

GUIDELINES FOR REAPPOINTMENT, TENURE AND ADVANCEMENT
Kingsborough Community College
July 2019

Preamble

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

A central tenet of academic judgement, as it relates to peer review, concerns respect for disciplinary differences and the right of disciplinary experts to set standards in their respective fields. Accordingly, each academic department should supplement these guidelines with more specific criteria as appropriate in their field. While departmental criteria may not be included in this document, to the extent that they shape expectations for performance, they should be documented and shared openly within the department and among all stakeholders in the faculty review process. In particular, when decisions about a candidate may be affected by department-specific criteria, the chair's annual evaluation should explicitly reference those criteria.

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

Tenure

The following are suggested minimum teaching, service and scholarship expectations for the consideration of the awarding of Tenure. Candidates for the CCE— Certificate of Continuous Employment—must meet the tenure criteria for teaching and service. In addition, all candidates for tenure (including CCE) should demonstrate respect for the CUNY faculty's "long tradition of collegiality, in which its various educational responsibilities are freely shared among its members" (CUNY Manual of General Policy 5.1).

A. Teaching* Criteria:

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

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

- Peer observations
- Student evaluations (Note: Given the interpretive risks of flawed data, the student response rate for a given class section must meet a minimum threshold in order to be used for evaluative purposes. Nevertheless, because student feedback on teaching is— per CUNY— an essential part of the tenure and promotion process, KCC administration must commit to identifying a mechanism for fair and valid student evaluation of teaching.)

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

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

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

B. Service Criteria:

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

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

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

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

C. Scholarly Contributions Criteria:

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

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

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

The following are acceptable equivalents for this criterion:

- a. May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals
- b. Sole book authorship may satisfy the scholarship criterion
- c. Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article
- d. The second article may be a realized competitive grant from a recognized professional/ governmental organization.
- e. Department-specific equivalents:
 - The Department of Art recommends at least one solo exhibition and two group exhibitions to meet this requirement. Please see Art Department addendum in faculty member's file for further details on creative equivalencies to academic requirements for promotion and tenure.
 - Graphic Designers and Illustrators can meet these criteria by professionally commissioned work that has been printed, published for on-screen viewing or produced for an audience. Please see Art Department addendum in faculty member's file for further details on creative equivalencies to academic requirements for promotion and tenure.
 - Within the discipline of Speech Communications, scholars who specialize in Performance Studies engage in standard scholarship (e.g., writing book chapters, journal articles, monographs, research-based speech transcripts) and also in creative works as scholarship (e.g., creating solo/group performances, installations, festivals, video/audio texts). Creative works as scholarship may be archival, ethnographic (i.e., fieldwork, observations, interviews), or critical analysis/interpretation of existing texts and materials. Performance studies creative works can be assessed by having a peer expert from the field of Performance Studies submit an evaluation that speaks to the rigor of the scholarship, how that faculty member's scholarship contributes to the understanding of a topic, and/or how the scholarship contributes to the traditions of Performance Studies research.
 - Faculty working in the field of Theatre Arts may meet the tenure/promotion criteria for scholarly contribution by providing expertise in professional theatrical works in the capacities of playwrights/dramatists, adaptors/translators, producers, theatrical managers, scenic designers,

lighting designers, costume designers, sound designers, hair/make-up designers, projection/multimedia designers, stage directors, choreographers, actor/performer, vocal coaches, acting coaches and/or dramaturges in projects that are intended for and given public presentations, as well as other theatrically related creative activities as deemed appropriate.

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

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

2. At least one additional contribution from the following:

- Additional article of like criteria above (co-authorship acceptable)
- Realized grant
- Invited presentation (or presentation published in proceedings)
- Accepted presentation at peer-reviewed conference
- Published editorial work on anthology/scholarly material
- Other creative work (e.g., CD's, videos, etc..) in field pending department approval or acceptance
- Recognized "scholarship of application", to include but not be limited to, securing patents, application of expertise to significant community service, etc.

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

Reclassification to Assistant Professor

Note: Reclassification to Assistant Professor from Instructor will occur in the next semester following the awarding of a Ph.D. or equivalent from an accredited university.

Advancement to Associate Professor

Note: Advancement to Associate Professor requires a Ph.D. or equivalent from an accredited university. The College's Personnel and Budget Committee has voted to require four (4) years in the rank of Assistant Professor before they can be eligible to apply for Associate Professor. This change is effective September 1, 2012.

