The New Community College at CUNY
Reappointment, Promotion and Tenure Guidelines
January 14, 2013

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I. Preamble
The criteria established by this policy are intended to provide a standard for excellence for all members of the professoriate and shall be used to guide the process of reappointment, mid-tenure review, tenure and promotion at The New Community College at CUNY. This material is meant to be read as consistent with the Bylaws and policies of the University, the Governance Plan of the New Community College at CUNY and the applicable provisions of the collective bargaining agreement between CUNY and the Professional Staff Congress.

II. Documentation
Starting with the initial appointment, each member of the full-time faculty is responsible for developing ongoing documentation of all work representing his or her accomplishments in the areas of teaching effectiveness, service and scholarship. For each faculty member at the New Community College there are two personnel files: the personal file and the administration file, as described in the collective bargaining agreement between CUNY and the Professional Staff Congress/CUNY ("CUNY-PSC Agreement"), both of which are maintained by the Office of the Vice President for Academic Affairs and Provost. Faculty are encouraged to review their personal files once per semester to ensure the completeness of the file. Appointments can be scheduled by contacting the Office of Academic Affairs at x.3-8026. The administration file is only available to the committees and individuals responsible for the review of the faculty member with respect to appointment, reappointment, promotion or tenure.

Beyond the formal documentation, each faculty member is encouraged to maintain an academic portfolio that serves as a public representation of the faculty member’s professional accomplishments. In addition to modeling the use of portfolios for students, the academic portfolio can serve as an important tool for improving teaching practices, enhancing collaboration with others, and collecting information that may serve as the basis for scholarship. Moreover, maintaining a portfolio can facilitate the collection and organization of materials for submission to the personal file for reappointment, promotion and/or tenure.

III. Criteria for Excellence
In all endeavors, The New Community College at CUNY seeks to identify and develop exemplary faculty who, in their professional activities, accomplishments and practices, work to support students’ progress towards academic success, degree completion and a promising start towards a baccalaureate or entry into a career. As a community, the College aspires to help students move confidently into active roles as citizens and leaders in their families, communities and the City. In doing so, the College seeks to be an innovative laboratory focused on enhancing teaching and learning through active pedagogical strategies, sensitive and relevant to the culturally, academically, linguistically and economically diverse community it serves. That work

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1 For the purposes of this report, the term faculty refers to professorial faculty (i.e., assistant professors, associate professors, and full professors.)
is continuous and ongoing, and relies on strong systems of development, practice, feedback and refinement.

The review of faculty performance, be it for reappointment, promotion or reappointment with tenure, takes into consideration three areas of professional activity: teaching, service, and scholarship. Though these are the generally accepted areas for evaluating college faculty, they take distinctive forms at the College often interconnected and interdependent in their construction and application. As the NCC is an institution focused on guiding students in their own academic and social growth and progress towards completion of the associate degree, the foundation of faculty excellence is rooted in teaching and service, complemented by scholarship and dissemination of that inquiry. In keeping with that focus, scholarship at The New Community College includes, but is not limited to, inquiry into effective teaching practices and their assessment (the scholarship of teaching and learning).

As an institution, the New Community College recognizes that a definition of excellence includes collaborative work in partnership with other faculty, staff, and the larger community served by the New Community College. As such, collegiality, the ability to work with other members of the college community in a professional manner for the benefit of the institution and the students it serves, is an overarching expectation for all faculty and staff.

The processes of reappointment, promotion and tenure are designed to take a comprehensive approach to evaluation that considers depth, quality and impact beyond the more traditional quantitative measures of professional progress. This approach allows individuals to interpret and craft productive, meaningful careers reflective of their talents, adaptive to conditions across disciplines, and timeless in the formation and establishment of the College. That said, as an institution where teaching and learning is a fundamental activity, overall excellence cannot be established without demonstration of satisfactory to outstanding performance in that domain.

A. Teaching Effectiveness

Teaching is a central activity at the New Community College at CUNY and teaching effectiveness is critical for reappointment (including reappointment with tenure) and promotion to associate or full professor. Faculty members are encouraged to review the College’s statement of teaching principles prior to initial appointment and consider the tenets presented during the course of the year. A copy of those principles can be found on page 7.

Every faculty member is expected to adhere to basic teaching principles such as starting class on time, grading assignments in a timely manner, posting grades according to established schedules, maintaining office hours and, where applicable, attending instructional team meetings. While these activities are necessary, alone they do not constitute effective teaching.

Teaching effectiveness is a complex concept that cannot be captured or defined easily or presented in an exhaustive manner. Rather, it represents a wide range of skills, activities and
practices adopted and refined over a sustained period of time in order to improve student learning and achievement.

