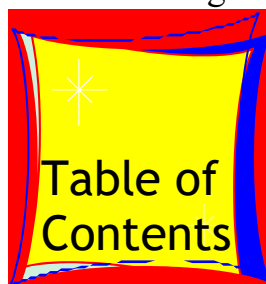


Guidelines for  
Faculty  
Evaluation,  
Reappointment  
and Tenure



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Hostos Community College  
Annual Calendar for Faculty Evaluation

**Eugenio Maria de Hostos Community College**  
 General Academic Year College-Wide P & B Calendar

## Annual Calendar for Faculty Evaluation

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

<u>CALENDAR</u>	<u>ACTION</u>	<u>NOTES</u>
<b>Late August</b>	DUE: Department P&B committee recommendations: <ul style="list-style-type: none"> <li>• Full-time appointments for Fall</li> <li>• Substitute appointments for Fall</li> </ul> New adjunct appointments for Fall to be presented directly to the provost for recommendation to the president.  VOTE: College-wide P&B Committee: <ul style="list-style-type: none"> <li>• Full-time appointments for Fall</li> <li>• Substitute appointments for Fall</li> </ul>	
<b>September –</b>	DUE: Department & CWP&B committee recommendations: <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Reappointments</li> <li>• 3<sup>rd</sup> Reappointments</li> <li>• Faculty Fellowship Leaves (one-half year leave at full pay)</li> </ul>	
<b>October</b>	DUE: Department & CWP&B committee recommendations: <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Reappointment</li> <li>• 5<sup>th</sup> with Tenure Reappointments</li> </ul> VOTE: CWP&B Committee: <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Reappointment</li> <li>• 3<sup>rd</sup> Reappointment</li> <li>• Faculty Fellowship Leaves</li> </ul>	
<b>October— November</b>	Faculty classroom observation should occur in the 6 <sup>th</sup> – 10 <sup>th</sup> 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.
<b>November</b>	VOTE: CWP&B Committee: <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Reappointment</li> <li>• 5<sup>th</sup> with Tenure Reappointment</li> </ul> Notification of non-appointment of adjuncts.	

**Eugenio Maria de Hostos Community College**  
 General Academic Year College-Wide P & B Calendar

<u>CALENDAR</u>	<u>ACTION</u>	<u>NOTES</u>
<b>December – first week</b>	Department chairperson’s evaluation of new tenure-track faculty in his/her first year of appointment must be completed by the 1 <sup>st</sup> week of December.	
<b>December</b>	DUE: Department and CWP&B committee recommendations: <ul style="list-style-type: none"> <li>• Full-time appointment for Spring</li> <li>• Substitute appointment for Spring</li> </ul> VOTE: CWP&B Committee: <ul style="list-style-type: none"> <li>• Full-time appointment for Spring</li> <li>• Substitute appointment for Spring</li> </ul>	Faculty applying for promotion to associate or full professor should schedule meetings with department chair and provost to review CV and portfolio and get guidance.
<b>December – last day of finals</b>	DUE: Annual evaluation of first-year full-time faculty	
<b>January</b>	DUE: Department and CWP&B committee recommendations: <ul style="list-style-type: none"> <li>• Full-time appointments for Spring</li> <li>• Substitute appointments for Spring</li> </ul> VOTE: CWP&B Committee: <ul style="list-style-type: none"> <li>• Full-time appointments for Spring (if required)</li> </ul> Substitute appointment for Spring (if required)	Faculty applying for promotion to associate or full professor should be preparing portfolio and working with department chair and provost on revisions and updates.
<b>February</b>	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: Spring semester for 1 <sup>st</sup> and for 2 <sup>nd</sup> reappointment.	The notification memorandum will come from the department chairperson and include: <ul style="list-style-type: none"> <li>• Evaluator’s name</li> <li>• Timeline for evaluation</li> </ul> Notification must be done by <b>March 1</b> .  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.

**Eugenio Maria de Hostos Community College**  
 General Academic Year College-Wide P & B Calendar

<u>CALENDAR</u>	<u>ACTION</u>	<u>NOTES</u>
<b>February</b>	DUE: Department and CWP&B committee recommendations for <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Reappointment</li> <li>• Promotion to Associate Professor</li> <li>• Promotion to Full Professor</li> </ul> DUE at the Office of Academic Affairs: Applications for full professor	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.  By custom, full professor applications must receive provost approval before being forwarded to the College-wide P&B committee.
<b>March</b>	DUE: Department and CWP&B committee recommendations for: <ul style="list-style-type: none"> <li>• Fellowship Leaves and Appointments</li> </ul> VOTE: CWP&B Committee: <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Reappointment</li> <li>• Promotion to Associate Professor</li> <li>• Promotion to Full Professor</li> <li>• Fellowship Leaves and Appointments</li> </ul>	Chairs must notify full-time faculty about the date of the annual evaluation.
<b>March / April</b>	Faculty classroom observation should occur in the 6 <sup>th</sup> – 10 <sup>th</sup> 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.
<b>April</b>	DUE: Department and CWP&B committee recommendations: <ul style="list-style-type: none"> <li>• Initial full-time appointments</li> <li>• Substitute appointments for fall</li> </ul> New adjunct appointments for Fall to be presented directly to the provost for recommendation to the president.  VOTE: CWP&B Committee: <ul style="list-style-type: none"> <li>• Initial appointment of full-time faculty</li> </ul> Notification of non-appointment of adjuncts.	
<b>May</b>	Annual evaluation conference must have occurred.	

**Eugenio Maria de Hostos Community College**  
General Academic Year College-Wide P & B Calendar

**CALENDAR**

**ACTION**

**NOTES**

VOTE:

- Substitute appointment for Fall

**May 31**

DUE: Annual evaluation forms must be complete. Final evaluation forms must be signed by the department chairperson.

Evaluations of non-tenured faculty will be placed in their portfolio by the department chairperson for submission to the department P&B committee.

Evaluations of tenured faculty will be placed in their personal file in the Human Resources Office.

Departmental Guidelines  
for Reappointment, Tenure,  
and Promotion

## 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 insure that it complies 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 an Instructor 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 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 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
- Peer-reviewed online publications
- Scholarly essays
- Completing a PSC/CUNY funded grant
- Completing a non-CUNY 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:
  - Have an article published in a professional peer-reviewed journal
  - Complete a non-CUNY 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 committee or activity
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
  - Participation in evaluating student's clinical competence
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

## **Promotions**

### *Assistant Professor*

For appointment as or promotion 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. 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.

### *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.

### *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.

## **For additional promotion information refer to:**

Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107

- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

Appendix D: Statement of the Board of Higher Education on Academic Personnel  
Practice in the City University of New York

- Section V – Promotion, p. 108

## **GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

## **PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

### **Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Allied Health</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
1. Teaching Effectiveness and Curriculum Development	Attend HCC seminars on developing teaching and tenure portfolios; work with colleagues on professional and pedagogical requirements for professional licensure in your discipline	Understand and begin to develop a teaching and/or tenure portfolio; work actively with colleagues on syllabus preparation and review; work with your colleagues on developing classroom pedagogy	Show a record of teaching effectiveness through classroom observations as well as student evaluations and peer judgments; contribute to curriculum development in the Department	Demonstrate growth in teaching effectiveness; show a record of contributions to curriculum development in the Department	Demonstrate strength in teaching effectiveness; increased contributions and recommendations of instructional materials	Demonstrate strength and diligence in teaching effectiveness; increased contributions and recommendations of instructional materials and techniques and program initiatives	Show a clear record of teaching effectiveness and curriculum development
2. Research and Scholarly Growth	Begin researching ideas and potential publications for a scholarly professional publication <sup>1</sup> in your discipline with senior faculty  <i>1. Examples: textbook, textbook chapter, monograph, professional student workbook, professional newsletter, professional journal, ECE article, online publication, etc.</i>	Prepare a schedule for completing a scholarly professional publication <sup>1</sup>  OR  Identify an appropriate grant  OR  Prepare a schedule for earning certification in an additional allied health profession <sup>2</sup>  <i>2. Examples: mammography, sonography, nurse practitioner, health education specialist, nurse-anesthetist, etc.</i>	Select a topic, implement the research, and identify professional peer-reviewed 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  AND  Prepare a proposal for a presentation at a community presentation or professional organization meeting	Complete the first draft for an article and submit it to a professional peer-reviewed journal for publication  OR  Get approval and funding to begin the grant  OR  Complete the remaining course work for earning certification in an additional allied health profession  AND  Make a presentation at a professional organization meeting  OR  Make a professional educational presentation in the community	Obtain a written acknowledgement that an article has been accepted for publication in a professional peer-reviewed journal  OR  Begin implementing the non-CUNY funded grant  OR  Make the final arrangements to become certified in an additional allied health profession  AND  Make a presentation at a professional organization meeting  OR  Make a professional educational presentation in the community	Have an article published in a professional peer-reviewed journal  OR  Complete a non-CUNY funded grant  OR  Be certified in an additional allied health profession  AND  Make a presentation at a professional organization meeting  OR  Make a professional educational presentation in the community	Show a clear record of research and scholarly growth

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Allied Health</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
3. Service to the Institution (and administrative assignments)	Familiarize yourself with all Program and Department administrative responsibilities and other initiatives in progress; attend College-Wide meetings for faculty; attend Department meetings and activities	Be an active participant in Department administrative duties, meetings and other initiatives; service on a Department committee or activity; explore service on College-wide committees or activities	Increased activity in Department administrative duties, meetings and other initiatives; increased service on a Department committee or activity; service on a College-wide committee or activity	Increased activity in Department administrative duties, meetings and other initiatives; be prepared to serve in a leadership role on a Department committee or activity; increased service on a College-wide committee or activity	Increased involvement in Department administrative duties, meetings and other initiatives; serve in a leadership role on a Department committee or activity; be prepared to serve in a leadership role on a College-wide committee or activity	Increased activity in College governance and Department administrative duties, meetings and other initiatives; serve in a leadership role on a Department committee or activity; be prepared to serve in a leadership role on a College-wide committee or activity	Show a clear record of service to the Unit, Department, College, and University
4. Student Guidance (and professional relationship with students)	Attend in-service workshops about academic advisement; attend in-service workshops about CUNYfirst, etc; attend in-service workshops about on-line academic advisement software	Advise students during academic advisement; help draft and distribute advisement materials for your Department and/or professional programs	Advise students during academic advisement; guide students in your Department's options, clubs, and/or professional programs; mentor students about NY state and national licensure requirements <sup>3</sup> in your discipline  <i>Nursing Only:</i> Participate in pre-program testing and advisement activities	Increased involvement in student guidance; increased mentoring of students about NY state and national licensure requirements <sup>3</sup> in your discipline; participate in evaluating student's clinical competence and retention  <i>Dental Hygiene Only:</i> Mentor students for special professional activities	Increased involvement in student guidance; increased mentoring of students about NY state and national licensure requirements <sup>3</sup> in your discipline; increased participation in evaluating student's clinical competence and retention  <i>Dental Hygiene Only:</i> Mentor students for special professional activities	Increased involvement in student guidance; mentor students regarding advanced professional participation and development in your discipline; assist in preparing students for NY state and national licensure requirements <sup>3</sup> in your discipline; assist students in professional résumé writing and interviewing techniques in your discipline; increased participation in evaluating student's clinical competence and retention	Show a clear record of student guidance.  <i>3. Examples: state and national certification exams, guided student research, clinical presentations, professional student competitions, etc.</i>
5. Professional Reputation (and leadership)	Join professional organizations; keep abreast of developments and advancements in	Join and attend meetings of professional organizations; keep abreast of	Participation in professional organization activities; earn NY State mandated continuing	Increased participation in professional organization activities; earn NY	Serve on a committee <sup>4</sup> of a professional organization OR Maintain certification in	Serve on a committee <sup>4</sup> or advisory council of a professional organization	Show a clear record of professional recognition and reputation

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Allied Health</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
	your profession; earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession	developments and advancements in your profession; earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession	education credits (ECE units) to maintain competence in your profession; participation in professional development activities at CUNY	State mandated continuing education credits (ECE units) to maintain competence in your profession; increased participation in professional development activities at CUNY	your professional content area; earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession	OR Maintain certification in your professional content area; earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession	<i>4. Examples: a committee or task force, membership on a state or national accreditation committee, advisory council, etc</i>
6. Collegiality	Introduce yourself to all the members of your Program and Department and become familiar with their professional association activities	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  <i>Dental Hygiene Only:</i> Be prepared to provide emergency relief coverage in the on-site patient care facility	Volunteer to work with colleagues for the good of the Department and the College  <i>Dental Hygiene Only:</i> Be available for emergency relief coverage in the on-site patient care facility	Volunteer to work with colleagues for the good of the Department and the College  <i>Dental Hygiene Only:</i> Be available for emergency relief coverage in the on-site patient care facility	Show a clear record of professionalism, collegiality and positive good will

**Guidelines for Reappointments of Lecturers and CCE – 5-Year Clock**

<b>Allied Health</b>	<b>1<sup>ST</sup> Reappointment</b>	<b>2<sup>ND</sup> Reappointment</b>	<b>3<sup>RD</sup> Reappointment</b>	<b>4<sup>TH</sup> Reappointment</b>	<b>5<sup>TH</sup> Reappointment</b>
1. Teaching Effectiveness and Curriculum Development	Understand and begin to develop a teaching portfolio; work actively with colleagues on syllabus preparation and review; work with your colleagues on developing classroom pedagogy	Show a record of teaching effectiveness through classroom observations as well as student evaluations and peer judgments; contribute to curriculum development in the Department	Demonstrate growth in teaching effectiveness; show a record of contributions to curriculum development in the Department	Demonstrate strength and diligence in teaching effectiveness; increased contributions and recommendations of instructional materials and techniques and program initiatives	Show a clear record of teaching effectiveness and curriculum development
2. Service to the Institution	Be an active participant in Department administrative duties, meetings and other initiative; service on a Department committee or activity; explore service on College-wide committees or activities	Increased activity in Department administrative duties, meetings and other initiatives; increased service on a Department committee or activity; service on a College-wide committee or activity	Increased activity in Department administrative duties, meetings and other initiatives; be prepared to serve in a leadership role on a Department committee or activity; increased service on a College-wide committee or activity	Increased activity in College governance and Department administrative duties, meetings and other initiatives; serve in a leadership role on a Department committee or activity; be prepared to serve in a leadership role on a College-wide committee or activity	Show a clear record of service to the Unit, Department, College, and University
3. Student Guidance	Attend in-service workshops on academic advisement; attend in-service workshops on SIMS, eSIMS, etc.; attend in-service workshops on on-line academic advisement software, etc.; help draft and distribute advisement materials for your Department and/or professional programs	Advise students during academic advisement; guide students in your Department's options, clubs, and/or professional programs; mentor students about NY state and national licensure requirements <sup>1</sup> in your discipline	Increased involvement in student guidance; increased mentoring of students about NY state and national licensure requirements <sup>1</sup> in your discipline; participate in evaluating student's clinical competence and retention	Increased involvement in student guidance; assist in preparing students for NY state and national licensure requirements <sup>1</sup> in your discipline; assist students in professional résumé writing and interviewing techniques in your discipline; increased participation in evaluating student's clinical competence and retention	Show a clear record of student guidance  <i>1. Examples: state and national certification exams, guided student research, clinical presentations, professional student competitions, etc.</i>
4. Professional Reputation	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 <sup>2</sup> or advisory council of a professional organization <b>OR</b> Maintain certification in your professional content area <b>OR</b> Earn a certification in an additional professional content area <sup>3</sup> ; earn NY State mandated continuing education credits (ECE units) to maintain	Show a clear record of professional recognition and reputation  <i>2. Examples: a committee or task force, membership on a state or national accreditation committee, advisory council, etc</i>  <i>3. Examples: mammography,</i>

<b>Guidelines for Reappointments of Lecturers and CCE – 5-Year Clock</b>					
<b>Allied Health</b>	<b>1<sup>ST</sup> Reappointment</b>	<b>2<sup>ND</sup> Reappointment</b>	<b>3<sup>RD</sup> Reappointment</b>	<b>4<sup>TH</sup> Reappointment</b>	<b>5<sup>TH</sup> Reappointment</b>
				competence in your profession	<i>sonography, nurse practitioner, health education specialist, etc</i>
5. Collegiality	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	Volunteer to work with colleagues for the good of the Department and the College	Show a clear record of professionalism, collegiality and positive good will