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

In addition, all candidates for advancement to Associate Professor should demonstrate respect for the CUNY faculty's "long tradition of collegiality, in which its various educational responsibilities are freely shared among its members" (CUNY Manual of General Policy 5.1)

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

A. **Teaching* Criteria:**

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

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

- Peer observations
- Student evaluations: (Note: Given the interpretive risks of flawed data, the student response rate for a given class section must meet a minimum threshold in order to be used for evaluative purposes. Nevertheless, because student feedback on teaching is— per CUNY—an essential part of the tenure and promotion process, KCC administration must commit to identifying a mechanism for fair and valid student evaluation of teaching.)

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

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

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

Service Criteria:

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

- Departmental committee work
- Other administrative work in department (e.g., coordinating events, department technology advisor, Webmaster, etc.)
- Active participation in college-wide events such as orientations, recruitment and other functions.
- Club advising
- College-wide committee work
- Organizing campus events (e.g., conferences, speakers, art shows)
- Representing college or department at CUNY-wide conferences or committees NOTE: Committee service must be supported by committee chair's acknowledgement of candidate's contributions.

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

B. Scholarly Contributions Criteria:

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

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

The following are acceptable equivalents for this criterion:

- a. May include scholarly articles on pedagogy in one's field, or articles in refereed electronic journals.
- b. Sole book authorship may satisfy the scholarship criterion
- c. Book co-authorship (or subsequent editions, or one or more chapters in a published text) is equivalent to one refereed article (textbooks are excluded).
- d. The second article may be a realized competitive grant from a recognized professional/ governmental organization.
- e. Department-specific equivalents:
 - The Department of Art recommends at least one solo exhibition and two group exhibitions to meet this requirement. Please see Art Department addendum in faculty member's file for further details on creative equivalencies to academic requirements for promotion and tenure.

- Graphic Designers and Illustrators can meet these criteria by professionally commissioned work that has been printed, published for on-screen viewing or produced for an audience. Please see Art Department addendum in faculty member's file for further details on creative equivalencies to academic requirements for promotion and tenure.
- Within the discipline of Speech Communications, scholars who specialize in Performance Studies engage in standard scholarship (e.g., writing book chapters, journal articles, monographs, research-based speech transcripts) and also in creative works as scholarship (e.g., creating solo/group performances, installations, festivals, video/audio texts). Creative works as scholarship may be archival, ethnographic (i.e., fieldwork, observations, interviews), or critical analysis/interpretation of existing texts and materials. Performance studies creative works can be assessed by having a peer expert from the field of Performance Studies submit an evaluation that speaks to the rigor of the scholarship, how that faculty member's scholarship contributes to the understanding of a topic, and/or how the scholarship contributes to the traditions of Performance Studies research.
- Faculty working in the field of Theatre Arts may meet the tenure/promotion criteria for scholarly contribution by providing expertise in professional theatrical works in the capacities of playwrights/dramatists, adaptors/translators, producers, theatrical managers, scenic designers, lighting designers, costume designers, sound designers, hair/make-up designers, projection/multimedia designers, stage directors, choreographers, actor/performer, vocal coaches, acting coaches and/or dramaturges in projects that are intended for and given public presentations, as well as other theatrically related creative activities as deemed appropriate.
- Individuals on the tenure track in Media Arts can meet the criteria for scholarly contribution by contributing to professional creative works in the media area as writers, producers, directors, presenters, and/or editors for video or audio projects that are reviewed by recognized peers and are disseminated to audiences, both inside and outside of academia. Such works should be recognized as equal to scholarly publication in promotion and tenure review for faculty in the Media Arts discipline.
- Faculty working in the Culinary Arts can meet these criteria through awards in professional competitions.

2. At least one additional contribution from the following:

- Additional article of like criteria above (co-authorship acceptable)
- Realized grant
- Invited presentation (or presentation published in proceedings)
- Accepted presentation at peer-reviewed conference
- Published editorial work on anthology/scholarly material
- Other creative work (e.g., CD's, videos, etc...) in field pending department approval or acceptance
- Recognized "scholarship of application," to include but not be limited to, securing patents, application of expertise to significant community service, etc.

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

Advancement to Full Professor

Note: Advancement to Full Professor requires a Ph.D. or equivalent from an accredited university and a minimum of four years in rank as Associate Professor. In addition, all candidates for advancement to Full Professor should demonstrate respect for the CUNY faculty's "long tradition of collegiality, in which its various educational responsibilities are freely shared among its members" (CUNY Manual of General Policy 5.1)

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

Additional Requirements for Full Professor:

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

A. Teaching* Criteria:

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

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

- Excellence in peer observations

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

and some or all of the following:

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

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

B. Service Criteria:

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

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

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

C. Scholarship Criteria:

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

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

The following are acceptable equivalents for this criterion:

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