Examples of practices that reflect effective teaching at the New Community College might include:

- Skillfully preparing instructional communications, course design, and course conduct;
- Guiding student projects, student research or other creative activities;
- Employing a range of learning techniques beyond lectures including group work, student presentations and research, active discussions and problem solving;
- Conducting fair and constructive assessments of student performance;
- Having command of the subject matter and the distinctive methods of the discipline;
- Working effectively as a member of an instructional team in a learning community or linked course;
- Logically organizing materials for courses taught in the first-year experience and in the majors;
- Actively engaging oneself as a learner with the interdisciplinary approaches and topics that are part of the first year experience;
- Introducing and challenging students to view multiple perspectives on a topic or idea;
- Conveying information and leading discussions in an interactive, participatory environment;
- Creating a variety of learning opportunities that reflect a range of learning styles;
- Using a variety of teaching strategies, such as posing challenging questions, with students to stimulate critical thinking in the classroom;
- Providing instruction that captures the interest of beginners, while challenging advanced students with more rigorous work;
- Willingness to experiment with new approaches that improve student engagement and understanding of the subject matter;
- Effectively linking course content to real world applications; and
- Impress upon students the importance of ownership of one’s academic performance.

Faculty members are expected to engage in activities that will enhance their teaching effectiveness. These might include the adoption of new approaches, engaging in professional development (on- or off-campus) and showing responsiveness to feedback received through teaching observations or student course evaluations.

The evaluation of teaching, however, is not limited to classroom performance. It should also reflect a faculty member’s contributions to curricular goals and to a range of other activities beyond the classroom that serve the learner in different and sometimes indirect ways. The following are examples of factors that might be considered in evaluating teaching effectiveness.

Advisement

- Offer advisement to a diverse group of students
• Be accessible and available to students through regular office hours and/or technology

Program and Curriculum
• Infuse a diverse range of cultures and perspectives into a course or program
• Integrate ethical and equitable principles into a course or program
• Engage in formative and summative assessments to determine student comprehension and growth

Pedagogy
• Explore and implement emerging pedagogical techniques, practices and strategies
• Integrate the use of technology in the classroom
• Utilize high impact practices, for example
  o Facilitate service learning experiences
  o Generate opportunities for students to collaborate with research-active faculty or conduct their own inquiry based projects
  o Provide place-based experiences that allow students to apply what they are learning
• Work with peer mentors or Group Workspace coordinators to develop or improve supplemental instruction

Take on new or additional responsibilities as necessary for the benefit of the students or the institution
• Offer tutorials to a special group of students or in a particular subject area
• Mentor or coach students
• Assist in the training of peer mentors
• Be willing to teach a variety of courses
• Develop and teach orientations, seminars, or special educational events and programs

Professional Development
• Earn new certifications that can enhance teaching excellence
• Participate in professional development related to instruction, such as attending professional meetings related to the individual’s area of instructional expertise or a pedagogical approach, or participating in inquiry based reading group
• Organize a professional development program or sequence

External recognition
• Prepare grant proposals, and obtain grants, for the development of curriculum, programs or new teaching methods and techniques
• Receive honors and/or awards for teaching or curricular contributions from peers beyond the campus.
Documentation of Teaching Effectiveness

Documentation of teaching effectiveness begins with student course evaluations and observations of teaching conducted by members of the full-time faculty, consortial faculty or members of the Special Personnel Committee. Additionally, faculty members should place in their personal files a listing of courses taught, copies of syllabi developed, individual assignments and samples of student work with the faculty member's feedback provided. Other forms of documentation drawn from the academic portfolio may be included in the faculty member's personal file.
NCC Instructional Principles that Inform our Teaching Practices
Adopted January 2012

We hold in common the following teaching and learning principles.
A commitment to create:

- interdisciplinary curricula and learning opportunities for students to solve complex problems;

- a culture of collaborative inquiry;

- a democratic classroom environment where all students participate,

- integrative learning opportunities that enable students to study and participate/contribute in meaningful ways to New York City and communities they identify as important to them

- opportunities for civic engagement and democratic participation to develop and sustain a thriving New York City;

- opportunities for timely, on-going constructive feedback to students that identifies strengths and areas in need of improvement and suggests strategies to build on strengths and improve;

- curricula that foster inquiry-based learning and build on student knowledge, experience and curiosity while promoting critical analysis of content and creative social action;

- course content that engages multiple perspectives on historical and contemporary issues;

- culturally responsive pedagogy that values and affirms students' diverse backgrounds and lived experiences as a starting point for all learning;

- content that is culturally relevant and meaningful; student-centered and experiential teaching strategies that promote engagement and active learning;

- scaffolded and differentiated instruction and assignments to address the needs of a diverse group of students;

- a culture of academic rigor -- affirming that disciplines have canonical bodies of knowledge and ways of knowing that are foundational for students in a post-secondary setting
B. Service and Engagement