**Guidelines for Instructor Reappointments and Tenure – 5-Year Clock**

<b>Allied Health</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>Transfer to Professorial Rank</b>
1 Teaching Effectiveness and Curriculum Development	Understand and begin to develop a teaching portfolio; work actively with colleagues on syllabus preparation and review; work with your colleagues on developing classroom pedagogy	Show a record of teaching effectiveness through classroom observations as well as student evaluations and peer judgments; contribute to curriculum development in the Department	Demonstrate growth in teaching effectiveness; show a record of contributions to curriculum development in the Department	Demonstrate strength and diligence in teaching effectiveness; increased contributions and recommendations of instructional materials and techniques and program initiatives	Show a clear record of teaching effectiveness and curriculum development
2 Scholarly Growth	Begin researching appropriate professional and terminal degree programs in your discipline at a Master's level or higher	Begin the course work in an appropriate professional or terminal degree program in your discipline at a Master's level or higher	Must be actively enrolled in an appropriate professional or terminal degree program in your discipline at a Master's level or higher; complete approximately half the course work required for the professional or terminal degree	Must be actively enrolled in an appropriate professional or terminal degree program in your discipline at a Master's level or higher; complete the remaining course work, research, and/or thesis required for the professional or terminal degree	Must have completed a Master's level degree or higher; submit documentation verifying completion of the degree  <i>Important Note:</i> Upon completion of the degree, the instructor will be reappointed to an assistant professor's line. If a Master's level degree or higher is not completed, the instructor will not be reappointed
3 Service to the Institution	Be an active participant in Department administrative duties, meetings and other initiatives; service on a Department committee or activity; explore service on College-wide committees or activities	Increased activity in Department administrative duties, meetings and other initiatives; increased service on a Department committee or activity; service on a College-wide committee or activity	Increased activity in Department administrative duties, meetings and other initiatives; be prepared to serve in a leadership role on a Department committee or activity; increased service on a College-wide committee or activity	Increased activity in College governance and Department administrative duties, meetings and other initiatives; serve in a leadership role on a Department committee or activity; be prepared to serve in a leadership role on a College-wide committee or activity	Show a clear record of service to the Unit, Department, College, and University

**Guidelines for Instructor Reappointments and Tenure – 5-Year Clock**

<b>Allied Health</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>Transfer to Professorial Rank</b>
4 Student Guidance	Attend in-service workshops on academic advisement; attend in-service workshops on SIMS, eSIMS, etc.; attend in-service workshops on on-line academic advisement software, etc.; help draft and distribute advisement materials for your Department and/or professional programs	Advise students during academic advisement Guide students in your Department's options, clubs, and/or professional programs; mentor students about NY state and national licensure requirements <sup>1</sup> in your discipline	Increased involvement in student guidance; increased mentoring of students about NY state and national licensure requirements <sup>1</sup> in your discipline; participate in evaluating student's clinical competence and retention	Increased involvement in student guidance; assist in preparing students for NY state and national licensure requirements <sup>1</sup> in your discipline; assist students in professional résumé writing and interviewing techniques in your discipline; increased participation in evaluating student's clinical competence and retention	Show a clear record of student guidance  <i>1. Examples: state and national certification exams, guided student research, clinical presentations, professional student competitions, etc</i>
5 Professional Reputation	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 <sup>2</sup> or advisory council of a professional organization OR Maintain certification in your professional content area OR Earn a certification in an additional professional content area <sup>3</sup> ; Earn NY State mandated continuing education credits (ECE units) to maintain competence in your profession	Show a clear record of professional recognition and reputation  <i>2. Examples: a committee or task force, membership on a state or national accreditation committee, advisory council, etc</i>  <i>3. Examples: mammography, sonography, nurse practitioner, health education specialist, etc</i>
6 Collegiality	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	Volunteer to work with colleagues for the good of the Department and the College	Show a clear record of professionalism, collegiality and positive good will

## BEHAVIORAL & SOCIAL SCIENCES DEPARTMENT

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

### *1<sup>st</sup> 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.

### *2<sup>nd</sup> 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.

### *3<sup>rd</sup> 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.

### *4<sup>th</sup> 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.)

### *5<sup>th</sup> 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.

### **Promotions**

#### *Assistant Professor*

For appointment as or promotion 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. 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.

#### *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.

#### *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.

**For additional promotion information refer to:**

Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V – Promotion, p. 108

**GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

**PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

**Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Behavioral and Social Sciences</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
1. Teaching Effectiveness and Curriculum Development	The candidate should demonstrate a progression toward excellence in teaching. These efforts can be evidenced by the quality of course preparation and class observations.	The candidate should initiate efforts to renew existing curricula and identify new curricula for future development.	Active engagement in curricula activity should be evidenced, including the incorporation of new learning components into the curricula, and development of new curricula.	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.	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.	Demonstrate strength in teaching effectiveness; continued contributions to departmental curriculum and program initiatives.	Show a clear record of teaching effectiveness and curriculum/program development and assessment and revision of existing curricula.
2. Research and Scholarly Growth	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.	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.	A progress report on the candidate's research activities should demonstrate development of discipline related work that is considered in progress, with elements available or under consideration for presentation at conferences of 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,	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	The candidate should demonstrate the publication of, or the confirmation for publication of discipline related work in book, book chapter excerpt, journal, review, or other professionally circulated or broadly circulated and professionally relevant publication that demonstrates recognition of the candidate's field of specialization.	Record of publication of an article, book or book chapter, or a publication based on a conference presentation in a refereed journal; and significant presentations at professional conferences or other recognized professional venue.	Demonstrate a record of refereed publications; professional record of conference presentations; and initiative in linking the professional discipline with grant funded proposals.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Behavioral and Social Sciences</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
			reviews, general or academic publications and professional associations should be indicated.	in reviews, professional association publications professionally based and broadly based publications that relate to the academic and/or professional field of the candidate.			
3. Service to the Institution	Identify and join departmental committee. Participate in a manner consistent with departmental priorities.	Identify and join college committee consistent with departmental needs and priorities.	The candidate should initiate a record of service to the institution through participation in department and college wide committees.	Active engagement in the department's academic mission through committee work (both departmental and college wide), and student guidance.	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.	As appropriate to discipline and department, assume significant responsibility in a college-wide committee, including leading a sub-committee or serving as chair; continue service on a University-wide committee as designated by the department.	Show a clear record of service to Department, College, and University.
4. Student Guidance	Maintain a schedule of availability to students. Learn the college and program academic requirements.	Active participation in academic advisement, including counseling students about academic options.	Support the department's academic advisement process, and participate in student related academic activities.	Participate in academic advisement and serve as an advisor to a student related organization or club.	Demonstrate a proficient understanding of academic options and support services for students and provide guidance accordingly.	Prepare students for graduation and guide students in their applications to senior colleges.	Show a clear record of student guidance and recruitment.
5. Professional Reputation	Participation in professionally related activities in ones field of specialization	Membership in significant professional organizations, active participation in the organization	Election or appointment to official position in the organization that reflect significant professional	Professionally related academic or other discipline related professional activities or accomplishments	Significant contribution in the field recognized by professionally or popularly based publications, or	Take a leadership position in academic event or discipline related professional organization.	Show a clear record of professional recognition and reputation.

<b>Guidelines for Professorial Reappointments and Tenure – 7-Year Clock</b>							
<b>Behavioral and Social Sciences</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
		including service on formal or advisory committees.	recognition.	that are recognized in ones field of specialization.	organizations including media sources.		
6. Collegiality	Participate in departmental activities.	Collaborate with colleagues.	Confer with members regarding committee work.	Consult with members regarding ongoing projects.	Contribute to a positive and cooperative departmental environment.	Work with colleagues for the good of the College and the University.	Show a clear record of collegiality and positive good will.

<b>Guidelines for Reappointments of Lecturers and CCE – 5-Year Clock</b>					
<b>Behavioral and Social Sciences</b>	<b>1<sup>ST</sup> Reappointment</b>	<b>2<sup>ND</sup> Reappointment</b>	<b>3<sup>RD</sup> Reappointment</b>	<b>4<sup>TH</sup> Reappointment</b>	<b>5<sup>TH</sup> Reappointment</b>
1. Teaching Effectiveness and Curriculum Development	Develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with colleagues on classroom pedagogy	Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department	Demonstrate growth in teaching effectiveness; show record of contributions in curriculum development	Demonstrate strength in teaching effectiveness; contribute to departmental curriculum and program initiatives; engage in program development as required by the dept.	Show a clear record of teaching effectiveness and curriculum development, program development and participation in assessment activities.
2. Service to the Institution	Be active in Dept. administrative duties, meetings and other initiatives; explore service outside the department in college-wide committees; re- present dept at college-wide activities	Serve on department and/or college-wide committees; initiate department forums or related academic activities; represent the department at college-wide activities	As required by the discipline and department, be prepared to serve on department, college and university-wide committees	As appropriate to discipline and department, be prepared to chair college-wide or dept committee; continue service on University-wide committee	Show a clear record of service to department, college and university
3. Student Guidance	Be an active advisor to students during academic advisement; explore becoming a club advisor or developing related student activities in the discipline	Draft and distribute advisement materials for your department and/or discipline; offer to serve as a club advisor; assist students with respect to academic interests	Advise students in the department's options; meet with prospective graduates from programs/department and/or discipline; assist with assessment of student progress.	Prepare students for graduation and guide students in their applications to senior colleges; where required, assist students with field placement requirements.	Show a clear record of student guidance
4. Professional Reputation	Join and participate in professional organizations in your discipline; attend and participate in professional/academic activities in the discipline	Apply to sponsor academic/professional development events at the college; receive acknowledgments for conference presentation, active in professional association.	Participate in academic/professional development and/or related activities in the college and in the university; receive acknowledgment for publication/ creative work or conference presentation.	Assume a leadership position in academic and/or professional activity, organization or discipline related field.	Show a clear record of professional engagement, recognition and/or reputation

5. Collegiality	Actively meet and know the members of your dept. and their scholarly and/or creative works	Bring positive and innovative ideas to the Department and the College	Support colleagues in their scholarly and/or creative work	Volunteer to work with colleagues for the good of the College and the University	Show a clear record of collegiality and positive goodwill
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End section

## **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.

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## 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. Membership by itself in a professional organization 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 accepted by the Business Department 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(s) 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
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
6. Show a clear record of professionalism and collegiality as evidenced by, but not limited to:
  - working with colleagues and other constituents within and outside the college community for the benefit of the unit, department, and the college community at-large.

## **Promotions**

### *Assistant Professor*

For appointment as or promotion 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. 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.

### *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.

### *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.

### **For additional promotion information refer to:**

#### Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

#### Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V – Promotion, p. 108

## **GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

### **PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

#### **Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

**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/OR PROMOTION.**

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Business</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
1. Teaching Effectiveness and Curriculum Development	Candidate should begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with colleagues on classroom pedagogy.	Candidate should continue to develop a teaching portfolio; demonstrate a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in the unit/department.	Demonstrate growth in teaching effectiveness through timely classroom observations and student evaluations; show record of contributions of curriculum development in the department.	Continue to demonstrate strength in teaching effectiveness; increased contributions and recommendations of instructional materials and techniques and program initiatives.	Continued growth in teaching effectiveness; continued contribution to curriculum development and program initiatives in the department.	Demonstrate a clear record of teaching effectiveness; continued contribution to curriculum and program initiatives.	Show a solid record of teaching effectiveness, strengthening unit curriculum development, and supporting departmental; curriculum and program initiatives.
2. Research and Scholarly Growth	Prepare a timeline for completing a scholarly professional publication.	With a senior faculty mentor, select and submit a topic for research with an outline of proposed research methodology; initiate review of literature.	Show evidence of ongoing research and identify professional journals of possible publication in a refereed journal.	Submit draft of manuscript to senior faculty mentor for comments. Present at a professional regional or national conference.	Complete the manuscript and submit to an appropriate refereed professional journal for publication.	Have an article accepted for publication in a refereed professional journal.	Have an article published in a refereed professional journal and continue to show a record of research and scholarly growth.
3. Service to the Institution	Candidate should be active in unit or department meetings and other administrative initiatives; participate at Commencement as a college or platform marshal or department representative.	Candidate should be an active participant in department or unit meetings; serve on unit or department committees; participate in department and college activities. Begin to explore serving on a college-wide committee and participate in college-wide activities.	Continue to serve on unit or department committees; serve on one college-wide committee; continue to actively participate in department, college-wide, and cultural activities.	Increased activity in unit or department administrative duties or activities meetings, and other initiatives; be prepared to take on a leadership role on a college-wide committee and continue to participate actively in CUNY cultural activities	Candidate should be prepared to take on a greater degree of responsibility within the department and show clear indication of an active role in serving the department and college through participation on committees and CUNY-wide committees.	Candidate should demonstrate a strong commitment to the department and be prepared to assume the responsibilities of chair of a college-wide committee.	Candidate must show a clear and strong record of service to the unit, department, College, and CUNY.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Business</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
4. Student Guidance	Candidate should work with a seasoned faculty member to learn how to effectively use the tools of academic advisement and be ready to advise students during academic advisement period.	Actively advise students during periods of academic advisement. Explore the possibility of becoming a club advisor within their appropriate area.	Continue to actively advise students during academic advisement and demonstrate a sound commitment toward student's academic success and career aspirations. The candidate may wish to mentor students or serve as a club adviser within their appropriate area.	Continue to advise students during academic advisement. Continue to mentor students and/or serve as a club adviser.	Strong commitment and follow up on student success should be evident and clearly demonstrated.	Candidate should clearly demonstrate a strong commitment toward student success, and should actively take part in those initiatives that contribute to student retention and completion of their academic program.	Show a clear record of student guidance by participation in mentoring, career goals advisement, and internships.
5. Professional Reputation	Candidate is expected to join and attend meetings of professional organizations in their discipline.	Candidate is expected to actively participate in a conference or make conference presentation within his/her discipline. Candidate should also attend professional and development activities within CUNY.	Make presentations at professional organizations and serve in a leadership capacity on a committee of a professional organization within candidate's discipline.	Begin to show a record of professional reputation by serving in a leadership capacity, i.e., program director or executive committee, in a professional organization within candidate's discipline and continue to make presentations and/or attend conferences within the professional discipline.	Continue to develop and show a clear record of professional recognition and reputation within field, the College and CUNY.	Show a clear record of professional recognition and reputation within field, the College and CUNY.	Show a clear record of professional recognition and reputation.
6. Collegiality	Candidate should show a willingness to meet and work with the members of the department and other members of the college. Actively participate in	Candidate should bring positive and innovative ideas to the unit, the department, and the college. Continue to develop and maintain rapport	Candidate should be consistent in working with members of the unit, the department, and the college. Actively participate in department and	Candidate should volunteer to work with colleagues for the good of the college and CUNY. Actively participate in department, college-wide and	A clear record of collegiality and positive good will should be indicated. Actively participate in department, college-wide, and university-wide	Continue to show a clear strong record of collegiality and positive good will as well as active participation in department and college-wide	Continue to show a clear record of professionalism, collegiality, and good will toward members of the department, college, and CUNY.

<b>Guidelines for Professorial Reappointments and Tenure – 7-Year Clock</b>							
<b>Business</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
	department and college-wide academic or cultural activities.	with the members of the college. Actively participate in department and college-wide academic or cultural activities.	college-wide academic or cultural activities.	university-wide academic or cultural activities.	academic or cultural activities.	academic or cultural activities.	

<b>Guidelines for Reappointment of Lecturers – 5-Year Clock</b>					
<b>Business</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>
1. Teaching Effectiveness and Curriculum Development	Under the guidance of a department mentor, the candidate should begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with colleagues on enhancing teaching and learning effectiveness and student development	Candidate should continue work on the teaching portfolio; demonstrate a record of teaching effectiveness through classroom observations and student evaluations. Candidate should also contribute to curriculum development in the department and contribute to student development.	Candidate should demonstrate clear growth in teaching effectiveness; show record of contribution to curriculum development and demonstrate active participation in unit and/or department activities, and contribution to student development.	Candidate should continue to show a higher level of teaching effectiveness and record of involvement in and contributions to curriculum development. Demonstrate active participation in unit and/or department activities and contribution to student development.	Candidate should show a clear record of teaching effectiveness, curriculum development, and contribution to student development.
2. Service to the Institution	Should be an active participant in unit/department administrative activities, meetings and other initiatives and should participate or be present in college-wide cultural activities.	Demonstrate a record of active participation in unit/department activities. Explore possibility of service outside of the department in college-wide committees and be present at college-wide activities.	Show a clear record of continued active participation in department activities and demonstrate commitment by serving on department committees and performing administrative duties. Represent department at college-wide activities.	Show record of and commitment to continued active participation in department activities and duties. Represent department in college-wide committees.	Show a clear record of service to the department, college, and CUNY.

**Guidelines for Reappointment of Lecturers – 5-Year Clock**

<b>Business</b>	<b>1<sup>ST</sup> Reappointment</b>	<b>2<sup>ND</sup> Reappointment</b>	<b>3<sup>RD</sup> Reappointment</b>	<b>4<sup>TH</sup> Reappointment</b>	<b>5<sup>TH</sup> Reappointment</b>
3. Student Guidance	Become familiar with department curriculum offerings, and student support services. Work with department faculty to advise students during academic advisement. Actively participate in initiatives that improve student retention and graduation.	Continue to advise students during academic advisement. Explore the possibility of becoming a club advisor within the specific discipline. Actively participate in initiatives that improve student retention and graduation.	Demonstrate strong commitment to student success by effective academic advisement and guidance. Candidate may wish to mentor students or serve as a club advisor within the discipline. Actively participate in initiatives that improve student retention and graduation.	Continue to advise and guide students during academic advisement. Prepare students for graduation and provide guidance in their application efforts to senior colleges.	Show a sustained record of student guidance and career and academic advisement.
4. Professional Reputation	Join and participate in professional organizations in their discipline. Attend and participate in presentations, workshops or seminars.	Demonstrate continuous academic or professional development and/or cultural events at the college and CUNY.	Show continuous academic or professional development and/or cultural events at the college and CUNY.	Assume a leadership position in a professional organization or within the academic field.	Show a clear record of professional recognition and reputation in the discipline, college community and CUNY.
5. Collegiality	Candidate should show a willingness to meet and work with the members of the department and meet members of the college. Actively participate in department and college-wide academic or cultural activities.	Candidate should bring positive and innovative ideas to the unit, department and the college. Continue to develop and maintain rapport with the members of the college. Actively participate in department and college-wide academic or cultural activities.	Candidate should be consistent in working with members of the unit, the department, and the college. Actively participate in department and college-wide academic or cultural activities.	Candidate should volunteer to work with colleagues for the good of the college and CUNY. Actively participate in department and college-wide and university-wide academic or cultural activities.	A clear record of collegiality and positive good will should be indicated. Actively participate in department and college-wide and university-wide academic or cultural activities.

