any candidate for reappointment.

4) Judgments on reappointment should be progressively rigorous. In the second and subsequent reappointments, a candidate should be able to demonstrate that he has realized some of his scholarly potential. Similarly, standards of acceptable performance as a teacher should be graduated to reflect the greater expectations of more experienced faculty members.

IV Tenure

1) The decision to grant tenure shall take into account institutional factors such as the capacity of the department or the college to renew itself, the development of new fields of study, and projections of student enrollment.*

2) The criteria upon which decisions to tenure are based shall be as follows:

   a) Teaching Effectiveness - Tenure appointments shall be made only when there is clear evidence of the individual’s ability and diligence as a teacher.

   b) Scholarship and Professional Growth - Evidence of new and creative work shall be sought in the candidate’s published research or in his instructional materials and techniques when they incorporate new ideas or scholarly research. Works should be evaluated as well as listed, and work in progress should be assessed. When work is a product of a joint effort, it is the responsibility of the department chairman to establish as clearly as possible the role of the candidate in the joint effort.

   The following factors may be supplementary considerations in decisions on tenure. The weight accorded to each will vary from case to case.

   c) Service to the Institution - The faculty plays an important role in the formulation and implementation of University policy, and in the administration of the University. Faculty members should therefore be judged on the degree and quality of their participation in college and University government. Similarly, faculty contributions to student welfare, through service on committees or as an advisor to student organizations, should be recognized.

   d) Service to the Public - Service to the community, state and nation, both in the faculty member=s special capacity as a scholar and in areas beyond this when the work is pertinent and significant, should be recognized.*

3) Tenure shall not normally be granted before the fifth annual reappointment. Only in exceptional cases may tenure be granted before that time: when appointment to the faculty at the University requires the continuation of tenure previously awarded by another institution of higher learning; when a prestigious fellowship valuable to the college concerned interrupts continuous service during the probationary period; or when some extraordinary reason indicates that the college would be well served by the early grant of tenure.

4) The Chancellor will publish annually a report on tenure in the University, which analyzes the actions of each college and contains such pertinent data as may be of assistance to the college in the management of tenure. The report will also contain the Chancellor=s judgment on the quality of tenure procedures and actions.
V  Promotion
The Board fully supports the Commission’s recommendation that the criteria established above for
reappointment and tenure apply equally to decisions on promotion. It also reaffirms the Commission’s
cautions that judgments on promotion be sufficiently flexible to allow for a judicious balance among
excellence in teaching, scholarship, and other criteria.

When considering decisions on either promotion or tenure, personnel committees should bear in mind that the
two judgments represent two distinct acts. Just as it would be unwise to promote those whose qualities for
tenure are questionable, so it would be equally ill-advised to tenure those whose capacity for promotion to
senior rank is judged to be limited.

1) The criteria for promotion shall be as follows:

a) to Assistant Professor (technically a new appointment) - The candidate must possess the
Ph.D. degree and submit evidence of qualification to meet, in due time, the standards required
for the first reappointment. Those persons without the Ph.D. currently holding positions as
Assistant Professors and instructors at the Community Colleges shall not be affected by this
provision.*

Until the committee appointed by the Chancellor to study equivalencies and waivers
has made its report, the Bylaw statements dealing with equivalencies and waivers will remain in
force.

b) to Associate Professor - The candidate shall present evidence of scholarly achievement
following the most recent promotion, in addition to evidence of continued effectiveness in
teaching; the candidate should thus meet the qualifications required above (IV, 2) for tenure.

c) to Professor - The candidate must meet all the qualifications for an Associate Professor, in
addition to having an established reputation for excellence in teaching and scholarship in his
discipline. The judgment on promotion shall consider primarily evidence of achievement in
teaching and scholarship following the most recent promotion.

* The General Counsel to the Board shall be instructed to determine what, if any, change in the Board’s
Bylaws is necessary to effect this new policy, and to prepare for the Board’s approval such amendments as
are deemed necessary. Incumbent chairmen who do not meet these requirements should be permitted to
fulfill the term of their chairmanship, and this should be effected in the implementation of the Policy
Statement.