Service to the college, university, and public represents an important component of faculty responsibility at the New Community College and will be evaluated accordingly. In the formative years of the College, greater emphasis will be placed on service to the college that contributes to the development of curricular and co-curricular programs, formation of academic policies, expansion of pre-college access and admissions, and student transitions after graduation. At a minimum, all faculty are expected to regularly participate in College Council meetings, participate in the annual convocation, and once established, participate in graduation. Exemplary practice would extend beyond participation and include a level of engagement whereby faculty are actively engaged in providing service that works to the benefit of the College, the University, the academic community and/or the public at large. While all forms of service are considered for the purposes of reappointment, reappointment with tenure and promotion, service to the New Community College, particularly during its formative years, is essential and will be given greater consideration compared to other forms of service and engagement. The following are examples of service and engagement.

College Service and Engagement

- Participating in College ceremonies, events and other programs that contribute to building and recognizing student success
- Leading or participating in College committees, task forces or work groups
- Leading or participating in ad hoc committees such as Middle States or specialized accreditation
- Developing interdisciplinary-multidisciplinary courses
- Contributing to the development and delivery of collaborative, interdisciplinary, or inter-institutional educational programs
- Developing, or contributing to the development of new courses, new curriculum, new programs
- Leading a first-year instructional team or other coordinating activities that contribute to the quality of instructional offerings
- Providing professional development to other college faculty (part-time or full-time), staff, and peer mentors that improves the quality of curricular and co-curricular offerings to students
- Participating in admissions, enrollment, pre-college engagement, career and transfer planning and student advisement activities
- Participating in activities related to community partnerships, internships, externships, undergraduate research or study-abroad programs that extend beyond classroom practice
- Advising student clubs and other co-curricular programs such as student led conferences or convocations
- Leading and participating in conferences, colloquia, and symposia held at the College or the University
- Upon receiving tenure, providing guidance and support to untenured faculty on their teaching, service and scholarship
- Conducting teaching observations of tenured and untenured faculty

University Service and Engagement
- Participation on university-wide committees or bodies such as the Council on Undergraduate Education (CUE), Writing Across the Curriculum (WAC), the University Institutional Review Board (IRB), or University Faculty Senate where the activities contribute to the welfare of the University
- Taking on special assignments for the University

Academic Service
- Serving on review panels for scholarly journals, funded programs and other competitions
- Providing service to professional organizations in one’s discipline

Public Service & Community Engagement
- Participation in community service or public service related to NCC’s mission and goals
- Providing public information and education through the media or in documentaries
- Working with a college community partner in an ongoing advisory capacity
- Appearing at public educational forums
- Providing expertise to federal, state or local government agencies or bodies
- Participation in the development and/or implementation of externally funded programs that advance the New Community College’s mission
- Engagement with faculty and staff at other CUNY campuses for the development of programs and activities that support students’ engagement, progress and completion

Documentation of Service
Documentation verifying the length and breadth of service should be included in the faculty member’s personal file. Any published materials resulting from such service, for which the faculty member is responsible, should be included in the file. In addition, the faculty member may wish to submit evidence regarding the impact of service on the development and progress of students, attainment of institutional goals, and contributions to the University, the community, the City, etc., in his/her personal file (e.g., letters, impact statements or testimonials).

C. Research and Scholarship
Active and engaged scholarship is an important component of The New Community College’s mission and relates to the goals of identifying innovative pedagogical approaches and providing service to the College, University, the academic community and public. Faculty members at the
NCC must be rigorous scholars. Faculty who are candidates for reappointment with tenure or promotion will be expected to demonstrate a progressive body of scholarship in their academic discipline or area of expertise, including but not limited to the Scholarship of Teaching & Learning.

Committed to engaged scholarship, teaching and learning, and the interconnections between all three, the NCC embraces a broad definition of scholarship that is inclusive of integrated and specialized knowledge production, life-long learning, civic engagement and responsibility, and applied teaching and learning. Scholarship is reflected not only in the execution of original research and investigation of connections within and across the disciplines (scholarship of discovery & integration & creation), but also in the building of bridges between theory and practice (scholarship of application and public service), and the production of knowledge relevant to teaching and learning (SoTL). All faculty members have the freedom and are encouraged to engage in all forms of scholarship including those that offer students opportunities to participate in research activities.

At the NCC, scholarship is not limited to the pursuit of knowledge for its own sake, but also includes pursuits that further the College’s mission to support student success and the development of innovative pedagogies, evaluating classroom practices, and student learning. As such, dissemination is an integral component of scholarship. Provide a context for your scholarship that describes how it contributes to knowledge or practice.