## EDUCATION 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 in the appropriate discipline, 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 in the appropriate discipline: professional presentations at national and regional meetings, conferences and conventions, *which are subject to a refereed process*, 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, meetings, 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 is expected to produce new instructional materials, curriculum and assessment models for inclusion in ERIC or similar organizations or other similar creative outlets.

Regarding leadership in professional organizations: Faculty is 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.

Regarding administrative responsibilities: Faculty must become familiar with the requirements of all programs in the Department so that students are properly advised. As per Department policy on Advisement, all faculty must develop competency in advisement and guidance tools including, but not limited to DegreeWorks, LEAP, and SIMS. Faculty should be attentive to due dates and comply with all instructor-related administrative responsibilities such as attendance and grade reports. Furthermore, it is of the utmost importance that the faculty exhibit 'demonstrated willingness to assist the department's leadership in implementing major goals or initiatives within the department.

Regarding contributions to the institution: 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. Faculty should be available for professional activities and remain in contact with the institution via the College's e-mail system and phone throughout the semester and during the winter intersession.

Although all contributions to the institution should be recognized, in most cases, activities performed using reassigned time carry less weight in the evaluation process. If the amount of reassigned time received for a particular activity is less than adequate, this will be recognized and noted by the evaluator on a case by case basis.

Regarding collegiality: Demonstrate the ability to work as a team player by being accommodating to the needs of others. Interpersonal relations with colleagues demand both a "give and take" so that the burden of the work of the department is shared equally amongst all of its members. Faculty is expected to readily accept suggestions and to follow recommendations for improvement from their supervisors.

## **Promotions**

### *Assistant Professor*

For appointment as or promotion 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. 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.

### *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.

### *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.

### **For additional promotion information refer to:**

#### Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

#### Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V – Promotion, p. 108

## **GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

## **PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

### **Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Education</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
1. Teaching Effectiveness and Curriculum Development	Understand and begin to participate in the implementation of the Mission, goals and activities of the department and the college, including the development of the candidate's first teaching portfolio and attending various types of training sessions.	Demonstrate a clear understanding of the College's Mission and Goals through the effective implementation of departmental activities, such as: actively working with colleagues in syllabus preparation and review; classroom pedagogy (e.g. assessments, WAC, CPE and syllabi standardization initiatives).	Show a record of teaching effectiveness through positive classroom observations, student evaluations, and enrollment trends, conducting assessment of courses, online teaching, WAC and CPE exercises.	Demonstrate a growth pattern in teaching effectiveness by showing a record of contributions in curriculum development of courses within the department.	Demonstrate strength in teaching effectiveness by showing a record of contributions in curriculum development at the program level.	Continue to demonstrate a strengthening in teaching effectiveness by showing active involvement in the department's Curriculum Committee and/or similar discipline-specific groups structures as it relates to curriculum; i.e., Department Curriculum Committees, CPE, WAC, Library, committees etc.	Demonstrate an enhanced performance trajectory of teaching effectiveness by showing active involvement in the college's governance representation structures as it relates to curriculum.
2. Research and Scholarly Growth	Assess the various resources for grant's development, research and scholarly growth that are available to candidates within the department, the college and the university to assist and to enhance their research and scholarly outcomes.	Discuss and prepare a draft schedule of publications, grants initiatives and/or creative works with the advice of a senior faculty mentor; and apply for grants such as, PSC/CUNY Research Grant, CUNY Collaborative, federal, state, city or other similar grants.	Submit proposals to regional conferences for presentations and carryout (or re-submit if needed) the previously submitted grant application.	Submit a proposal to a national conference for presentations and prepare a manuscript and/or creative work for publication (possibly based on presentations and/or research).	Identify and explore one or more refereed journals and/or venues that are appropriate for the publication/ creative work and grant's development.	Submit the manuscript(s) in a refereed journal and/or creative work in a professional venue appropriate to your discipline and submit a proposal for external funding and/or grants.	Show at least one refereed publication; and/or creative work in a recognized venue and present clear evidence of "awarded or funded" grant's development.
3. Service to the Institution	Become aware and involved in the various dept. and college initiatives including, being an active and	Explore service and participation opportunities within the Dept. and in relevant college-	Assume leadership roles within the Dept. related to administrative duties, meetings and	Represent the Dept. on college-wide committees, initiatives and academic and	As appropriate to the discipline and the Dept. be prepared to serve on University-wide committees.	As appropriate to the discipline and Dept. be prepared to chair a College-wide committee or a	Show a clear record of service to Department, College and University.

<b>Guidelines for Professorial Reappointments and Tenure – 7-Year Clock</b>							
<b>Education</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
	responsible participant in departmental administrative duties, meetings and other similar tasks.	wide functions and cultural activities	other initiatives.	cultural activities.		similar endeavor and continue service on a University-wide committees.	
4. Student Guidance	Learn and become familiar with all the advisement tools and begin to serve as advisor to students during academic advisement.	Be an active advisor to students during academic advisement. Become competent with all the advisement and registration tools of the College.	Help draft and distribute advisement materials for your Dept. and/or discipline; explore becoming a club advisor in your discipline or in a similar endeavor.	Actively initiate and implement retention and recruitment activities of new, current, and transfer students.	Advise students in your Dept. about the Options; meet with graduates from the Dept. and/or discipline.	Prepare students for graduation and guide students in their applications to senior colleges.	Show a clear record of student guidance and recruitment.
5. Professional Reputation	Identify professional organizations in your discipline; attend and participate in academic and cultural events in the College.	Join and participate in professional organizations in your discipline; and continued active participation in academic and cultural events in your discipline.	Volunteer to work in academic/professional development and/or cultural events at the College; receive acknowledgments for conference presentation.	Participate in academic/professional development and/or cultural event at the College.	Receive acknowledgments for conference presentations, publication/ creative work.	Take a leadership position in academic or professional organizations.	Show a clear record of professional recognition and reputation.
6. Collegiality	Meet and know the members of your Dept and College and their scholarly and/or creative works.	Actively meet and cooperate with the members of your dept. and their scholarly and/or creative works.	Establish a good rapport with your colleagues in the Dept and College.	Bring Positive and innovative ideas to the Dept and the College.	Support colleagues in their scholarly and/or creative work.	Volunteer to work with colleagues for the good of the College and the University.	Show a clear record of collegiality and positive good will.

<b>Guidelines for Reappointment of Lecturers – 5-Year Clock</b>					
<b>Education</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>
1. Teaching Effectiveness and Curriculum Development	Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with your colleagues on classroom pedagogy	Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department	Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development	Demonstrate strength in teaching effectiveness; contribute to Departmental curriculum and program initiatives	Show a clear record of teaching effectiveness and curriculum development
2. Service to the Institution	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	Serve on Department and/or college-wide committees; initiate department cultural activities; represent the Department at College-wide cultural activities	As appropriate to discipline and Department, be prepared to serve on University-wide committees	As appropriate to discipline and Department, be prepared to chair College-wide committee; continue service on University-wide committee	Show a clear record of service to Department, College and University
3. Student Guidance	Be an active advisor to students during academic advisement; explore becoming a club advisor in your discipline	Help draft and distribute advisement materials for your Department and/or discipline; offer to serve as a club advisor	Advise students in your Department's options; meet with graduates from your Department and/or discipline	Prepare students for graduation and guide students in their applications to senior colleges	Show a clear record of student guidance
4. Professional Reputation	Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline	Apply to sponsor academic/professional development and/or cultural events at the College; receive acknowledgments for conference presentation	Apply to sponsor academic/professional development and/or cultural events in the College and in the University; receive acknowledgment for publication/ creative work	Take a leadership position in academic and/or creative field	Show a clear record of professional recognition and reputation
5. Collegiality	Actively meet and know the members of your dept. and their scholarly and/or creative works	Bring positive and innovative ideas to the Department and the College	Support colleagues in their scholarly and/or creative work	Volunteer to work with colleagues for the good of the College and the University	Show a clear record of collegiality and positive good will

## ENGLISH DEPARTMENT

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.

## **Promotions**

### *Assistant Professor*

For appointment as or promotion 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. 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.

### *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.

### *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.

### **For additional promotion information refer to:**

#### Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

#### Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V – Promotion, p. 108

## **GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

## **PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

### **Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>English</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
1. Teaching Effectiveness and Curriculum Development	Become familiar with a variety of curricular issues. Become familiar with the department's courses and the college's academic policies.	Pursue opportunities to participate in curricular issues, and show evidence of teaching effectiveness.	Participate in curricular initiatives, and show sustained evidence of teaching effectiveness.	By the 4 <sup>th</sup> reappointment, have completed a curricular initiative and demonstrated overall teaching effectiveness.	Participate in curricular initiatives and consider expanding or exploring a new curricular initiative. Continue to show teaching effectiveness.	Continue to participate in curricular initiatives and consider expanding or exploring a new curricular initiative. Show teaching effectiveness.	By the 7 <sup>th</sup> reappointment, demonstrate a history of curricular initiatives and continue to demonstrate overall teaching effectiveness.
2. Research and Scholarly Growth	Become familiar with the department's, college's and university's research resources, support mechanisms and opportunities.	Pursue opportunities to fund, produce and present scholarship or creative work in refereed venues.	Produce and submit scholarship/creative work for publication in refereed publication or presentation at a conference.	By the 4 <sup>th</sup> reappointment, have presented at a conference and have submitted scholarship or creative work for refereed publication.	Continue to present refereed scholarship or creative work. Have evidence of publication and consider expanding or exploring new projects.	Continue to present refereed scholarship or creative work and consider expanding or exploring new projects.	By 7 <sup>th</sup> reappointment show an ongoing record of scholarly growth through a second conference presentation and either being awarded a major grant or having submitted a second piece of refereed scholarship or creative work for consideration for publication.
3. Service to the Institution	Become familiar with the department's administrative structures. Meet the expectations of first year faculty members.	Pursue opportunities to serve the department and college.	Serve the department and explore opportunities to serve the college.	By the 4 <sup>th</sup> reappointment, demonstrate service to the department and to the college.	Provide leadership to the department and to the college; consider expanding or exploring additional ways to serve the department and college.	Continue to provide leadership to the department and to the college and consider expanding or exploring additional ways to serve the department, college or university.	By the 7 <sup>th</sup> reappointment, demonstrate an evolving and focused history of service to the institution.
4. Student Guidance	Become familiar with the types of services and avenues of guidance that the institution offers to students.	Pursue opportunities for student guidance and service.	Participate in activities that beneficial to students.	By the 4 <sup>th</sup> reappointment, have guided or served the department's and college's students.	Participate in activities that are beneficial to students and consider expanding or exploring new opportunities for student guidance and	Continue to participate in activities that are beneficial to students and consider expanding or exploring new opportunities for	By the 7 <sup>th</sup> reappointment, demonstrate a focused history of providing guidance and service to the institution's students.

Guidelines for Professorial Reappointments and Tenure – 7-Year Clock							
English	1 <sup>st</sup> Reappointment	2 <sup>nd</sup> Reappointment	3 <sup>rd</sup> Reappointment	4 <sup>th</sup> Reappointment	5 <sup>th</sup> Reappointment	6 <sup>th</sup> Reappointment	7 <sup>th</sup> Reappointment / Tenure
					service..	student guidance and service.	
5. Professional Reputation	Become familiar with the local, regional, national and international organizations and events central to your developing or existing academic or creative discipline.	Pursue ways to develop a scholarly or creative reputation.	Show an ongoing commitment to building a scholarly or creative reputation.	By the 4 <sup>th</sup> reappointment, demonstrate the ongoing development of a scholarly or creative reputation.	Show specific evidence on an ongoing commitment to building a scholarly or creative reputation.	Continue to show specific evidence of an ongoing commitment to building a scholarly or creative reputation.	By 7 <sup>th</sup> reappointment, demonstrate both a university-wide professional reputation as well as a professional reputation within the candidate's field.
6. Collegiality	Become familiar with the department's faculty, staff, and standard operating policies.	Become an active member of the department. Become familiar with the college's culture and history.	Continue to be an active member of the department. Become familiar with the university's culture and history.	By the 4 <sup>th</sup> reappointment, demonstrate a history of collegial activities within the department.	Continue to be an active member of the department. Explore ways to increase collegial activities within the college or institution.	Continue to be an active member of the department. Continue to explore ways to increase collegial activities within the college or institution.	By the 7 <sup>th</sup> reappointment, demonstrate an evolving history of collegial activities within the college, or college and institution.

Guidelines for Reappointment of Lecturers – 5-Year Clock					
English	1 <sup>st</sup> Reappointment	2 <sup>nd</sup> Reappointment	3 <sup>rd</sup> Reappointment	4 <sup>th</sup> Reappointment	5 <sup>th</sup> Reappointment
1. Teaching Effectiveness and Curriculum Development	Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with your colleagues on classroom pedagogy.	Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department.	Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development.	Demonstrate strength in teaching effectiveness; contribute to departmental curriculum and program initiatives.	Show a clear record of teaching effectiveness and curriculum development.

**Guidelines for Reappointment of Lecturers – 5-Year Clock**

<b>English</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>
2. Service to the Institution	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 committees; be present at college-wide cultural activities.	Serve on department and/or college-wide committees; initiate department cultural activities; represent the department at college-wide cultural activities.	As appropriate to discipline and department, be prepared to serve on university-wide committees.	As appropriate to discipline and department, be prepared to chair college-wide committee; continue service on university-wide committees.	Show a clear record of service to department, college and university.
3. Student Guidance	Be an active advisor to students during academic advisement; explore becoming a club advisor in your discipline.	Help draft and distribute materials for your department and/or discipline; offer to serve as a club advisor.	Advise students in your department's options; meet with graduates from your department and/or discipline.	Prepare students for graduation and guide students in their applications to senior colleges.	Show a clear record of student guidance.
4. Professional Reputation	Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline.	Apply to sponsor academic/professional development and/or cultural events at the college; receive acknowledgments for conference presentation.	Apply to sponsor academic/professional development and/or cultural events in the college and in the university, receive acknowledgment for publication or creative work.	Take a leadership position in academic and/or creative field.	Show a clear record of professional recognition and reputation.
5. Collegiality	Actively meet and know the members of your department and their scholarly and/or creative works.	Bring positive and innovative ideas to the department and the college.	Support colleagues in their scholarly and/or creative work.	Volunteer to work with colleagues for the good of the college and the university.	Show a clear record of collegiality and positive good will.



## 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.
3. *International Journal of Education and the Arts* - Arizona State University

### Africana Studies

Recognized journals in the field of Africana Studies:

1. *Visual Anthropology*, American Anthropological Society, San Francisco State University
2. *Dialectical Anthropology: An Independent International Journal in the Critical Tradition Committed to the Transformation of our Society and the Humane Union of Theory and Practice*, Amsterdam
3. *African Studies Review*, African Studies Association (JSTOR)
4. *Journal of Black Studies*, Sage Publications (JSTOR)
5. *Présence africaine*, Bowie State Univ.
6. **Ethiopes, Journal of Ethiopian Studies**
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
8. *Hispanic American Historical Review*, Duke University Press

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. *Hispanamérica* (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*, Comune 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/S UNY New Paltz
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

## **Promotions**

### *Assistant Professor*

For appointment as or promotion 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. 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.