Faculty members’ research, scholarly writing, and creative works contribute to the NCC’s record of academic excellence. The pursuit of knowledge, the creation of new knowledge, and the exchange of ideas and writing for publication, presentation, or performance support the NCC’s commitment to providing the intellectual foundation for education, teaching, and learning.

The following are some examples of scholarship. This list is not exhaustive:

- For junior faculty, evidence of research in progress leading toward scholarly publication
- Scholarly publications such as articles in professional journals (refereed & non-refereed), books, textbooks, electronic publications, monographs and reports
- Creative works, such as show and performance credits, when such are appropriate to the discipline
- Development of improved curricular materials or methods that have been disseminated to a wide audience beyond the institution
- Creation of high quality scholarly resources, including editing, compiling of guides, translating and the development of online courses or web-based resources
- Community-based scholarship that contributes to improved practices, policies and outcomes for the public
- Scholarly articles on pedagogy in one’s field

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2 This terminology is based on Ernest Boyer’s Scholarship Reconsidered.
• Facilitating scholarship of others in one's field (disciplinary, interdisciplinary or pedagogical) through service on review panels or other activities
• Conference presentations
• Grant writing
• External support or competitive fellowships or awards
• Journal reviews
• Documented and disseminated reports of scientific projects

Faculty members are expected to demonstrate their potential for scholarly work early in their careers and should have measurable areas of achievement as they progress. The nature, importance, and rigor of the work in the area of scholarship should be articulated by the faculty member in collaboration with his/her peers in the discipline or in an interdisciplinary area. It may not be the same for each area of scholarship or expertise. Moreover, faculty members should show continuous progress in the development of their scholarship from one year to the next.

Documentation of Research and Scholarship
In order to effectively document scholarly works, faculty members should submit for their personal file each year a current list of all scholarly and professional activities in reverse chronological order, highlighting those items conducted in the current academic year. Other items, such as awards or nominations for excellence in research, publication and creativity, conference programs, or other materials that would further document scholarly contributions should follow. A list of potential items that can be excerpted appear in the academic portfolio guidelines at the end of this report (page 21).

III. Criteria for Initial Appointment to the Faculty
In accordance with the University's Bylaws, the minimum qualification for initial appointment to the professoriate is a doctoral degree in a relevant discipline. In fields in which the PhD is not the terminal degree in the field, the faculty member must have the appropriate degree and/or other credentials for the title as determined by the Executive Vice Chancellor and University Provost. Faculty members must verify their standing by submitting a certified transcript from the institution granting such degree prior to their first appointment.

IV. Criteria for Reappointment
During each successive year after the initial appointment, the faculty member must show continued progress towards the expectations for granting tenure as presented below. Any documentation of teaching, service and scholarship that the faculty member wishes to have considered should be submitted for inclusion in his/her personal personnel file. As set forth later in these Guidelines, the faculty member may also include a written statement (narrative) that highlights the importance of the work, the areas where they have made efforts to pursue

\[3\] This information is captured in the annual faculty progress report presented on page 35.
growth, and, where present, identifies professional activities that may connect to more than one area (teaching effectiveness, service or scholarship). For each successive appointment, the faculty member should show progress commensurate with his/her rank as listed.

V. Criteria for Reappointment with Tenure

Faculty members who, as a result of their performance, have been appointed and reappointed in a tenure-bearing title for seven full years continuously and who have been reappointed for an eighth year will receive tenure. Tenure should not be considered a matter of longevity, but one of academic judgment based on a demonstrated record of excellence and continued growth. Like other campuses of the City University, decisions regarding tenure and promotion are discrete actions, which can be in the same year or in different years. All faculty are encouraged to develop a full understanding of the expectations provided for their current rank in order to develop and enact a long term plan.

What follows are examples that illustrate the forms of activity that would demonstrate satisfactory performance or excellence for faculty at each rank and should serve as guidelines for faculty members in developing a long term plan that will lead to reappointment with tenure. Like the criteria presented above, the expectations presented have been designed as examples with an understanding that no individual would be expected to engage in and document all of the possible activities described. Rather, each faculty member will address the criteria and expectations in a manner that is unique to his or her strengths, activities and interests.

\[\text{The timeframe for achieving tenure is set forth in Section 6.2 of the Bylaws of the Board of Trustees and in Section 6212 of the New York State Education Law. Faculty members should consult with the Human Resources Office on the implications of all breaks in service on their eligibility for reappointment with tenure.}\]
## Summary of General Expectations for Assistant Professors, Associate Professors and Professors for Tenure or Promotion