### *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.

### *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.

### **For additional promotion information refer to:**

#### Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

#### Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V – Promotion, p. 108

## **GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

## **PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

### **Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Humanities</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment and Tenure</b>
1. Teaching Effectiveness and Curriculum Development	Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus review.	Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in the department. Work with colleagues on classroom pedagogy and syllabus revision.	Demonstrate progress in teaching effectiveness; show record of contributions to curriculum development.	Demonstrate growth in teaching effectiveness; show record of contributions to curriculum development.	Demonstrate continued growth in teaching effectiveness; show record of contributions to curriculum development.	Demonstrate strength in teaching effectiveness; show record of contributions to curriculum development. Show a clear record of teaching effectiveness and curriculum development	Show a clear record of teaching effectiveness and curriculum development.
2. Research and Scholarly Growth	<b>PhD &amp; MFA</b> Articulate a research agenda or creative arts projects that identify short, intermediate and long-term goals. This should be shows in the Professional Progress statement in the portfolio. Include a schedule for completing tenure requirements	<b>PhD &amp; MFA</b> Make a proposal for a research grant, such as PSC-CUNY, and/or prepare a manuscript or a Creative Work; <b>AND</b> Select a topic, implement the research, and identify professional journals with their timelines for publication; <b>OR</b> Identify a venue and the timelines for inclusion. Creative Work is defined as work in a recognized venue or a demonstrated impact from an artistic work (i.e. popular reception on-line, review of work, audience numbers for a gallery or museum, invitation	<b>PhD</b> Present a manuscript at a conference or symposium outside of the CUNY system; <b>AND</b> complete the first draft of an article and submit it for publication;. <b>MFA:</b> Share an artistic project with a public group; <b>OR</b> Present at a conference	<b>PhD</b> Have an article accepted in a refereed journal. This can include a review or a piece written with one additional author. <b>MFA</b> Present a Creative Work.	<b>PhD &amp; MFA</b> Engage in research and develop a second substantial manuscript or Creative Work, identify refereed journal or publisher, and/or recognized venue.	<b>PhD</b> Publish a substantial, single-authored article in a peer-reviewed journal, or a book chapter in an edited anthology, with an established publisher. (A book would be above and beyond expectations, but would clearly satisfy this requirement, as would translating a published book. An Encyclopedia entry would not fulfill this requirement); <b>OR</b> Serve as the P.I. or co-P.I. of a substantial outside grant (\$100,000+). <b>MFA</b> Present a second	<b>PhD &amp; MFA</b> Show a clear record of refereed publications and/or Creative Works, and/or grants.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

Humanities	1 <sup>st</sup> Reappointment	2 <sup>nd</sup> Reappointment	3 <sup>rd</sup> Reappointment	4 <sup>th</sup> Reappointment	5 <sup>th</sup> Reappointment	6 <sup>th</sup> Reappointment	7 <sup>th</sup> Reappointment and Tenure
		to present). Candidate will need to substantiate impact.				Creative Work that is substantial. (This should be proven by outside reviews from established publishers, significant on-line or in-person viewings, or other honors); <b>OR</b> Show the impact of multiple smaller works; <b>OR</b> Serve as the writer or co-writer. of a substantial outside grant (\$100,000+); <b>OR</b> Publish a substantial article in a peer-reviewed publication.	
3. Service to the Institution	Be an active player in department administrative duties, meetings and other initiatives.	Show a record of active, responsible participation in department activities and duties; explore service outside of the department in college-wide committees; be present at college-wide activities.	Show record of continued active participation in department activities and duties. Initiate department cultural activities. Represent department in college-wide activities.	Show record of continued active participation in department activities and duties. Represent department in college-wide committees.	Show record of continued active participation in department activities and duties. Be prepared to serve on University-wide committees	Show record of continued active participation in department and college-wide activities and duties.	Show a clear record of service to the Department, College, and University.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Humanities</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment and Tenure</b>
4. Student Guidance	Be an active advisor to students during academic advisement periods.	Continued involvement as advisor to students during academic advisement periods and during office hours. Explore becoming a faculty advisor to a student club.	Continued involvement as advisor to students during academic advisement periods and during office hours. Serve as faculty advisor to student clubs.	Continued involvement as advisor to students during academic advisement periods and during office hours. Involvement in mentoring initiatives at the college.	Continued involvement as advisor to students during academic advisement periods and during office hours. Continued involvement in mentoring initiatives at the college.	Continued involvement as advisor to students during academic advisement periods and during office hours. Help prepare students for graduation and guide them in their applications to senior colleges.	Show a clear record of student guidance.
5. Professional Reputation	Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline.	Support academic/professional development and/or cultural events at the college, and/or outside the immediate college environment.	Continued support of academic/professional development and/or cultural events at the college, and/or outside the immediate college environment.	Sponsor and/or organize academic/professional development and/or cultural events at the college, and/or outside the immediate college environment.	Take a leadership position in the academic and/or creative field.	Continue to demonstrate a leadership position and growth in the academic and/or creative field.	Show a clear record of professional recognition and reputation.
6. Collegiality	Actively meet all members of the department, learn about their classes and research/creative interests. Deal with conflict constructively and positively.	Become better acquainted with members of the department; identify a unit other than your own to learn about in depth and identify at least 2 possibilities for collaboration.	Contribute positively to the Humanities department by sharing ideas and dealing with conflict constructively, seeking and offering assistance as appropriate. Collaborate with a colleague.	Continue to contribute positively to the Humanities department through collaboration, problem solving and supportive communication both inside and outside the Humanities' department. Identify an area for improvement within department to seek solution.	Continue to contribute to the Humanities department through collaboration, problem solving and supportive communication both inside and outside the Humanities department. Identify area for improvement within department to seek solution. Show evidence of improvement initiative and its impact with the department.	Show clear record of ongoing collegiality and accomplishments achieved through effective collaboration.	Show a clear record of collegiality and positive good will.

**Guidelines for Reappointment of Lecturers – 5-Year Clock**

<b>Humanities</b>	<b>1<sup>ST</sup> Reappointment</b>	<b>2<sup>ND</sup> Reappointment</b>	<b>3<sup>RD</sup> Reappointment</b>	<b>4<sup>TH</sup> Reappointment</b>	<b>5<sup>TH</sup> Reappointment</b>
1. Teaching Effectiveness and Curriculum Development	Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with colleagues on classroom pedagogy.	Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in the department.	Demonstrate progress in teaching effectiveness; show record of contributions to curriculum development.	Demonstrate continued growth in teaching effectiveness; show record of contributions to curriculum development.	Show a clear record of teaching effectiveness and curriculum development.
2. Service to the Institution	Be an active player in Department administrative duties, meetings and other initiatives.	Show a record of active, responsible participation in Department activities and duties; explore service outside of the Department in college-wide committees; be present at college-wide activities.	Show record of continued active participation in Department activities and duties. Initiate Department cultural activities. Represent Department in college-wide activities.	Show record of continued active participation in Department activities and duties. Represent Department in college-wide committees.	Show a clear record of service to the Department, College, and University.
3. Student Guidance	Be an active advisor to students during academic advisement periods.	Continued involvement as advisor to students during academic advisement periods and during office hours. Explore becoming a faculty advisor to a student club.	Continued involvement as advisor to students during academic advisement periods and during office hours. Serve as faculty advisor to student clubs.	Continued involvement as advisor to students during academic advisement periods and during office hours. Involvement in mentoring initiatives at the college.	Show a clear record of student guidance.
4. Professional Reputation	Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline.	Support academic/professional development and/or cultural events at the college, and/or outside the immediate college environment.	Continued support of academic/professional development and/or cultural events at the college, and/or outside the immediate college environment.	Sponsor and/or organize academic/professional development and/or cultural events at the college, and/or outside the immediate college environment.	Demonstrate a leadership position in the academic and/or creative field.
5. Collegiality	Actively meet and know the members of the department and their cultural and academic activities.	Support colleagues in their cultural and academic activities.	Volunteer to work with colleagues for the good of the College and University.	Demonstrate continued support for colleagues and undertakings.	Show a clear record of collegiality and good will.

## 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.

## **Promotions**

### *Assistant Professor*

For appointment as or promotion 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. 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.

### *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.

### *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.

## **For additional promotion information refer to:**

### Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

### Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V – Promotion, p. 108

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Language &amp; Cognition</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
1. Teaching Effectiveness and Curriculum Development	Familiarize yourself with the language program and participate actively in course level meetings. Demonstrate teaching effectiveness through classroom observations and student evaluations	Show evidence of incorporating constructive feedback from peer observations. Show a record of teaching effectiveness through classroom observations and student evaluations.	Contribute to identifying and developing materials for department use. Engage in development of final exams and other assessment activities. Engage in departmental PDIs. Show a continued record of teaching effectiveness.	Take on a leading role by becoming course manager OR give pedagogical workshops in the department and develop course enrichment materials. Show continued growth in teaching effectiveness.	Organize, lead and/or participate in extra-curricular enrichment activities. Identify and develop curricular resources. Show a continued record of teaching effectiveness.	Continue to maintain a clear record of pedagogical engagement and leadership. Show a continued record of teaching effectiveness.	Demonstrate a satisfactory record of pedagogical leadership and curricular innovation. Show a satisfactory record of teaching effectiveness..
2. Research and Scholarly Growth	Articulate a research agenda that identifies short-term and long-term goals with the advice of chair or an assigned senior faculty member.	Prepare and submit a conference presentation proposal. Prepare a manuscript for publication in a peer-reviewed journal.	Continue preparing a manuscript for publication in a peer-reviewed journal. Present at a conference. Identify a research grant.	Submit a manuscript to a peer-reviewed journal. Apply for a research grant.	Demonstrate consistent scholarship activity towards future publications and presentations.	Demonstrate consistent scholarship activity towards future publications and presentations.	Faculty should have at least one scholarly, peer-reviewed discipline -related book chapter, book, or textbook, or article. Show a sustained record of other scholarly activities.
3. Service to the Institution	Be an active member of the department. Participate in department meetings and other initiatives; explore service outside the Department in college-wide committees.	Serve in department- and college-wide committees; initiate department activities; represent the department at college-wide activities. Attend graduation or	Continue to serve on a college-wide and /or university-wide committee; assume a leadership role in the department; attend graduation or serve as a marshal.	Continue to serve on a college-wide and /or university-wide committee; assume a leadership role on a college-wide committee and/or initiatives or programs; attend graduation or serve as a marshal.	Continue to play an active role on a college-wide and /or university-wide committee, initiative or program; attend graduation or serve as a marshal.	Continue to play an active role on a college-wide and /or university-wide committee, initiative or program; attend graduation or serve as a marshal.	Show a clear record of service to department, College and University; attend graduation or serve as a marshal.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Language &amp; Cognition</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
		serve as a marshal.					
4. Student Guidance	Be an active advisor to students during academic advisement. Participate In pre-registration and registration activities.	Continue to be an active advisor to students during academic advisement. Participate In pre-registration and registration activities; Develop advisement materials for department and college use; participate in the departmental ESL Student orientation.	Continue to be an active advisor to students during academic advisement. Participate in pre-registration and registration activities. Participate in, and serve as a member of the ESL Student Orientation Planning Committee; explore becoming a Student Club advisor.	Continue to be an active advisor to students during academic advisement. Participate In pre-registration and registration activities; continue to participate in the ESL Student Orientation; engage in student-based activities: Student Clubs, newsletters, poetry readings, etc..	Continue to be an active advisor to students during academic advisement. Participate In pre-registration and registration activities; continue to participate in the ESL Student Orientation; continue to engage in student- based activities.	Continue to be an active advisor to students during academic advisement. Participate In pre-registration and registration activities; continue to participate in the ESL Student Orientation; continue to engage in student- based activities.	Show a clear record of student guidance and support.
5. Professional Reputation	Join a professional organization in a department-related discipline.	Maintain membership in a professional organization of a department - related discipline.	Take on an active role in a department-related professional organization.	Continue to play an active role in a professional organization of a department-related discipline.	Continue to play an active role in a professional organization of a department-related discipline.	Continue to play an active role in a professional organization of a department-related discipline.	Show a clear record of engagement in a professional organization of a department -related discipline.
6. Collegiality	Actively meet and positively interact with members of the department.	Establish effective collaboration and communication both at department and college level.	Continue to collaborate and communicate effectively for the good of the department and the college.	Continue to collaborate and communicate effectively for the good of the department and the college.	Continue to collaborate and communicate effectively for the good of the department and the college.	Continue to collaborate and communicate effectively for the good of the department and the college.	Show a clear record of collegiality and professionalism throughout.

**Guidelines for Reappointment of Lecturers – 5-Year Clock**

<b>Language &amp; Cognition</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment / CCE</b>
1. Teaching Effectiveness and Curriculum Development	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.	Show a continued record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development by creating materials appropriate for Department use.	Demonstrate continued growth in teaching effectiveness; sustain a record of contributions in curriculum development, as seen in forums like PDIs and/or dept meetings, and/or department curriculum.	Demonstrate continued strength in teaching effectiveness; continue making contributions to departmental curriculum and program initiatives.	Show a clear record of teaching effectiveness and curriculum development through evidence of evaluations from students and peers and materials contributed.
2. Service to the Institution	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.	Serve on Department and/or college-wide committees; initiate department linguistic and cultural activities; represent the Department at college-wide cultural and linguistic activities.	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.	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.	Show a clear record of service to Department, College and University in the fields of language acquisition, linguistics, and ESL.
3. Student Guidance	Be an active advisor to students during academic advisement; explore becoming a club advisor, especially in linguistic and cultural activities.	Help develop advisement materials for the Language and Cognition Department and/or discipline; keep regular office hours for advisement.	Advise students in your Department's options; continue to learn about ways appropriate advisement can be best utilized.	Prepare students for graduation and guide students in their applications to senior colleges.	Show a clear record of student guidance.
4. Professional Reputation	Join and participate in professional organizations in your discipline, such as NYSTESOL and NYSBE; attend and participate in cultural events in your discipline.	Apply to sponsor academic/professional development and/or cultural events at the College; receive acknowledgments for conference presentation.	Apply to sponsor academic/professional development and/or cultural events in the College and in the University; get involved with the work of such organizations as the CUNY ESL COUNCIL.	Take a leadership position in the academic fields of ESL, Bilingual Education, TESOL, Linguistics, and Multiculturalism.	Show a clear record of professional recognition and reputation.
5. Collegiality	Actively meet and know the members of Department and their scholarly and/or creative work.	Bring positive and innovative ideas to the Department and the College that are clearly demonstrated.	Actively support colleagues in their scholarly and/or creative work.	Volunteer to work with colleagues for the good of the College and the University.	Show a clear record of collegiality and positive good will.

## LIBRARY DEPARTMENT

**Library Department Definition** of a 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
- “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 [from non-CUNY sources to be considered a publication; otherwise, it represents professional reputation and scholarly growth].

### Venues for publication

The Library Department acknowledges that high quality academic communication is disseminated through various print and online publications and that platforms for scholarly communication are constantly evolving. Library faculty are encouraged to consider a variety of publishing venues, from peer-reviewed journals and book chapters to academic blogs and digital publications. As information professionals and engaged academics, library faculty are expected to demonstrate sound judgment in choosing publications that value high quality academic or creative content and contribute significantly to their profession or areas of inquiry. The Library department requires at least one peer-reviewed publication for tenure consideration.

### Performance indicators for re-appointment, tenure and promotion:

Performance indicators are dependent upon the set of responsibilities associated with each particular position and vary according to the role(s) of the librarian. Below is a description of duties of the **head of each area** of the library as well as performance indicators for **all librarians**.

## **Reference**

### **Head of area:**

- Coordinates the reference schedule in consultation with library faculty sharing reference duties.
- Keeps abreast of current trends and practices in reference, seeking out appropriate and effective innovations.
- Trains new faculty with reference duties, as well as paraprofessional staff who work in the reference area. Provides opportunities for professional development for staff and librarians in this area.
- Effectively supervises reference paraprofessionals and ensures that their job skills and responsibilities are appropriate to the needs of the library.
- Oversees the development of the reference collections (physical and online), in consultation with librarians in their liaison subjects.
- Oversees the physical space of the reference area and ensures that the area is kept up in safe, orderly condition.
- Tracks and analyzes statistics related to the department's reference activities.

### **All librarians:**

- Interact with students and other patrons in a friendly, pro-active manner; in potential situations of conflict, defuse tensions.
- For research inquiries, conduct reference interviews to determine appropriate suggestions for resources and strategies for patron.
- Demonstrate thorough knowledge of library catalog, databases, and research tools by leading patrons through searches that find appropriate materials for their inquiry.
- As appropriate and as time allows, instruct students on use of library research tools to encourage the development of independent skills.
- Communicate effectively with paraprofessionals reference staff while on the reference desk, offer constructive guidance when appropriate.
- Identify opportunities to develop print and online tools that help patrons conduct research and use the library independently.

## **Instruction**

### **Head of area:**

- Nurtures the development of a learning community of library faculty regarding instruction, by initiating discussions, seeking out teaching-related professional development opportunities for faculty, and facilitating meetings for faculty to share experiences, insights, and challenges, and to support one another's development of their teaching practice.
- Encourages curiosity, innovation, risk-taking, reflection, and formative assessment as important elements of teaching.
- Oversees the development of a coherent foundational information literacy program that enables students to build critical thinking habits regarding research and to gain basic fluency with informational concepts and tools.
- Effectively supervises instruction paraprofessionals and ensures that their job skills and responsibilities are appropriate to the needs of the library.
- Develops collaborations with student support centers and other offices on campus.
- Keeps abreast of current issues, trends, and practices in library instruction, and brings ideas to the attention of all library faculty.
- Tracks and analyzes statistics related to the department's teaching program.

### **All librarians:**

- Plan workshops with clear learning objectives.
- Develop familiarity with pedagogical principles, and actively work to improve their teaching practice through planning, teaching, reflection, revision, and discussion.
- Develop and revise curricula appropriate to various teaching goals and contexts (e.g., one-shot vs. multi-part workshops, foundational vs. higher-level workshops, general vs. subject-specific workshops, etc.).
- When teaching, check for student understanding, and structure lessons so that students' understanding can be made visible and assessed.
- Plan and teach lessons that help develop students' information literacy as defined and described by the ACRL Framework for Information Literacy.

- Partner effectively with departmental faculty to address learning objectives of research-related assignments.
- Communicate effectively with students and respond appropriately to student work and questions.
- Show professional engagement with current trends and practices in library instruction.

### **Outreach**

#### **Head of area:**

- Establishes and develops collaborative relationships with other departments and units within the college.
- Establishes and develops collaborative relationships with community organizations or other institutions beyond the college.
- Initiates activities and develops resources that raise awareness of library resources and the relevance of information literacy to Hostos' academic mission.
- Effectively supervises paraprofessionals, student workers, and interns and ensures that their job skills and responsibilities are appropriate to the needs of the library.

#### **All librarians:**

- Effectively communicate with campus communities about collections, initiatives, services, etc.

### **Technical Services**

#### **Head of area:**

- Understands and effectively applies cataloging and metadata standards to support collection discovery and maintenance.
- Serves as a resource for librarians and the campus community for questions related to acquisition and discovery of library materials.
- Effectively supervises technical services paraprofessionals and ensures that their job skills and responsibilities are appropriate to the needs of the library.
- Tracks and analyzes statistics related to area activities.