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Teaching Effectiveness</th>
<th>Service and Engagement</th>
<th>Scholarship &amp; Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently good to excellent teaching observations and student course evaluations</td>
<td>Clear evidence of service to the college community consisting of, but not limited to, service on college committees, student recruitment efforts, admissions information sessions, and other activities</td>
<td>Evidence of completed scholarship and dissemination such as a peer-reviewed journal article, edited books, manuscripts, book, or professional presentation</td>
</tr>
<tr>
<td></td>
<td>Evidence of teaching consistent with the College’s teaching principles, philosophy, and model</td>
<td>Evidence of a sustained or continued commitment to serving the college through participation in activities, work groups, committees and task forces</td>
<td>Evidence of continued progress towards further dissemination of scholarship</td>
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<tr>
<td></td>
<td>Evidence of consistently meeting with and advising students to support their academic performance</td>
<td>Conduct teaching observations of untenured faculty, adjuncts and/or substitute faculty</td>
<td>Evidence of a trajectory and long-term commitment to scholarship and dissemination</td>
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<tr>
<td></td>
<td>Evidence of growth in teaching abilities, pedagogical strategies and skills</td>
<td></td>
<td>Commitment and effort in curriculum development</td>
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<td></td>
<td>Evidence of activities that support ongoing improvement of teaching and learning such as on- or off-campus professional development, conferences and programs focused on pedagogy</td>
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</table>
### Summary of General Expectations for Assistant Professors, Associate Professors and Professors for Tenure or Promotion (continued)

<table>
<thead>
<tr>
<th>Associate Professor</th>
<th>Teaching Effectiveness</th>
<th>Service and Engagement</th>
<th>Scholarship &amp; Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently very good to excellent teaching observations and evaluations</td>
<td>Clear evidence of service to the college community consisting of, but not limited to, service on college committees, student recruitment efforts, admissions information sessions, and other activities</td>
<td>Evidence of completed scholarship and dissemination such as peer-reviewed journal articles, edited books, creative works, manuscripts, presentations, etc.</td>
</tr>
<tr>
<td></td>
<td>Evidence of teaching consistent with the College’s teaching principles, philosophy, and model</td>
<td>Provide guidance and support to junior faculty working on their teaching and scholarship</td>
<td>Evidence of new scholarship and dissemination such as manuscripts, article submissions, book contracts, proposals, presentations, since the last personnel action</td>
</tr>
<tr>
<td></td>
<td>Evidence of consistently meeting with and advising students to support their academic performance</td>
<td>Conduct teaching observations of tenured and untenured faculty, adjuncts and/or substitute faculty</td>
<td>Evidence of supporting or facilitating the scholarship of others</td>
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<tr>
<td></td>
<td>Evidence of implementation of best practices and curriculum design</td>
<td>Demonstrate leadership in serving the college community such as leading committees, task forces, assessments or accreditation efforts</td>
<td>Evidence of grant writing</td>
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<tr>
<td></td>
<td>Evidence of the development of new practices designed to improve student learning</td>
<td>Evidence of service to the University or the Community</td>
<td>Demonstrated contributions toward curriculum development and co-curricular programs intrinsically linked to academics</td>
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<tr>
<td></td>
<td>Evidence of activities that support ongoing improvement of teaching and learning such as on- or off-campus professional development, conferences and programs focused on pedagogy</td>
<td>Evidence of a sustained commitment to serving the college</td>
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<tr>
<td></td>
<td>Evidence of a sustained or continued commitment to excellence in teaching</td>
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Summary of General Expectations for Assistant Professors, Associate Professors and Professors for Tenure or Promotion (continued)
<table>
<thead>
<tr>
<th>Professor</th>
<th>Teaching Effectiveness</th>
<th>Service and Engagement</th>
<th>Scholarship &amp; Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Consistently excellent teaching observations and evaluations&lt;br&gt;• Consistently meeting with and advising students to support their academic performance&lt;br&gt;• Evidence of Teaching consistent with the College’s teaching principles, philosophy, and model&lt;br&gt;• Evidence of implementation of best practices in teaching and curriculum design&lt;br&gt;• Evidence of the development of new practices designed to improve student learning&lt;br&gt;• Evidence of commitment to ongoing professional development in teaching abilities and pedagogical strategies and skills&lt;br&gt;• Evidence of a sustained or continued commitment to excellence in teaching</td>
<td>• Clear evidence of service to the college community consisting of, but not limited to, service on college committees, student recruitment efforts, admissions information sessions, and other activities&lt;br&gt;• Consistent and sustained leadership in serving the college community such as leading committees, task forces, assessments, or accreditation efforts&lt;br&gt;• Provide guidance and support to junior faculty working on their teaching and scholarship&lt;br&gt;• Conduct teaching observations of tenured and untenured faculty, adjuncts and/or substitute faculty&lt;br&gt;• Active service to the University, scholarly community, or public&lt;br&gt;• Evidence of a sustained or continued commitment to serving the college</td>
<td>• Evidence of completed scholarship and dissemination of scholarship such as peer reviewed journal articles, creative works, presentations, etc.&lt;br&gt;• Published book or other major publications&lt;br&gt;• Evidence of continued progress towards further dissemination of scholarship such as journal articles, book contracts, manuscripts, presentations, etc.&lt;br&gt;• Evidence of supporting or facilitating the scholarship of others&lt;br&gt;• Evidence of successful grant writing</td>
</tr>
</tbody>
</table>
VI. Criteria for Promotion or Initial Appointment to Associate Professor or Professor

Advancement to the rank of associate professor or professor is granted to outstanding faculty who have established a strong record of accomplishment with indications of continued excellence. Longevity alone will not serve as a factor in determining promotion. Faculty members who are granted advanced rank at the time of their initial appointment have expectations comparable to those who received the same designation through promotion. (See previous section.)

VII. Schedule for Reappointments

As with all campuses at The City University of New York, the College follows procedures established by the collective bargaining agreement between CUNY and the Professional Staff Congress (PSC). Accordingly, faculty in the first year of appointment will be notified regarding their reappointment no later than April 1 and notification of subsequent reappointments will occur by December 1. Reappointment recommendations are subject to academic review based on the criteria and process established herein.

No fewer than two weeks prior to the end of each academic year, the Office of Academic Affairs will publish and disseminate the schedule for reappointments for the following year using the following as guidelines.

<table>
<thead>
<tr>
<th>First Reappointment</th>
<th>Subsequent Reappointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Progress Report and Narrative</td>
<td>Last week in January or first week in February</td>
</tr>
<tr>
<td>Provost convenes Special Personnel Committee (SPC)</td>
<td>First week in February</td>
</tr>
<tr>
<td>Special Personnel Committee reviews documentation and makes recommendations to the President</td>
<td>First week in March</td>
</tr>
<tr>
<td>Letters issued to be received</td>
<td>No later than April 1</td>
</tr>
</tbody>
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5 Faculty with mid-year appointments should consult Article 10.1 of the collective bargaining agreement for dates related to reappointment.
VIII. Structure for Teaching Observations, Annual Evaluations, Appointments and Reappointments

The College Personnel Committee (CPC) will be made up of the Provost and four full-time NCC faculty elected by the College Council. They will serve staggered two-year terms. They will make recommendations to the President, following searches conducted as per the CUNY guidelines, regarding the appointment of faculty with an appropriate functional title.

Until the College Council elects four tenured NCC faculty to the College Personnel Committee, a Special Personnel Committee (SPC) composed of tenured faculty outside the NCC will be established to make recommendations on the reappointment, reappointment with tenure, and promotion of full-time faculty. The SPC will consist of six tenured faculty from a range of academic disciplines holding appointments at other University campuses and the Provost. The members of the Committee will serve staggered two-year terms. Members of the SPC may have responsibility for conducting teaching observations. The process for conducting teaching observations and other responsibilities of the SPC are described herein.

Selection of the Special Personnel Committee: The College Personnel Committee will nominate tenured faculty members to serve on the Special Personnel Committee. The CPC will nominate at least three (3) persons for each position, a total of 18 candidates from a range of disciplines. The College Personnel Committee may include among its nominees any NCC faculty member who has earned tenure but until the Council elects four tenured faculty to the College Personnel Committee the nominees for the SPC will be mainly from outside the NCC. The CPC will present the list of nominees to the President, who may request additional nominees. The President and/or the Provost will invite those on the list of nominees to serve on the SPC, until the six positions are filled.

IX. Process for Teaching Observations

As an institution committed to effective, active and engaged teaching practices, NCC believes that teaching observations are integral to the evaluation of faculty. These observations provide opportunities for growth and play an important role in decisions regarding reappointment, promotion and tenure. Teaching observations, as described below, are one component of the overall evaluation of the academic performance of the teaching staff. At least once every academic semester, with Fall I and II considered a single semester for this purpose, every unt enured member of the faculty will be observed. Teaching observations may be conducted by full-time faculty (tenured or untenured) at the College, members of the consortial faculty or members of the Special Personnel Committee (SPC). Observation reports shall be considered in the annual evaluation of the faculty member.

The Provost will assign an observer, who will be responsible for contacting the faculty member to schedule the date of the teaching observation, and the post-observation conference. In addition, the faculty member may request, in writing, a meeting with the observer prior to the teaching observation and use that time to review the objectives for the session, the relationship of the topic to the goals of the course, the anticipated teaching strategies, the dynamics of the group and other matters directly related to instruction. Though not required for the purposes
of evaluation, the preparatory meeting represents sound pedagogy and faculty members should consider availing themselves of this opportunity. No notes or materials generated from that discussion will be included in the faculty member's personal or administration files.