#### **All librarians :**

- Are able to interpret information in the catalog and other discovery platforms for library patrons and communicate inconsistencies or questions to the technical services librarian.
- Are able to locate materials in the library's physical collection.

### **Collection Development**

#### **Head of area:**

- Ensures that materials in all formats are purchased and licensed according to CUNY library, legal, and financial practices.
- Effectively manages book, media, and electronic resources budgets to ensure that resources are equitably spent to support college programs and initiatives.
- Coordinates efforts of all librarians to ensure that collections meet the curricular and information needs of the campus community.
- Hires, trains, supervises, and provides professional development for paraprofessionals, interns, work-study student employees, as needed.
- Effectively supervises paraprofessionals and ensures that their job skills and responsibilities are appropriate to the needs of the library.

#### **All librarians:**

- Work closely with subject faculty, administrators, other librarians, and students to effectively build and maintain appropriate library collections in subjects related to the college's curriculum and relevant to students' interests and intellectual development.
- Demonstrate commitment to acquiring appropriate print and electronic materials; actively weed and maintain a current collection in assigned subject areas.
- Show professional engagement with current trends and practices in library collections and electronic resources management.
- Stay informed about new print and electronic materials in the library in all subjects in order to assist library patrons.

### **Archives**

#### **Head of area:**

- Maintains physical and online archival collections according to professional practices and standards.

- Works with faculty, administrators, and the community to develop relevant collections.
- Provides consultation and instruction to students, faculty, administrators, and researchers.
- Creates and/or makes publicly available on library's website archival collections and resources.
- Effectively supervises archival paraprofessionals, work-study students, and interns, and ensures that their job skills and responsibilities are appropriate to the needs of the library and archives.

**All librarians:**

- Are familiar with major archival collections, and have an understanding of policies and procedures in order to make accurate referrals.

**Access Services**

**Head of area:**

- Develops innovative and efficient strategies for making library collections (print/electronic) accessible to all patrons.
- Develops a comprehensive training program that produces responsible, knowledgeable and helpful staff (full-time, part-time, work-study students).
- Ensures that the stacks and print collection remain in good order and good condition.
- Generates and analyzes statistics on the use of facilities and collections.
- Ensure swift access to materials owned elsewhere via resource sharing systems (e.g. CLICS and ILL).
- Configures and maintains circulation/reserve functions within the library's Aleph system.
- Regularly assesses the needs of patrons and revises policies and procedures accordingly.
- Understands and applies HR policies and procedures involving work-study students, CAs, HEOs, COAs, as appropriate.

- Effectively supervises access services paraprofessionals and ensures that their job skills and responsibilities are appropriate to the needs of the library.
- Hires, trains, supervises, and provides professional development for paraprofessionals, interns, college assistants, work-study student employees, as needed.

**All librarians:**

- Demonstrates an understanding of policies and procedures in order to provide patrons with accurate information regarding the access of library materials.

**Technology**

**Head of area:**

- In conjunction with library and college IT staff, purchases, installs, supports, and maintains library hardware and software applications.
- Develops and disseminates technology-related policies and procedures for staff and patrons.
- Develops and evaluates services and operations and establishes long-range planning process to ensure that technology effectively addresses the needs of library staff and patrons.
- Stays up-to-date on technological developments and trends.
- Serves as webmaster, coordinating the design and maintenance of the library's web pages. Works in consultation with other library units prioritizing user experience.
- Supports and troubleshoots technology-based library administrative functions.
- Manages software licenses and service contracts for all licensed technology services.
- Effectively supervises IT and technology paraprofessionals and ensures that their job skills and responsibilities are appropriate to the needs of the library.

**All librarians:**

- Maintain currency on new discovery interfaces and features and are able to help students and other patrons locate and manipulate materials.

- Are proficient using web-based tools -- such as Libguides, social media platforms-- for internal communication, reference, and outreach.

\*\*Performance indicators revised September 2017 by Profs. Rhonda Johnson, Lisa Tappeiner, Haruko Yamauchi

### **Instructor – Appointment and Reappointments**

- Instructors must possess a Master’s degree in Library and/or Information Science from a graduate program accredited by the American Library Association at time of appointment.
- Instructors have four years from the date of their initial appointment to complete a second Master’s degree or PhD. Upon completion of a second graduate degree, instructors are eligible for promotion to the rank of Assistant Professor.
- Instructor reappointments are based on the evaluation criteria for Professorial Reappointments with the exception of Research and Scholarly Growth.

### **Promotions**

#### *Assistant Professor*

For appointment as or promotion 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. 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.

#### *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.

#### *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.

**For additional promotion information refer to:**

Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V – Promotion, p. 108

**GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

**PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

**Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Library</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
1. Effectiveness in Librarianship and Curriculum Development	Provide evidence of working toward meeting relevant performance indicators of effectiveness in librarianship.	Provide evidence of continued growth in meeting relevant performance indicators of effectiveness in librarianship.	Provide evidence of continued growth in meeting relevant performance indicators of effectiveness in librarianship.	Provide evidence of competence and increased initiative in areas of responsibility within library.	Provide evidence of growth, effectiveness and leadership in area of responsibility. Examples may include, but are not limited to, written documents, events, collaborative work, and special initiatives.	Provide evidence of continued growth, effectiveness and leadership in area of responsibility. Examples may include, but are not limited to, written documents, events, collaborative work, and special initiatives. Evidence of professional effectiveness beyond campus.	Show a clear record of effectiveness and leadership in librarianship. Present a record of significant contribution to the library and beyond. Show clear record of positive contributions to library's operations and initiatives and relationships across campus and the university.
2. Research and Scholarly Growth	Demonstrate potential for scholarly growth and achievement by exploring areas of scholarship and identifying research agenda.	Demonstrate potential for scholarly growth and achievement— identify and develop an area of scholarship for a research agenda. Show evidence of exploration of publication venues and/or grant opportunities.	Research and complete at least one subject guide. Begin work on article, book chapter or other scholarly or creative work for publication. Identify a publication venue and/or grant opportunity.	Publish or submit for publication at least one article, chapter or other scholarly or creative work for publication. Submit proposals for professional conference presentations. Pursue grant funds where appropriate.	Publish one article, book chapter, or other scholarly or creative work for publication and show evidence of a second publication in progress.	First article, book chapter, or other scholarly or creative work for publication is published. Show evidence of a second publication in progress and submitted.	Show record of at least two publications, one in a peer-reviewed publication, and evidence of ongoing commitment to research and scholarly growth, ideally including external testimonials to your scholarly impact.
3. Service to the Institution	Explore range of service opportunities within department, across campus, and university.	Explore range of service opportunities within department, across campus, and university. Be present at college-wide activities.	Serve on at least one departmental, college-wide, and/or university committee; represent the department at college-wide activities.	Provide evidence of continued committee work and service to institution. Accept and complete department, college and /or university administrative assignments.	Provide evidence of continued committee work and service to institution and show leadership and initiative in committee assignments and/or departmental administrative assignments.	Provide evidence of continued committee work and service to institution and show leadership and initiative in committee assignments and/or departmental administrative assignments.	Provide evidence of a clear record of service, leadership and initiative in departmental, college and university activities.
4. Student Guidance	Become familiar with the library's academic resources and services, as well	Show evidence of familiarity with the library's academic resources and services,	Actively apply knowledge of library and campus resources and services in	Provide constructive, supportive guidance for students seeking information for	Provide constructive, supportive guidance for students seeking information for	Provide constructive, supportive guidance for students seeking information for	Show a clear record of student guidance through role as mentor, advisor and a record of

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Library</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
	as student support resources across campus.	as well as student support resources across campus.	interactions with students. Guidance should occur within the functions of library units and may also occur in the context of campus student support programs.	academic research and/or personal needs; help students navigate college resources and services. Create at least one tool to support and guide students.	academic research and/or personal needs; help students navigate college resources and services. Continue to create tools to support and guide students.	academic research and/or personal needs; help students navigate college resources and services. Continue to create tools to support and guide students. Contribute to ongoing departmental development of strategies within the library for student support.	excellence in reference and instructional interactions with students.
5. Professional Reputation	Demonstrate potential for professional growth and development by identifying appropriate professional organizations seminars, trainings, and conferences to target for involvement.	Participate in professional organizations and attending seminars, trainings, conferences.	Continue to participate in professional organizations and attend seminars, trainings, conferences.	Actively participate (e.g., as a member of an organizing committee or working group) in a professional organization. Continue to participate in or attend professional organizations & attendance at seminars, trainings, etc.	Contribute to field of librarianship through initiative and leadership in professional associations or other professional fora. Examples include serving as a conference chair or a peer-reviewer, or writing for professional blogs.	Contribute to field of librarianship through initiative and leadership in professional associations or other professional fora. Examples include serving as a conference chair or a peer-reviewer, or writing for professional blogs.	Show evidence of a significant contribution to the profession and clear record of professional reputation, ideally including external testimonials to your professional impact.
6. Collegiality	Actively meet all members of the department, learn about their primary duties and roles. Deal with conflict constructively and positively.	Become better acquainted with members of the department; identify a unit other than your own to learn about in depth by spending a day with staff in that unit.	Contribute positively to Library department by sharing ideas and dealing with conflict constructively, seeking and offering assistance as appropriate. Collaborate with liaison department.	Continue to contribute positively to Library department through collaboration, problem solving and supportive communication both inside and outside the Library. Identify area for improvement within department to	Continue to contribute positively to Library department through collaboration, problem solving and supportive communication both inside and outside the Library. Identify area for improvement within	Show clear record of ongoing collegiality and accomplishments achieved through effective collaboration.	Show a clear record of collegiality and positive good will.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

Library	1 <sup>st</sup> Reappointment	2 <sup>nd</sup> Reappointment	3 <sup>rd</sup> Reappointment	4 <sup>th</sup> Reappointment	5 <sup>th</sup> Reappointment	6 <sup>th</sup> Reappointment	7 <sup>th</sup> Reappointment / Tenure
				seek solution.	department to seek solution. Show evidence of improvement initiative and its impact within the Library		

Last revised July 2017 by Profs. Rhonda Johnson, Lisa Tappeiner, Haruko Yamauchi

## MATHEMATICS DEPARTMENT

- For CCE see the Guidelines for Professional Reappointments and CCE—5 Year Clock in the table labeled: **Guidelines for Professional Reappointments and CCE—5 Year Clock**
- For tenure see the Guidelines for Professional Reappointments and Tenure—7 Year Clock in the table labeled: **Guidelines for Professional Reappointments and Tenure—7 Year Clock** (See \*\*\* below)

In the discipline of Mathematics, research, scholarship, and professional growth include work in Mathematics, Mathematics Education, Computer Science and Engineering. They are evidenced by:

- **Publications:**
  - a. Books (as primary author or co-author<sup>1</sup>)
  - b. Textbooks (as primary author or co-author)
  - c. Research articles in accredited refereed journals
  - d. Research articles in accredited peer-reviewed online journals
  - e. Course materials used in institutions other than Hostos
- **Presentations at conferences**
  - a. Within Hostos
  - b. CUNY-wide
  - c. Outside CUNY
- **Participation in professional development activities, such as attending conferences, seminars, workshops, etc.**
  - a. Within Hostos
  - b. CUNY-wide
  - c. Outside CUNY
- **Active participation in professional organizations :**
  - a. Membership
  - b. Proven leadership with professional organizations

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<sup>1</sup> Specific contributions should be indicated in case of co-authorship.

- **Peer recognition for contribution to the field of Mathematics/ Mathematics Education/ Computer Science /Engineering**
- **Creative works**

Examples of what may be considered creative works include but are not limited to:

- a. Instructional materials and techniques that have proven to be effective for teaching and learning
- b. Developing quality computer software
- c. Developing quality audio/visual material
- d. Writing for non-specialists
- e. Demonstration projects to make complex ideas understandable to large audiences, to contextualize disciplines, or to integrate knowledge from different fields.

- **Grant awards to conduct research in Mathematics, Mathematics Education, Computer Science or Engineering**

Awarded grants from any agency will be considered a scholarly achievement. Grants obtained from major national granting agencies such as the National Science Foundation (NSF), National Institute of Health (NIH), Fulbright Program, U.S. Department of Education (DOE) have more weight than small institutional grants due to the degree of completeness

Candidate should indicate his/her specific contribution to the grant proposal/award, i.e., whether you are Principal Investigator (PI), co-PI or faculty participant.

## **Promotions**

### **Assistant Professor**

For appointment as or promotion 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. In the libraries, for the 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.

### **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.

### **Professor**

For promotion or appointment to the rank of professor, the candidate must possess the qualifications for 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 judgement 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.

#### **For additional promotion information refer to:**

Appendix C: Excerpt for the By-Laws

- Section 9.8 — Promotions, p.107
- Section 11.7 – Instructors, Assistant Professors, Associate Professors, and Professors, p.108-109

Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V — Promotion, p. 108

### **GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

### **Procedure:**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria have been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio method, with a current CV, copies of publications and other evidence of items listed in CV.

\*\*\***Note:** if the candidate thinks he/she is ready, he/she can apply for early tenure in the 5<sup>th</sup> or 6<sup>th</sup> reappointment but will still be required to meet all requirements for the 7-year clock

<b>Guidelines for Professional Reappointment of Lecturers - 5-year Clock</b>					
<b>Mathematics</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>
1. Teaching Effectiveness and Curriculum Development	Begin to develop a teaching portfolio; work actively with members of the department in syllabus preparation	Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in the department	Demonstrate growth in teaching effectiveness; contribute to departmental curriculum and program initiatives	Demonstrate strength in teaching effectiveness; contribute to departmental curriculum and program initiatives	Show a clear record of teaching effectiveness; curriculum development; and departmental program initiatives
2. Service to the Institution	Be an active player in the departmental administrative duties; explore service outside the department such as college-wide committees	Seen on departmental and college-wide committees	Continue to serve on departmental and college-wide committees	To chair a departmental committee or a college-wide committee	Show a clear record of services to the Department, the College and the University
3. Student Guidance	Advise students during the academic advisement period; explore becoming a club advisor	Continue to advise students during the academic advisement period	Continue to advise students during the academic advisement period; become a club advisor	Continue to advise students during academic advisement period. Explore the possibility of becoming a mentor.	Shows a clear record of student guidance and mentorship
4. Professional Reputation	Join and participate in professional organizations	Attend at least one conference; membership and involvement in professional organization	Continue involvement in professional organizations	Take a leadership position in academic and/or creative work	Show a clear record of professional recognition
5. Collegiality	Actively meet and know the members of the department and their scholarly and/or creative works	Bring innovative ideas to the department and the College	Support colleagues in their scholarly and/or creative work	Volunteer to work with colleagues for the good of the college	Show a clear record of collegiality and positive good will

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Mathematics</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment and Tenure</b>
1. Teaching Effectiveness and Curriculum Development	Begin to develop a teaching portfolio; work actively with members of the department in syllabus preparation	Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in the department	Demonstrate growth in teaching effectiveness; contribute to departmental curriculum and program initiatives	Continue to demonstrate growth in teaching effectiveness; contribute to department curriculum and program initiatives	Continue to demonstrate growth in teaching effectiveness; contribute to the department curriculum and program initiatives	Demonstrate strength in teaching effectiveness; contribute to departmental curriculum and program initiatives	Show a clear record of teaching effectiveness; curriculum development; and departmental initiatives
2. Research and Scholarly Growth	Prepare a tentative plan for research, publication or creative work under the guidance of a departmental P&B member	Revise 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	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	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. Alternatively, the completion of the first draft of an external funded grant (government agency outside CUNY).	Submit an article to a refereed journal or book publisher. The article will take precedent over the creative work. Begin implementation of the drafted creative work. Alternatively, submit the first draft of an external funded grant.	Present letter(s) of acceptance for publication, or external grant. The letter(s) will take precedent over the creative work. Complete the implementation of the creative work. Alternatively, present a letter of acceptance of an externally funded grant for research.	Submit copy of published article, book or grant report. Or, evidence of the discipline merit and impact of the creative work. Alternatively, present proof of implementation (annual grant report) of an externally funded grant for research.
3. Service to the Institution	Participate in departmental administrative duties; or explore service committees outside the department, such as college-wide committees	Serve on departmental and college-wide committees	Continue to serve on departmental and college-wide committees	Continue to serve on departmental and college-wide committees	To chair a departmental committee	To chair or serve as the secretary of a college-wide committee	Show a clear record of continuous service to the department, the college and the university
4. Student Guidance	Advise students during the academic advisement period; explore becoming a club advisor	Continue to advise students during the academic advisement period	Continue to advise students during the academic advisement period; become a club advisor if possible	Continue to advise students during the academic advisement period	Continue to advise students during the academic advisement period. Become a mentor	Continue to advise students during the academic advisement period. Continue the role of a mentor	Show a clear record of continuous student guidance and mentoring

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Mathematics</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment and Tenure</b>
5. Professional Reputation	Join and participate in professional organizations	Attend at least one conference; maintain membership and involvement in professional organizations	Continue to participate in professional organizations and attend to conferences	Continue to participate in professional organizations, and attend conferences	Serve on a committee of a professional organization, present at a professional conference	Receive acknowledgement on research, publication or creative work	Show a clear record of professional recognition and reputation
6. Collegiality	Actively socialize with members of the department	Become familiar with the scholarly and/or creative work	Bring innovative ideas to the department and the college	Continue to bring innovative ideas to the department and the college	Support colleagues in their scholarly and/or creative work	Volunteer to work with colleagues for the good of the college community	Show a clear record of collegiality and good will

## 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.

### **Promotions**

#### *Assistant Professor*

For appointment as or promotion 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. 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.