At the request of the faculty member or the observer, a member of the Special Personnel Committee (other than the observer) may be assigned by the chair of the SPC to attend the post-observation conference. Following the post-observation conference, the observer or the member of the SPC, if one was requested, shall prepare, in memorandum format, a summary of the discussion at the post-observation meeting. In the event that the observation or post-observation conference is not held within the time stipulated in the collective bargaining agreement, the faculty member shall, within ten (10) working days thereafter, file a written request for an observation and/or conference with the Provost with a copy to the President. Failure of the faculty member to file the request within the stipulated time shall bar the faculty member from subsequent complaint regarding such non-compliance with Article 18.2(b) (2b) or (2c) of the CUNY-PSC collective bargaining agreement. 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. Formal documents related to the observation will be submitted to the Office of Academic Affairs for placement in the personal file, in accordance with Article 19 of the CUNY-PSC Agreement.

X. Process for Annual Evaluation
The Provost or a member of the Special Personnel Committee designated by the Provost will conduct the faculty member's annual evaluation conference. Following this conference, the Provost or the member of the Special Personnel Committee who was designated by the Provost shall prepare a record of the discussion in memorandum form for inclusion in the faculty member's personal file. Within ten (10) working days after the conference, a copy of the memorandum shall be given to the faculty member. If the overall evaluation is unsatisfactory, the memorandum shall so state. The faculty member in such case shall have the right to endorse on the memorandum a request to appear in person before the Special Personnel Committee.

XI. Process for Reappointment
The Special Personnel Committee will review each faculty member's personal file and administration file in order to make a recommendation to the President on that faculty member's reappointment. In accordance with the PSC-CUNY Agreement, the faculty member's total academic performance and professional progress for that year and cumulatively to date shall be reviewed. The faculty member may request to meet with the SPC. The SPC will communicate the Committee's recommendation to the President and to the faculty member, but the faculty member shall not be given any reason for the action taken. If the SPC makes a positive recommendation, the President will then make his/her own recommendation with respect to the faculty member's application for reappointment and will notify the faculty

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6 PSC-CUNY Agreement, Article 18.3.
member of his/her decision. A negative recommendation of the SPC is final unless an appeal filed to the President by the faculty member is successful.

XII. Process for Pre-Tenure Review

In 2011, the Board of Trustees recognized that faculty candidates for tenure consideration often benefit from additional feedback concerning their candidacy, and therefore mandated a formal review of a faculty member’s cumulative performance toward the end of their third year of service. In keeping with that policy, following the annual evaluation conducted pursuant to the PSC/CUNY collective bargaining agreement, the SPC shall review the personal personnel file of each untenured tenure-track faculty member in the spring of his/her third year of service.

Thereafter, a member of the SPC shall prepare a memorandum regarding the faculty member’s progress toward tenure. The memorandum shall be provided to the faculty member and the Provost or a designee from the SPC will meet with the faculty member to review the results of the pre-tenure review, including guidance regarding the faculty member’s progress towards reappointment with tenure, and recommendations to facilitate continued progress in subsequent years. In accordance with the procedures set forth in the collective bargaining agreement between the University and the Professional Staff Congress, the faculty member shall be asked to initial the SPC’s memorandum before it is placed in his/her file, and the faculty member shall have the right to include in his/her personnel file any comments he or she has concerning the SPC’s memorandum.

XIII. Process for Reappointment with Tenure or Promotion

Consistent with the significance of the reappointment with tenure or the promotion to associate professor or professor, the Special Personnel Committee will adopt a more rigorous process that may include consultation with tenured faculty, who may be outside of CUNY, with shared expertise in the faculty member’s disciplinary, interdisciplinary or pedagogical expertise (“external advisors”).

The list of potential external advisors is selected by the Provost from lists generated by the President, the Provost and the faculty member and will remain confidential to all participants. The Provost will formally invite, in writing, the potential external advisors to provide input to the review for reappointment with tenure or for promotion. The Provost’s letter will provide detailed information regarding the NCC model, including the work of building the College in which the faculty member has been involved, and the expectations established herein. Each external advisor will be asked to prepare a written letter to the members of the Special Personnel Committee. All letters will be addressed to the Provost’s Office; the Provost’s Office will distribute the letters to the SPC. The faculty member may request to meet with the SPC regarding their candidacy for reappointment with tenure or promotion.

The SPC will communicate to the President and the faculty member the Committee’s recommendation regarding the faculty member’s reappointment with tenure or promotion, but the faculty member shall not be given any reason for the action taken. If the SPC makes a positive recommendation, the President will then make his/her own recommendation with respect to the faculty member’s application for reappointment with tenure or promotion and
will notify the faculty member of his/her decision. A negative recommendation of the SPC is final unless an appeal to the President filed by the faculty member is successful.
Teaching Observation Guidelines

This document should serve as a guide for teaching observations. This is not a checklist, but a set of questions that the observer can use to guide his or her classroom observation, and also frame the discussions with the instructor during the pre- and post-observation conference. The final report should be signed and submitted to the Office of Academic Affairs within 10 days after the observation.