#### *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.

#### *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.

### **For additional promotion information refer to:**

Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

Appendix D: Statement of the Board of Higher Education on Academic Personnel  
Practice in the City University of New York

- Section V – Promotion, p. 108

### **GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

### **PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

#### **Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

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.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Natural Sciences</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
1. Teaching Effectiveness and Curriculum Development	The candidate should demonstrate teaching competence; work actively with colleagues in syllabus preparation and review; demonstrate interest in enhancing teaching and learning effectiveness and student development.	The candidate should demonstrate teaching competence; work actively with colleagues in syllabus preparation and enhancement of classroom instruction, demonstrate interest in enhancing teaching/learning effectiveness and student development.	Demonstrate growth in teaching effectiveness; show record of contributions to student development and curriculum development. Demonstrate active and effective participation in departmental activities.	Demonstrate strength in teaching effectiveness and record contributions to student development; contribute to Departmental curriculum and program initiatives.	Demonstrate strength in teaching effectiveness and record contributions to student development; contribute to Departmental curriculum and program initiatives.	Show a clear record of teaching effectiveness, student development and curriculum development.	Show a clear record of leadership on teaching effectiveness, student development; curriculum development and departmental teaching/learning initiatives.
2. Research and Scholarly Growth	By this time, as a minimum, the candidate will have selected a research project. The possibility of a PSC-CUNY grant; NSF Grant or Teaching or Research Capacity proposal should have been explored.	A progress report on the research project should be submitted. A funded grant proposal will be considered evidence of the candidate's scholarship potential.	Evidence of ongoing research should be submitted. Presentation at a regional or national meeting of a scientific society would be evidence of scholarly growth. An accepted manuscript for publication in a refereed journal during tenure at the College will be evidence of the candidate's scholarship potential. Other publications on teaching/learning may be considered.	A publication in a refereed journal during tenure at the College is expected. Other publications on teaching/learning or a funded grant for research, teaching or student development may be considered.	The candidate must show a clear record of refereed publications, or publications on teaching/learning or a funded grant for research, teaching or student development	The candidate must show a clear record of refereed publications, or publications on teaching/learning or a funded grant for research, teaching or student development not older than two years.	The candidate must show a clear record of refereed publications for research or teaching learning scholarship, or funded grants during the last two years.
3. Service to the Institution	Be an active player in the life of the Department by participating in meetings and other initiatives; be present	Be an active player in Department meetings and other initiatives; explore service outside the Department in	Demonstrate commitment to the department by serving department committees, doing administrative duties.	Be prepared to chair departmental or College-wide committees; initiate department cultural activities; represent	The candidate should demonstrate commitment toward the department, the college and the university by serving	The candidate should demonstrate commitment toward the department, the college and the university by serving	Show a clear and strong record of service and leadership to Department, College and University.

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

<b>Natural Sciences</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
	at College-wide cultural activities.	college-wide committees; be present at College-wide cultural activities.	Explore service outside the Department in college-wide committees; and/or college-wide activities.	the Department at College-wide or university-wide activities.	in one or more committees at these levels.	in one or more committees at these levels.	
4. Student Guidance	Become familiar with the curriculum, student support services and participate in departmental and college-wide initiatives that improve student retention and graduation.	Be an active advisor to students during academic advisement; explore becoming a club advisor in your discipline, a mentor or a research advisor. Participate in initiatives that improve student retention and graduation.	Demonstrate strong commitment to student success by being an effective advisor to students during academic advisement; being a mentor, a mentor or a research or Honors advisor. Participate in initiatives that improve student retention and graduation.	Demonstrate strong commitment and leadership toward student success by being an effective advisor to students during academic advisement; being a mentor, a research or Honors advisor. Participate in initiatives that improve student retention and graduation.	Demonstrate strong commitment and leadership toward student success by being an effective advisor to students during academic advisement; being a mentor, a research or Honors advisor. Participate in initiatives that improve student retention and graduation.	Demonstrate strong commitment and leadership toward student success by being an effective advisor to students during academic advisement; being a mentor, a research or Honors advisor. Participate in initiatives that improve student retention and graduation.	Show a clear record of student guidance by participating in mentoring, advisement, Honors contracts, independent studies or any other initiative that enhances student success.
5. Professional Reputation	Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline.	Apply to sponsor academic/professional development and/or cultural events at the College; receive acknowledgements for conference presentation.	Apply to sponsor academic/professional development and/or cultural events in the College and in the University; receive acknowledgments for publication or creative work.	Take a leadership position in academic and/or creative field.	Show a clear record of professional recognition and reputation in the college community and the community at large.	Show a clear record of professional recognition and reputation in the college community and the community at large.	Show a clear record of professional recognition and reputation in the college community and the community at large.
6. Collegiality	Actively meet and know the members of your department, participate in faculty development activities and departmental and college-wide activities.	Bring positive and innovative ideas to the Department and the College. Actively meet and know the members of the department and college; participate in faculty development, academic or cultural activities at the	Support colleagues in their scholarly and/or creative work. Actively meet and know the members of your department, participate in faculty development, academic or cultural activities at the department, college or	Continue demonstrating support to colleagues for the good of the College and the University. Actively meet and know the members of the college, participate in faculty development, academic or cultural	Show a clear record of collegiality and positive good will. Actively meet and know the members of the college, participate in faculty development, academic or cultural activities at the department, college or	Show a clear record of collegiality and positive good will. Actively meet and know the members of the college, participate in faculty development, academic or cultural activities at the department, college or	Show a clear record of collegiality and positive good will. Actively meet and know the members of the college, participate in faculty development, academic or cultural activities at the department, college or

**Guidelines for Professorial Reappointments and Tenure – 7-Year Clock**

Natural Sciences	1 <sup>st</sup> Reappointment	2 <sup>nd</sup> Reappointment	3 <sup>rd</sup> Reappointment	4 <sup>th</sup> Reappointment	5 <sup>th</sup> Reappointment	6 <sup>th</sup> Reappointment	7 <sup>th</sup> Reappointment / Tenure
		department, college or university-wide level.	university-wide level.	activities at the department, college or university-wide level.	university-wide level.	university-wide level	university-wide level.

**Guidelines for Reappointment of Lecturers – 5-Year Clock**

Natural Sciences	1 <sup>st</sup> Reappointment	2 <sup>nd</sup> Reappointment	3 <sup>rd</sup> Reappointment	4 <sup>th</sup> Reappointment	5 <sup>th</sup> Reappointment
1. Teaching Effectiveness and Curriculum Development	The candidate should demonstrate teaching competence; work actively with colleagues in syllabus preparation and review; demonstrate interest in enhancing teaching and learning effectiveness and student development.	The candidate should demonstrate teaching competence; work actively with colleagues in syllabus preparation and enhancement of classroom instruction, demonstrate interest in enhancing teaching/learning effectiveness and student development.	Demonstrate growth in teaching effectiveness; show record of contributions to student development and curriculum development. Demonstrate active and effective participation in departmental activities.	Show a clear record of teaching effectiveness, student development and curriculum development.	Show a clear record of leadership on teaching effectiveness, student development; curriculum development and departmental teaching/learning initiatives.
2. Service to the Institution	Be an active player in the life of the Department by participating in meetings and other initiatives; be present at College-wide cultural activities.	Be an active player in Department meetings and other initiatives; explore service outside the Department in college-wide committees; be present at College-wide cultural activities.	Demonstrate commitment to the department by serving department committees, doing administrative duties. Explore service outside the Department in college-wide committees; and/or college-wide activities.	The candidate should demonstrate commitment toward the department and by the college by serving in one or more committees at these levels.	The candidate should demonstrate commitment toward the department and the college by serving in one or more committees at these levels.
3. Student Guidance	Become familiar with the curriculum, student support services and participate in departmental and college-wide initiatives that improve student retention and graduation.	Be an active advisor to students during academic advisement; explore becoming a club advisor in your discipline, a mentor or a research advisor. Participate in initiatives that improve student retention and graduation.	Demonstrate strong commitment to student success by being an effective advisor to students during academic advisement; being a mentor, a mentor or a research or Honors advisor. Participate in initiatives that improve student retention and graduation.	Demonstrate strong commitment and leadership toward student success by being an effective advisor to students during academic advisement; being a mentor, a research or Honors advisor. Participate in initiatives that improve student retention and graduation.	Demonstrate strong commitment and leadership toward student success by being an effective advisor to students during academic advisement; being a mentor, a research or Honors advisor. Participate in initiatives that improve student retention and graduation.

**Guidelines for Reappointment of Lecturers – 5-Year Clock**

<b>Natural Sciences</b>	<b>1st Reappointment</b>	<b>2nd Reappointment</b>	<b>3rd Reappointment</b>	<b>4th Reappointment</b>	<b>5th Reappointment</b>
4. Professional Reputation	Join and participate in professional organizations in your discipline; attend and participate in cultural events in your discipline.	Apply to sponsor academic/professional development and/or cultural events at the College; receive acknowledgements for conference presentation.	Apply to sponsor academic/professional development and/or cultural events in the College and in the University; receive acknowledgments for publication or creative work.	Take a leadership position in academic and/or creative field.	Show a clear record of professional recognition and reputation in the college community and the community at large.
5. Collegiality	Actively meet and know the members of your department, participate in faculty development activities and departmental and college-wide activities.	Bring positive and innovative ideas to the Department and the College. Actively meet and know the members of the department and college; participate in faculty development, academic or cultural activities at the department, college or university-wide level.	Support colleagues in their scholarly and/or creative work. Actively meet and know the members of your department, participate in faculty development, academic or cultural activities at the department, college or university-wide level.	Continue demonstrating support to colleagues for the good of the College and the University. Actively meet and know the members of the college, participate in faculty development, academic or cultural activities at the department, college or university-wide level.	Show a clear record of collegiality and positive good will; actively meet and know the members of the college, participate in faculty development, academic or cultural activities at the department, college or university-wide level.

Attachment to the Natural Sciences Department (NSD) Guidelines for Reappointment,  
Tenure, and Promotion

The Natural Sciences Department Guidelines for Reappointment, Tenure, and Promotion include distinct categories, however, the category of Research and Scholarship require additional information to ensure a fair evaluation.

***Evidence of scholarship includes work in any field of STEM disciplines, science education, food studies [nutrition, health, history, policy, agriculture, sociology, anthropology, culinary arts, and other related fields]:***

- Chapter book contribution
- Publication of books, including textbooks, as primary author or co-author
- Research articles in accredited peer-reviewed scientific journals
- Research articles in accredited peer-reviewed science pedagogy and pedagogy
- Open access peer-reviewed scientific journals
- Peer-reviewed conference monographs
- Review articles in accredited peer-review science, science pedagogy, or pedagogy journals
- Grants to conduct scientific research or research in science education
- Book/monograph editor

***Multiple authorship:***

- The specific contribution to the scientific piece should be indicated
- A letter of the corresponding author verifying contribution is required

Footnote: Community colleges do not provide research facility or resources to conduct experimental research on premises. Thus, the scholarly work is based on collaborative work conducted in research leading institutions. In addition, community colleges are teaching-intensive, but not science research-intensive institutions. Therefore, the expectations of the departmental P&B are that the faculty of the department will be one of the authors on the basic science scholarly work. Expectations regarding science education scholarly work will be that the faculty member will be one of the authors but it is encouraged to lead the scholarly work. In case of a co-authorship in the science education field, indicate the specific contribution to the scholarly work in your professional progress section of the portfolio.

***Peer review modalities:***

- It is recommended to indicate in the nature of the peer-review of the publication
- Single-blind peer review - In a single-blind review, authors are unaware of who the reviewer is, but reviewers are aware of the authors' identity
  - Double-blind peer review - In a double-blind review both the author and peer reviewers are not aware of each other's identity

- Open peer review - In an open peer review, identities of both author and reviewers are known. This system allows the peer reviewer comments as well as authors' responses to be published along with the final manuscript

***Grant Awards:***

- Awarded grants from any agency will be considered a scholarly achievement
- Grants obtained from major granting agencies such as the National Science Foundation (NSF), National Institute of Health (NIH), Fulbright Program, U.S. Department of Education (ED), or U.S. Department of Agriculture (USDA) have more weight than small institutional grants due to the degree of competitiveness
- Indicate your specific contribution to the grant proposal/award, i.e., whether you are Principal Investigator (PI), co-PI or faculty participant
- Recognition awards such as travel awards from outside Hostos

***Other forms of Scholarly growth*** (These achievements will be considered but not substitute for above-mentioned peer-reviewed requirements):

- Essays, newsletter articles, book reviews
- Conference presentation (oral, poster or e-presentations)
- Leading a workshop in a conference or academic institution
- Competitive professional development training outside Hostos
- Submitted but not evaluated grant proposal/application

***Evidence of Professional Development:***

- Conference and symposium attendance
- Workshop attendance

**COUNSELING DEPARTMENT**  
**Division of Student Development and Enrollment Management**

**Counseling Unit 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
- “Best practice” or reports of applied research articles, whose subjects have to do with *any aspect of counseling*
- Funded grant proposals

**Publications** : Tenure-track Counseling faculty are expected to publish in periodicals that are widely circulated among the profession generally or within its many specialties. They may be print or electronic periodicals and may include conference presentations, but must be peer reviewed. Counseling-related books and book chapters are also acceptable publications, but they may not be in self-published.

*Periodicals include those published in the fields of Student Development, College Counseling, Student Personnel Practice, Counseling minority students, Social Work, Counseling Students with Disabilities, Freshman Year Experience, Community College students and others deemed appropriate by the department faculty. Periodicals, whether print or electronic, should be juried.*

**Performance indicators for re-appointment, tenure and promotion:**

**PERFORMANCE:**

- Performance and effectiveness as a Counselor
- Meeting the routine demands of the assigned position
- Execution of work assignments
- Awareness of new developments in the field
- Participation in development of the Counseling Center’s resources
- Response to the counseling needs of students and faculty needs for consultation
- Initiatives to improve Counseling services
- Collegiality, as the ability to work with colleagues, staff, students

**Promotions**

*Assistant Professor*

For appointment as or promotion 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. 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.

#### *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.

#### *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.

#### **For additional promotion information refer to:**

Appendix C: Excerpt from the By-Laws

- Section 9.8 – Promotions, p. 107
- Section 11.7 - Instructors, Assistant Professors, Associate Professors, and Professors, p. 108-109

Appendix D: Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York

- Section V – Promotion, p. 108

#### **GUIDELINES FOR PROMOTION FOR ADJUNCTS**

Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.

## **PROCEDURE**

Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.

### **Tenure and Promotion Portfolios must include:**

- Please see: The Faculty Portfolio - Sample Faculty Professional Portfolio - Second through Seventh/Tenure Reappointment Portfolio Template - IX. REFERENCE LETTERS.

**Guidelines for Reappointments and Tenure – 7 Year Clock**

<b>Counseling</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
<p>Counseling Effectiveness</p> <p><i>Indicators of Achievement</i> Continuous observation (1); case review by peers and supervisor; student feedback in the context of professional assignment</p>	<p>Demonstrate understanding of the student population and its student development &amp; counseling needs; demonstrate effectiveness in responding to presenting student needs; demonstrate knowledge of relevant college and external resources for students; demonstrate effective collaboration skills with faculty and staff; initiate development of a professional portfolio for evaluation purposes and to document ongoing professional development</p>	<p>Demonstrate growth in understanding of student needs; demonstrate effective use of college and external resources for students; demonstrate effective collaboration skills with faculty and staff; update professional portfolio in consultation with supervisor and senior department faculty</p>	<p>Demonstrate a record of counseling and collaboration effectiveness; demonstrate expanded repertoire of counseling responses to presenting student needs; add to the external resources utilized by the department to meet student needs; demonstrate effective collaboration skills with faculty and staff; update professional portfolio in consultation with supervisor and senior department faculty</p>	<p>Assume leadership in an assigned component of counseling services; demonstrate leadership by mentoring newer faculty; demonstrate effective collaboration skills with faculty and staff; demonstrate effective application of supervisory and peer guidance in counseling practice; update professional portfolio in consultation with supervisor and senior department faculty</p>	<p>Demonstrate a consistent record of high quality counseling and collaboration; demonstrate effective application of supervisory and peer guidance in counseling practice; update professional portfolio in consultation with supervisor and senior department faculty</p>	<p>In addition to demonstrating excellence on the aspects of counseling in preceding five year: Demonstrate consistent leadership in an assigned component of counseling services; update professional portfolio in consultation with supervisor and senior department faculty</p>	<p>Show a clear record of growth in counseling and collaboration skills in all categories described in the preceding years of the tenure track</p>
<p>Teaching &amp; Curriculum Development</p> <p><i>Indicators of Achievement</i> Classroom observations; student evaluations; dept. course evaluation; participation in curriculum development materials developed for courses/workshops</p>	<p>Work actively with colleagues in syllabus preparation and review</p> <p>Work with colleagues on classroom pedagogy</p>	<p>Demonstrate expanded understanding of the role of the department's course and workshops in the department's overall counseling mission.</p> <p>Contribute to curriculum/workshop development in the department</p>	<p>Show a record of teaching effectiveness through classroom observations and student evaluations, and workshop participant feedback surveys</p>	<p>Demonstrate growth in teaching effectiveness based on observation recommendations and student evaluations</p>	<p>Demonstrate a record of contributions of curriculum development and utilization of various instructional methods</p>	<p>Consistently contribute to departmental curriculum and program initiatives</p>	<p>Show a clear record of teaching effectiveness and curriculum development</p>

**Guidelines for Reappointments and Tenure – 7 Year Clock**

<b>Counseling</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
<p>Scholarship of Application</p> <p><i>Indicators of Achievement</i> Articles in relevant print or electronic journals, newsletters, text or workbooks, or chapters in same presentations at local, regional, and/or national/international conferences; Continuing professional education and/or certification; Production of professional development materials/workshops; College-based or external applied research related to Counseling/ Student Development</p>	<p>Discuss and prepare a draft schedule of publications and/or scholarly work with the guidance of senior faculty &amp; supervisor</p>	<p>Develop a proposal for a conference presentation relevant to assigned responsibilities</p>	<p>Make a presentation at a relevant professional conference; prepare a manuscript or conference presentation for publication in a relevant juried print or online periodical or for inclusion in a print or electronic text</p>	<p>Will have an article or presentation published in an relevant juried print or in a print or electronic text; apply for PSC/CUNY or other research or program/services grant</p>	<p>Make a second presentation at a relevant professional conference</p>	<p>Will have a second article or presentation published in an relevant juried print or in a print or electronic text</p>	<p>Show a clear record of publications, presentations and other scholarly work</p>
<p>Service to the Institution (Community Service activities may also be considered in this category.)</p> <p><i>Indicators of Achievement</i> Active participation / leadership in Department, College, and University activities, committees, etc.</p>	<p>Active involvement in Department administrative duties, meetings &amp; initiatives; explore service outside the Department in college-wide committees; be present at College-wide cultural activities</p>	<p>Serve on Department and/or college-wide committees; initiate department activities for students; represent the Department in College-wide activities</p>	<p>Appropriate to assigned duties, serve on a College-wide or University-wide committee</p>	<p>Appropriate to assigned duties, be prepared to chair College-wide committee</p>	<p>Continue service on college-wide or university-wide committee</p>	<p>Continue service on college-wide or university-wide committee</p>	<p>Show a clear record of service to Department, College and University</p>
<p>Student Guidance</p> <p>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</p>	<p>Be active in advising students throughout the year; offer at least one student workshop each semester; explore becoming a club advisor</p>	<p>Continue advising students; offer one student workshop each semester; offer to serve as a club advisor</p>	<p>Continue advising students; assist in planning annual Department workshop program; offer one student workshop each semester</p>	<p>Continue advising students; assist in preparing students for graduation and guiding students in their applications to senior colleges; continue assisting in the development of</p>	<p>Continue advising students; assist in preparing students for graduation and guiding students in their applications to senior colleges; continue assisting in the development of</p>	<p>Continue advising students; assist in preparing students for graduation and guiding students in their applications to senior colleges; continue assisting in the development of</p>	<p>Show a clear record of student guidance</p>

**Guidelines for Reappointments and Tenure – 7 Year Clock**

<b>Counseling</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>	<b>6<sup>th</sup> Reappointment</b>	<b>7<sup>th</sup> Reappointment / Tenure</b>
				workshops	workshops	workshops	
Professional Reputation (Community Service activities may also be considered in this category.)  <i>Indicators of Achievement</i> 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	Join and participate in relevant professional organizations; attend and participate in at least one relevant professional activities	Offer a professional presentation to SDEM faculty/staff on a topic relevant to assigned responsibilities; receive acknowledgment for conference participation	Offer one professional development workshop as part of the college’s PDI program or at the university level; receive acknowledgment for conference presentation and / or publication	Take a leadership position in academic field; receive acknowledgment publication	Offer a second professional presentation to SDEM faculty/staff on a topic relevant to assigned responsibilities	Offer a second professional development workshop as part of the college’s PDI program or at the university level	Show a clear record of professional recognition and reputation
Collegiality  <i>Indicators of Achievement</i> Actively engage members of the department and their professional work; bring positive and innovative ideas to the Department and the College; support colleagues in their professional work; volunteer to work with colleagues for the good of the College and the University; show a clear record of collegiality and positive good will	Actively meet and know the members of the department and their professional work; actively engage department senior faculty in an ongoing mentoring relationship	Demonstrate effective participation in a mentoring relationship	Support colleagues in their scholarly and/or creative work; demonstrate professional growth in collaboration with peers in the department	Volunteer to work with colleagues for the good of the College and the University	Mentor newer members of the department regarding preparing conference presentation and manuscript proposals	Consistently introduce positive and innovative ideas to the department and the college	Show a clear record of collegiality in the department, division and college

(1) Per the PSC-CUNY Contract, counselors are under continuous observation by their assigned supervisor.

**Guidelines For Lecturer Reappointments And CCE – 5-Year Clock**

<b>Counseling</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>
Counseling Effectiveness	Demonstrate understanding	Demonstrate growth in	Demonstrate a record of	Demonstrate a consistent	Show a clear record of

<b>Guidelines For Lecturer Reappointments And CCE – 5-Year Clock</b>					
<b>Counseling</b>	<b>1<sup>st</sup> Reappointment</b>	<b>2<sup>nd</sup> Reappointment</b>	<b>3<sup>rd</sup> Reappointment</b>	<b>4<sup>th</sup> Reappointment</b>	<b>5<sup>th</sup> Reappointment</b>
<p><i>Indicators of Achievement</i> Continuous observation (1); case review by peers and supervisor; student feedback; student caseload in context of professional assignment</p>	<p>of the student population and its student development &amp; counseling needs; demonstrate effectiveness in responding to presenting student needs; demonstrate knowledge of relevant college and external resources for students; demonstrate effective collaboration skills with faculty and staff</p>	<p>understanding of student needs; demonstrate expanded repertoire of counseling responses to presenting student needs; demonstrate effective use of college and external resources for students</p>	<p>counseling and collaboration effectiveness; add to the external resources utilized by the department to meet student needs; demonstrate willingness to accept leadership for a component of counseling services</p>	<p>record of high quality counseling and collaboration; demonstrate leadership in a component of counseling services; Demonstrate leadership by mentoring newer faculty</p>	<p>growth in counseling and collaboration skills</p>
<p>Teaching &amp; Curriculum Development</p> <p><i>Indicators of Achievement</i> Classroom observations; student evaluations; dept. course evaluation; participation in curriculum dev.; materials developed – courses/workshops</p>	<p>Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with colleagues on classroom pedagogy</p>	<p>Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department</p>	<p>Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development</p>	<p>Demonstrate strength in teaching effectiveness; contribute to Departmental curriculum and program initiatives</p>	<p>Show a clear record of teaching effectiveness and curriculum development</p>
<p>Scholarship of Application</p> <p><i>Indicators of Achievement</i> Presentations at local, regional and/or national/international conferences; continuing professional education and/or certification; production of professional development materials/workshops</p>	<p>Discuss and prepare a draft schedule of conference presentations with the guidance of senior faculty &amp; supervisor</p>	<p>Make a college-based presentation</p>	<p>Make a proposal for a conference presentation outside the college</p>	<p>Make an outside conference presentation</p>	<p>Show a clear record of presentations.</p>
<p>Counseling Effectiveness</p> <p><i>Indicators of Achievement</i> Continuous observation (1); case review by peers and supervisor; student feedback; student caseload in context of professional assignment</p>	<p>Demonstrate understanding of the student population and its student development &amp; counseling needs; demonstrate effectiveness in responding to presenting student needs; demonstrate knowledge of relevant college and external</p>	<p>Demonstrate growth in understanding of student needs; demonstrate expanded repertoire of counseling responses to presenting student needs; demonstrate effective use of college and external resources for students</p>	<p>Demonstrate a record of counseling and collaboration effectiveness; add to the external resources utilized by the department to meet student needs; demonstrate willingness to accept leadership for a component of counseling services</p>	<p>Demonstrate a consistent record of high quality counseling and collaboration; demonstrate leadership in a component of counseling services; demonstrate leadership by mentoring newer faculty</p>	<p>Show a clear record of growth in counseling and collaboration skills</p>

Guidelines For Lecturer Reappointments And CCE – 5-Year Clock					
Counseling	1 <sup>st</sup> Reappointment	2 <sup>nd</sup> Reappointment	3 <sup>rd</sup> Reappointment	4 <sup>th</sup> Reappointment	5 <sup>th</sup> Reappointment
	resources for students; demonstrate effective collaboration skills with faculty and staff				
Teaching & Curriculum Development  <i>Indicators of Achievement</i> Classroom observations; student evaluations; dept. course evaluation; participation in curriculum dev.; materials developed – courses/workshops	Understand and begin to develop a teaching portfolio; work actively with colleagues in syllabus preparation and review; work with colleagues on classroom pedagogy	Show a record of teaching effectiveness through classroom observations and student evaluations; contribute to curriculum development in department	Demonstrate growth in teaching effectiveness; show record of contributions of curriculum development	Demonstrate strength in teaching effectiveness; contribute to Departmental curriculum and program initiatives	Show a clear record of teaching effectiveness and curriculum development
Scholarship of Application  <i>Indicators of Achievement</i> Presentations at local, regional and/or national/international conferences; continuing professional education; and/or certification; production of professional development materials/workshops	Discuss and prepare a draft schedule of conference presentations with the guidance of senior faculty & supervisor	Make a college-based presentation	Make a proposal for a conference presentation outside the college	Make an outside conference presentation	Show a clear record of presentations.
Service to the Institution (Community Service activities may also be considered in this category.)  <i>Indicators of Achievement</i> Active participation/leadership in Department, College and University Activities, Committees, etc.	Active involvement in Department administrative duties, meetings & initiatives; explore service outside the Department in college-wide committees; be present at College-wide cultural activities	Serve on Department and/or college-wide committees; initiate department activities for students; represent the Department in College-wide activities	Appropriate to assigned duties, serve on a University-wide committee	Appropriate assigned duties, be prepared to chair College-wide committee; continue service on a University-wide committee	Show a clear record of service to Department, College and University
Student Guidance  <i>Indicators of Achievement</i>	Be active in advising students throughout the year; offer at least one student workshop each semester;	Continue advising students; offer one student workshop each semester; offer to serve as a club advisor	Continue advising students; assist in planning annual Department workshop program; offer one student	Continue advising ; prepare students for graduation and guide students in their applications to senior	Show a clear record of student guidance

Guidelines For Lecturer Reappointments And CCE – 5-Year Clock					
Counseling	1 <sup>st</sup> Reappointment	2 <sup>nd</sup> Reappointment	3 <sup>rd</sup> Reappointment	4 <sup>th</sup> Reappointment	5 <sup>th</sup> Reappointment
Participate in academic advisement; offer workshops for students; serve as a student organization adviser; prepare students for graduation and transfer to senior college	explore becoming a club advisor		workshop each semester	colleges; continue assisting in the development of workshops	
Professional Reputation (Community Service activities may also be considered in this category.)  <i>Indicators of Achievement</i> Membership and participation in relevant professional organizations; invitations to present at relevant professional conferences and / or to	Join and participate in relevant professional organizations; attend and participate in at least one relevant professional activity	Apply to sponsor academic/professional development activity at the College; receive acknowledgment for conference participation	Apply to sponsor academic or professional development activity at the College or University; acknowledgment for conference presentation and / or publication	Take a leadership position in academic field	Show a clear record of professional recognition and reputation
Collegiality Indicators of Achievement Actively engage members of the department and their professional work Bring positive and innovative ideas to the Department and the College; support colleagues in their professional work; volunteer to work with colleagues for the good of the College and the University; show a clear record of collegiality and positive good will	Actively meet and know the members of your department and their professional work; actively engage department senior faculty in an ongoing mentoring relationship	Volunteer to work with colleagues for the good of the College and the University; demonstrate effective participation in a mentoring relationship	Bring positive and innovative ideas to the Department and the College; demonstrate growth in collaboration with peers in the department	Support colleagues in their scholarly and/or creative work	Show a clear record of collegiality and good will in the department, division and the college.

# The Faculty Portfolio - Sample Faculty Professional Portfolio

## Faculty Portfolio

### Description of Circulation Process

#### Hostos Portfolio Procedure

1. All portfolios will be kept in the Department of Human Resources. The faculty member shall have the sole right to make additions to or deletions from his or her portfolio. Each Faculty member is encouraged to maintain a copy of his or her current portfolio. The portfolio is a part of the personnel file and any addition to the portfolio shall be an addition to the personnel file. Any item deleted from the portfolio shall be kept in the personnel file in a folder called "Documents Removed from Portfolio".
2. Prior to a submission for any personnel action, the Faculty Member and the Chair, or the Chair's designee, will meet to discuss the portfolio and discuss suggested additions to and/or deletions from the portfolio.
3. Following the meeting with the Chair or designee, the faculty member may make additions to and/or deletions from the portfolio.
4. Prior to the scheduled meeting of the Departmental P&B, the personnel file, including the portfolio, of faculty members who are candidates for any personnel action including reappointment, reappointment with tenure, or promotion shall be brought to the Departmental P&B by Human Resources personnel and/or made available electronically. Following the meeting of the Department P&B, the personnel files, including the portfolios, shall be returned to the Department of Human Resources by personnel from the Department of Human Resources and/or electronic access will end.
5. Prior to the meeting of the College-wide P&B, the personnel file, including the portfolios shall be brought to the Provost's office and/or made available electronically for review at the College-wide P&B meeting. The personnel files, including the portfolios, shall be maintained by the Provost's office under secure conditions.
6. The personnel file, including the portfolios, shall be kept in the Provost's secure possession until the President has completed the President's review. The personnel file, including the portfolio, then will be returned to the Department of Human Resources by Human Resources personnel and/or electronic access will end. All transport of files to and

from Human Resources will be managed by the Department of Human Resources with a sign-out procedure.

7. This procedure will go into effect by the end of the 2014-2015 academic year.

\* Where the portfolio is being submitted for promotion to full professor, the provost will act as department chairperson for the purposes of portfolio submission.

## **First Reappointment Portfolio Template**

- I. Cover Page: Photo (suggested), Name, Job Title, Department/Unit, First Reappointment
- II. Table of Contents Page: Include a list of contents of your portfolio with page numbers or clickable links
- III. Personal Statement: No more than (2) two pages typed and double-spaced.

Statement must unify the different sections of the portfolio by addressing beliefs about teaching, scholarship, and service. Also include a statement of philosophy about your role as a full-time faculty member at Hostos.

- IV. CUNY Curriculum Vitae

Downloadable Microsoft Word template from the OAA webpage:

<https://www.hostos.cuny.edu/Hostos/media/Office-of-Academic-Affairs/Academic-Advisement/Faculty-CV-Template.docx>

- V. Annual Evaluation by the Department Chair
- VI. TEACHING
  - A. Teaching Statement (one page) discussing philosophy of teaching and/or reflections on the classroom experience (where appropriate provide evidence that illustrates such philosophy, i.e., assignments or handouts)
  - B. List of Classes Taught: Specify Modality and Attribute (WI, Honors, Early College, OER, etc.)
  - C. Peer Observation Report(s) including Post-Observation Conference Memoranda
  - D. Student Evaluation of Teaching (if available)
  - E. Syllabi: One representative syllabus for each course and modality
- VII. PROFESSIONAL PROGRESS
  - A. Brief Statement of Professional/Scholarly Progress and/or Future Plans/Goals for Professional/Scholarly Progress (130 words at most)
- VIII. SERVICE
  - A. Brief Statement of Service and/or Future Plans/Goal for Service (130 words at most)

# Second through Seventh/Tenure Reappointment Portfolio Template

- I. Cover page: Photo (suggested), Name, Job Title, Department/Unit, Type of Reappointment
- II. Table of Contents: Include a detailed list of the contents of your portfolio with page numbers or clickable links so that reviewers can identify and locate support materials.
- III. Personal Statement: No more than two to three pages (2-3) typed and double-spaced.

The statement must unify the different sections of the portfolio by addressing the candidate's teaching, scholarship, and service as documented in the current portfolio. Also include a statement of philosophy about your role as a full-time faculty member at Hostos. The reflective statement must be rewritten or revised with each submission of the portfolio. Prior years' statements must be removed. Personal Statements for tenure and/or promotion should specifically state that the portfolio was crafted for the purpose of reappointment with tenure and/or promotion.

## IV. CUNY Curriculum Vitae

Downloadable Microsoft Word template from the OAA webpage:

<https://www.hostos.cuny.edu/Hostos/media/Office-of-Academic-Affairs/Academic-Advisement/Faculty-CV-Template.docx>

Please consult with the Department Chairperson to ensure your CV accurately documents your cumulative work as an educator, scholar, and member of this college community, including your presentations, publications, service to the college, grants, etc. These entries **must** be in the appropriate categories with full information such as multiple authors and authorship order, genre, title of presentations, location/venue, dates, and live links if available. A reviewer will get a full picture of your contributions and work from looking at your CV, and should be able to go into the portfolio to look for specific evidence of your work, service, publications, and presentations.

## V. Annual Evaluations

Include Annual Evaluations by the Chairperson or designee for **every year** of your full-time appointment.

## VI. TEACHING

Refer to your department's grid and consult with your Chairperson for appropriate teaching and curriculum development activities to document, as these change from year to year. This section should include:

- A. Teaching Statement: No more than (2) two pages typed and double-spaced.
- B. Memo describing specific example/s of teaching strategies and strengths: No more

than (2) two pages

- C. A list of teaching responsibilities (all courses taught, organized by semester)
- D. Peer Observation Report(s) including Post-Observation Conference Memoranda: All courses taught organized by semester
- E. Reflections on Peer Observations Reports (reflective of the previous academic year)
- F. Student Evaluations of Teaching (include data and comments page)
- G. Reflections on Student Evaluations of Teaching
  - a. One paragraph addressing the trends of student evaluations of your teaching.
- H. Future Plans/Goals for Teaching (up to one page)
- I. Syllabi: One representative syllabus for each course and modality. Syllabi for discontinued courses do not need to be included.