1. How effectively does the instructor demonstrate organization/presentation of the material?
   - Does the class start on time?
   - Does the syllabus state
     - A clear statement of specific goals and expected outcome?
     - Appropriate assignments and/or assessment items?
     - Office hours and availability?
     - Clear expectations of the students taking the course?

2. How effectively does the instructor demonstrate knowledge of the subject matter?
   - With regard to this class:
     - Is the content thematically-integrated?
     - Is the content clear and accurate?
     - Is the language appropriate for the audience?
     - Does the content reflect awareness of current trends and developments?

3. How effectively does the instructor motivate and encourage students to respond to the material presented?
   - With regard to this class, to what extent does the instructor:
     - Provide compelling instructions of the work to be completed by the students?
     - Provide opportunities for students to integrate different types of knowledge?
     - Value class participation?
     - Encourage student-to-student interaction?
     - Address questions and issues presented by students?
     - Give constructive feedback to students' postings and ideas?
     - Achieve a balance between the medium and the content?

4. How effectively does the instructor influence/manage the classroom atmosphere and learning environment?

5. Is this course taught in a manner that is consistent with the New Community College Instructional Principles?

6. How well does the instructor work with other members of the instructional team?
   - Speak specifically to any in-class collaborations that happen during the class you observe.

7. How effectively has the instructor mapped coursework to the course, disciplinary and institutional learning outcomes?

8. Was the objective of the lesson attained?


10. Recommendations for the instructor and/or alternatives that can be tried in the classroom.
Faculty Progress Report

Please use this form as a guide in organizing information you will submit for reappointment, tenure and/or promotion, along with all supporting documents related to teaching, service and scholarship in accordance with The New Community College's Reappointment, Promotion and Tenure Guidelines.

Background

1. Date:

2. Name:

3. Date of first appointment on Tenure bearing line:

4. Present Rank:

5. Effective Date of Present Rank:

6. If not a citizen of the U.S., indicate type of VISA held:

7. Master's Degree:

8. Master's Thesis Title:

9. Doctorate:

10. Dissertation Title:

11. Progress toward doctorate (if not completed):
   - Doctoral Dissertation Advisor or Sponsor:

12. Summary of Previous Employment (list in reverse chronological order):
13. List courses taught at the New Community College. List and describe efforts that you have taken to improve and inform your teaching. As an example of how your teaching has developed, you may wish to include a syllabus for a particular course in which you have made significant improvements or revisions.

14. List and describe any professional development activities related to teaching that you have participated in or have organized.

15. List and provide details about other teaching-related activities.

16. List and differentiate among College and/or University Service (note where student-focused).

17. List Administrative Assignments:

18. List professional activities.
19. List any other activities considered relevant.

**Scholarship and Research**

*Within categories, list in reverse chronological order*

*(Use standard citation format, preferably APA, MLA, or Chicago Manual)*

20. **Publications**: Please consult the *Reappointment, Promotion and Tenure Guidelines* for a list of the types of work that qualify as publications. Your publications should be divided and clearly labeled as to type (e.g., peer reviewed, scholarly books, book chapters, and articles, non-peer reviewed exhibitions or performances of creative work, book reviews, encyclopedia entries, published proceedings from conferences scholarly notes, etc.) If the publication is coauthored, specify role.

21. **Papers presented at conferences**: Please provide title, conference, location, date and whether the presentation was invited or based upon a peer-reviewed selection process. If the presentation was jointly given, specify your role.

22. List works in progress.

23. List and describe grant activity.
Honors, Prizes, and Awards

24. List honors, prizes and awards with corresponding dates and a brief description.

Optional Personal Narrative

25. **Narrative**: Faculty are encouraged but not required to provide a narrative that describes the progress they have made in teaching, service and scholarship. If you choose to write such a narrative, for **reappointment** write a cumulative narrative of your work, beginning with a focus on the immediately preceding year, followed by a summary of prior years. For **reappointment with tenure**, discuss your work since your **initial** appointment. For **promotion**, write about your work since your **last** promotion. In all instances, your narrative should:

- Reflect on your development as a teacher and the innovations or improvements you have made;
- Explain how your activities have contributed to student success and the mission of the college;
- Discuss contributions to the university and to the wider academic or creative community;
- Reflect on the values, philosophy, intellectual interests that inform your teaching, service and scholarship;
- Discuss ways in which your teaching, service and scholarship interrelate—e.g., how your teaching has improved your scholarship; and
- Provide any other information or insights that give a complete picture of your development and contributions consistent with the goals and mission of the college.