## VII. PROFESSIONAL PROGRESS

Refer to your department's grid and consult with your Chairperson for appropriate professional activities to document, as these change from year to year. This section should include:

- A. Scholarship Statement: Include a brief overview of professional growth and achievements. No more than (2) two pages typed and double-spaced. In the case of multiple authorship, please briefly describe your role in the publication in this section.
- B. Future Plans / Goals for Scholarship: No more than (1) one page, typed and double-spaced.
- C. Supporting Documentation for Professional Progress:
  - a. List of presentations (including date and location of presentation, organizing body, your role, and level: international, national, regional, CUNY, Hostos). For example:
    - i. Invited talks
    - ii. Conference presentations
    - iii. Panel and roundtable presentations
    - iv. Poster presentations
  - b. List of publications (in press or published only; indicate refereed publications; these entries **must** include full information such as multiple authors and

authorship order, genre, title, date, publisher, and live links if available). These should be in the format of your discipline.

- c. List of awarded grants
- d. Professional reputation and recognition. (All activities must be documented). For example:
  - i. Active role in professional associations within field of expertise (such as: officer, committee member, editorial board member, etc.)
  - ii. Reviewer (such as: of grants, articles, manuscripts, programs at other institutions, etc.)
  - iii. Service on external accreditation teams
  - iv. Consultancies
  - v. Awards, etc.

Note: Allied Health Professionals presenting additional certifications as evidence of Professional Progress should: a) briefly describe the certification, b) specify the exact number of required classroom and required clinical hours, c) outline the licensure procedure and any required exams, and d) identify the certification's governing body. Evidence of successful completion of the certification should be included at the end of the Professional Progress section.

## VIII. SERVICE

Refer to your department's grid and consult with your Chairperson for appropriate service activities to document, as these change from year to year. This section should include:

- A. Service Statement: No more than (2) two pages, typed and double-spaced.

Document significant and sustained participation and/or leadership in the following, as per your departmental grid:

- Departmental programs, committees, and/or initiatives
- College-wide programs, committees, and/or initiatives
- CUNY-wide programs, committees, and/or initiatives

- B. Future Plans/Goals for Service: No more than (2) two pages, typed and double-spaced.

- C. Supporting Documentation for Service

These can include flyers, thank you correspondence, conference brochures, and/or

live links, etc.

## IX. REFERENCE LETTERS: *Tenure/Promotion Portfolio ONLY*

*\*Recommendation Letter language revised by the CWPB April 4 & November 14, 2023.*

To prepare for promotion to Associate or Full Professor, tenure-track and tenured faculty are advised to robustly engage in professional activities such as publishing, speaking (or presenting) at national and international conferences, serving as reviewers at journals, and otherwise expanding their interests beyond a strictly regional context. Letters should be from noted national and/or international disciplinary experts who have attained significant academic rank or professional standing, and specifically speak to a candidate's reputation for disciplinary or pedagogical excellence.

Letter writers should supply a recent copy of their academic CV when submitting their recommendation letters for a candidate.

For Tenure, the candidate will have three letters of recommendation delivered to the Provost. The letters must be from outside of Hostos, and one must be from outside of CUNY.<sup>1</sup> The letters must specifically state a recommendation for tenure for the candidate.

For promotion to Associate Professor, the candidate will have three letters of recommendation delivered to the Provost. The letters must be from outside of Hostos, and one must be from outside of CUNY.<sup>2</sup> The letters must specifically speak to a candidate's reputation for disciplinary or pedagogical excellence and state a recommendation for promotion to Associate Professor for the candidate.<sup>3</sup>

For promotion to Full Professor, the candidate will have three letters of recommendation delivered to the Provost. The letters must be from outside of Hostos, and two of the three must be from outside of CUNY. The letters must specifically speak to a candidate's reputation for disciplinary or pedagogical excellence and state a recommendation for promotion to Full Professor for the candidate.

Letters must speak to the candidate's accomplishments since their last promotion.

As per the [CUNY Manual of General Policy, Article V, Policy 5.01](#) (in italics):

*"The criteria for promotion shall be as follows (BTM,1975,09-22,005, \_\_): . . .*

*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 for tenure. (BTM,1975,09-22,005, \_\_) . . .*

*Professor: The candidate must meet all the qualifications for an Associate Professor, in addition to*

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<sup>1</sup> When this provision takes effect, it shall be applied to candidates coming up for their 4<sup>th</sup> reappointment, and sooner. Remaining candidates will abide by the old rule of requiring 3 letters of recommendation, with none being from Hostos.

<sup>2</sup> When this provision takes effect, it shall be applied to candidates coming up for their 4<sup>th</sup> reappointment, and sooner. Remaining candidates will abide by the old rule of requiring 3 letters of recommendation, with none being from Hostos.

<sup>3</sup> Candidates seeking to use the same reference letters for both tenure and promotion to Associate Professor must ensure that their letter writers specifically state their letters are recommending the candidate for both tenure and promotion to Associate Professor.

*having an established reputation for excellence in teaching and scholarship in his or her discipline. The judgment on promotion shall consider primarily evidence of achievement in teaching and scholarship following the most recent promotion. (BTM,1975,09-22,005,\_\_).”*

For Adjunct promotions, please note the following (in italics) from the [Hostos Guidelines for Faculty Evaluation, Reappointment and Tenure](#):

*“GUIDELINES FOR PROMOTION FOR ADJUNCTS*

*Adjuncts must meet the same criteria for promotion as full-time faculty in a tenure track line for each rank. This applies to degree requirements, scholarship, professional reputation, student guidance and collegiality. Service to the institution is not expected at the same level as full time faculty.*

*PROCEDURE*

*Applicants will submit promotion request letter to Department Chair along with evidence that the promotion criteria has been met. Evidence includes presentation of a faculty portfolio, following the Hostos portfolio template, with a current CV, copies of publications and other evidence of items listed in CV.”*

In keeping with the requirements for promotion of tenure-track and tenured faculty to Associate and Full Professor, recommendation letters for adjunct promotion shall follow the same requirements:

For promotion to Adjunct Associate Professor, the candidate will have three letters of recommendation delivered to the Provost. The letters must be from outside of Hostos, and one must be from outside of CUNY. The letters must specifically speak to a candidate’s reputation for disciplinary or pedagogical excellence and state a recommendation for promotion to Adjunct Associate Professor for the candidate.

For promotion to Adjunct Full Professor, the candidate will have three letters of recommendation delivered to the Provost. The letters must be from outside of Hostos, and two of the three must be from outside of CUNY. The letters must specifically speak to a candidate’s reputation for disciplinary or pedagogical excellence and state a recommendation for promotion to Adjunct Full Professor for the candidate.

Promotions Timeline

Unless an exceptional case arises, there shall be three years between the effective date of promotion to Associate Professor and the effective date of promotion to Full Professor. For example, if the candidate’s promotion to Associate Professor took effect on September 1, 2021, the candidate may submit a portfolio for promotion to Full Professor in the spring semester of 2024, which, if granted, would take effect on September 1, 2024. This timeline includes promotions for adjunct faculty as well. The College-Wide Personnel and Budget Committee will determine on a case-by-case basis if a candidate should be reviewed prior to the elapse of the three-year period between promotions.

Appendix A - Sample Portfolio Cover Page I

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

(inclusion of photo is suggested)

**Name**

**Professorial Rank and Title**

**Department**

**Personnel Action**  
**Semester of Submission**

Appendix A - Sample Portfolio Cover Page II

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\*

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\* February 1, 1996 - July 31, 2000. The new CUNY - PSC contract (when approved) supersedes this 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), 2 b) 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

PSC (i.e., a Step I decision, a Step II decision, a settlement agreement, arbitral award, or select faculty committee recommendation), on or before May 1.

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 files 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 files 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 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

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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 as 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 appraised 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 guidelines:
  - 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 guidelines 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 guidelines 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 guidelines 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 guidelines:

(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 as 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 guidelines for the first reappointment candidates for the second or subsequent reappointment shall be evaluated on the basis of the following guidelines:

(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 reappointments 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 guidelines 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 guidelines established above for reappointment and tenure apply equally to decisions on promotion. It also reaffirms the Commission's caution that judgments on promotion be sufficiently flexible to allow for a judicious balance among excellence in teaching, scholarship, and other guidelines.

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 guidelines 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.

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\* 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.

## Appendix E – Changes to the guidelines over time: Preface entries from the Revised and 3<sup>rd</sup> Edition of the Guidelines

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### 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 guidelines 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 guidelines for reappointment were further refined, specific to their respective departments. The guidelines 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.

# Preface to the 3<sup>rd</sup> Edition of the Guidelines

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

August 2007

This third edition of the Guidelines for Faculty Evaluation has been updated to provide deeper and more complete guidelines for the faculty evaluation process. All departments have adapted their reappointment rubrics for the new, contractual 7-year tenure cycle. Guidelines for promotion to associate and full professorships have been developed to provide more guidance, and new rubrics were created for promotion in the adjunct instructor line and for reappointment in the lecturer line on a 5-year clock.

The new and revised rubrics in this 3<sup>rd</sup> edition of the Guidelines were developed and approved by the respective Departmental Personnel and Budget committees, and then approved by the College-wide Personnel and Budget (CWP&B) committee, per College processes.

Further, discussions at the CWP&B have generated consensus on the following aspects of the faculty evaluation process:

1. Affirmation that substantive national grants (such as those awarded by NSF and NEH) count toward faculty scholarship on par with publications in peer-reviewed journals;
2. Promotion applications require three letters of support as “evidence that his/her alertness and intellectual energy are respected outside his/her own immediate academic community.” (CUNY By-laws, 11.7.B.3) These letters should be sent to the College President, with copies to the Provost and the department chairperson;
3. Faculty fellowships are awarded “for the following purposes: (a) research, (b) improvement of teaching, (c) creative work in literature or the arts.” (CUNY-PSC Agreement, 25.3(b)1). Consideration should be made of “the advantage of the applicant as a scholar and teacher to be expected from such a fellowship award.” (CUNY-PSC Agreement, 25.3(b)4).

These Guidelines seek to further the philosophy of Eugenio María de Hostos, who embraced the importance of lifelong learning among teachers and the centrality of dynamic scholarship in an effective educational system. These updated Guidelines will also, hopefully, provide further illumination of the faculty evaluation and personnel processes and provide a welcome roadmap for the years to come in your career at Hostos Community College.

# Preface to the 4<sup>th</sup> Edition of the Guidelines

by Lucinda Zoe, D.L.S.

Interim Provost and Vice President for Academic Affairs

Spring 2010

The fourth edition of the Guidelines for Faculty Evaluation has been updated and revised to reflect the developing needs and concerns of faculty as they move through the evaluation, reappointment and promotion process. Emerging concerns with regard to procedures surrounding the handling of the in binders have been addressed and new procedures have been included in the opening section to the Faculty Portfolio section on page 109. As processes surrounding portfolio development and handling continue to be in development, specific steps and procedures may be revised in the coming year as dictated by interpretations of college and university governance. Until such a time, the handling procedures outlined on page 109 should be followed. The Guidelines for promotion to associate and full professorship have been revised to address the need for consistency among departments and now are aligned with the definition and criteria as presented by the CUNY Board of Trustees Bylaws and the Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York for all academic departments.

These revised Guidelines were created to provide faculty with a useful tool to guide them through the reappointment, evaluation and promotion process. The individual department grids were developed to help faculty assess their own progress in each of the core areas upon which they will be evaluated for reappointment and tenure decisions. This Guide is intended as a resource that provides faculty, department chairs and mentors with all of the relevant information and governance documents in one place in order to better guide and support faculty as they move through the process. The annual Personnel and Budget calendar is posted on the Office of Academic Affairs Web page each year in the Information, Policies and Guidelines section, while this guide includes a general annual calendar for the faculty evaluation, reappointment and promotion with approximate dates so that faculty are aware of all deadlines and due dates. All revisions were presented to and approved by the College-wide Personnel and Budget committee, per College governance processes.

## Appendix F – Lists of Participants for the first three editions of the guidelines

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### 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

Michael Stimola  
Magda Vasillov  
Linda Watkins-Goffman  
Lucinda Zoe  
Franklyn Perez, ex officio  
Esther Rodriguez-Chardavoyne, ex officio

#### **College-wide Personnel and Budget Committee 2003-04**

Dolores M. Fernández, Chair  
Daisy Cocco De Filippis  
Carlos Acevedo  
Felix Cardona  
Ben M. Corpus  
Winsome Dacosta  
Victor De Leon  
Diana Diaz  
Sandy Figueroa  
Dennis Gibbons  
Daniel Maysonet  
Brijraj Singh

#### **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 Second 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

**September 2007 Third Edition**

**College-wide Personnel and Budget Committee  
2006-07**

Dolores M. Fernández, Chair  
Daisy Cocco De Filippis  
Amanda Bernal-Carlo  
Alberto Bird  
Felix Cardona  
Robert Cohen  
Diana Diaz  
Sandy Figueroa  
Hector Lopez  
Daniel Maysonet  
Lisa Montgomery  
Alida Pastoriza  
Juan Preciado  
Mercedes Pujol  
Geraldine Ruiz  
Michael Stimola

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

**Academic Council 2005-06**

Daisy Cocco De Filippis, Chair  
Amanda Bernal-Carlo  
Alberto Bird  
Felix Cardona  
Robert Cohen  
Jose Del Pilar  
Diana Diaz  
Hector Lopez  
Daniel Maysonet  
Juan Preciado  
Geraldine Ruiz  
Lucinda Zoe

**September 2009 Fourth Edition**

**College-wide Personnel and Budget Committee**

Félix Matos Rodríguez, Chair  
Lucinda R. Zoe  
Nathaniel Cruz  
Linda Anderson  
Michael Stimola  
Robert Cohen  
Joyce Dais  
Susan Dicker  
Sandy Figueroa  
Francisco Fernández  
Kathleen Kane  
Héctor López  
Christine Mangino  
Daniel Maysonet  
Carlos Sanabria  
Elisabeth Tappeiner

Glenda Grace, ex officio  
Esther Rodriguez-Chardavoyne, ex officio

**Academic Council 2009-2010**

Lucinda R. Zoe, Chair  
Francisco Fernández  
Carlos Sanbria  
Linda Anderson  
Robert Cohen  
Linda Wallace Alexander  
Sue Dicker  
Héctor López  
Daniel Maysonet  
Christine Mangino  
Geraldine Ruiz  
Elisabeth Tappeiner

**January 2015 Fifth Edition**

**College-wide Personnel and Budget Committee**

David Gomez, Chair  
Christine Mangino  
Nathaniel Cruz

**April 2023 Revisions to Faculty Portfolio Templates and Recommendation Letter Language**

**College-Wide Personnel and Budget Committee**

President Daisy Cocco De Filippis  
Provost Shiang-Kwei Wang  
VP La Toro Yates  
Professor Charles Drago  
Professor Ernest Ialongo  
Professor Claude Fernandez  
Professor Heidi Bollinger  
Professor Jacqueline DiSanto  
Professor Ana Ozuna

Professor Carl Grindley  
Professor Madeline Ford  
Professor Nieves Angulo  
Professor Francisco Fernandez  
Professor Linda Hirsch  
Professor Antonios Varelas  
Professor Clara Nieto-Wire  
Professor Catherine Lewis

**November 2023 Revisions to Mathematics Department's Guidelines for Professorial Reappointments and Tenure –  
7-Year Clock, and Recommendation Letter Language (Promotions Timeline)**

**College-Wide Personnel and Budget Committee**

President Daisy Cocco De Filippis  
Provost Shiang-Kwei Wang  
VP La Toro Yates  
Professor Charles Drago  
Professor Ernest Ialongo  
Professor William Baker  
Professor Jason Buchanan  
Professor Jacqueline DiSanto  
Professor Alisa Roost  
Professor Carl Grindley  
Professor Madeline Ford  
Professor Nieves Angulo  
Professor Francisco Fernandez  
Professor Linda Hirsch  
Professor Julie Trachman  
Professor Clara Nieto-Wire  
Professor Catherine Lewis

**December 2025 Revisions to the Faculty Portfolio Template**

**College-Wide Personnel and Budget Committee**

President Daisy Cocco De Filippis  
Provost Andrea Fabrizio  
VP Althea Sterling  
Professor Elvir Dincer  
Professor Ernest Ialongo  
Professor William Baker  
Professor Jason Buchanan  
Professor Jacqueline DiSanto  
Professor Humberto Ballesteros  
Professor Gail August  
Professor Madeline Ford  
Professor Nieves Angulo  
Professor Yoel Rodriguez  
Professor Antonios Varelas  
Professor Amanda Bernal-Carlo  
Professor Clara Nieto-Wire  
Professor Catherine Lewis

## Appendix G – Record of updates

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\* Updated per College-wide Personnel and Budget Committee  
December 2025

\* Updated per College-wide Personnel and Budget Committee  
November 2023

\* Updated per College-wide Personnel and Budget Committee April  
2023

\* Updated per College-wide Personnel and Budget committee and Office of  
the President in April October 2009.

\* Updated per Departmental and College-wide Personnel and Budget  
committees in May 2007.

\* 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.