Reappointment, Promotion, and Tenure Guidelines
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I. Preamble

These guidelines define the standard of excellence for all members of the instructional staff at Stella and Charles Guttman Community College. The guidelines outline the schedule, procedures, and evaluation criteria for initial appointments, reappointments, pre-tenure reviews, promotion, and tenure, as well as the schedule and procedures for annual evaluations, teaching observations, and faculty leaves.

The Reappointment, Promotion, and Tenure guidelines describe a continuous process in which one stage flows progressively into the next. The guidelines and faculty evaluation processes provide mechanisms for identifying, evaluating and supporting faculty performance.

These guidelines are consistent with the college Governance Plan, the Bylaws and policies of the University, and applicable provisions of the Collective Bargaining Agreement (CBA) between the University and the Professional Staff Congress (PSC). The guidelines are meant to ensure fair assessment and evaluation of faculty.

II. Guidelines for Full-time Teaching Instructional Staff

A. Initial Appointment

In accordance with the Bylaws of the University (Section 11), 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, the minimum qualification is an appropriate degree and/or other credential for the title.

For appointment as a Clinical Professor the candidate must have demonstrated satisfactory qualities of personality and character, a record of achievements in their profession or field of expertise, and a willingness to cooperate with others for the good of the institution. Faculty members who were on payroll as Clinical Professors as of May 1, 2016 may serve in the title for a total of fifteen years. Faculty members appointed for the first time as Clinical Professors after August 25, 2016 may serve in the title for a total of seven years.

The minimum qualification for appointment to the title of Instructor is an appropriate master’s degree from an accredited institution or active progress toward a doctorate or other appropriate terminal degree for the title.

The minimum qualification for appointment to the title of Lecturer (full-time) is an appropriate baccalaureate degree from an accredited institution and such other qualifications as may be necessary for the satisfactory performance of their instructional functions.
The minimum qualification for appointment as a Distinguished Lecturer is a baccalaureate degree from an accredited institution and satisfactory qualities of personality and character, a record of achievements in their profession or field of expertise, and a willingness to cooperate with others for the good of the institution. The Distinguished Lecturer title is a full-time, non-tenure-bearing faculty title. Distinguished Lecturers are eligible for annual reappointment but may not serve in the title for more than a total of seven years.

Faculty members must verify their standing by submitting a certified transcript from the institution granting their degrees prior to their initial appointment.

B. Evaluation of Instructional Staff

The policies of the Board of Trustees of the City University and the provisions of the CBA both require that all members of the instructional staff be evaluated in order to maintain academic and professional standards of excellence. Evaluations serve to encourage and provide direction for the improvement of faculty member’s performance and provide a basis for reappointment, promotion, and tenure decisions.

1. Teaching Observation

As an institution committed to effective, active and engaged teaching practices, the college 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, every untenured member of the faculty will be observed. Fall I and Fall II are considered a single semester for this purpose. Faculty may be observed in either session. Spring I is considered a single semester. Teaching observations are not required during Spring II. Observation reports shall be placed in the employee’s personal file and considered in the annual evaluation of the faculty member.

Each Faculty Personnel Committee (FPC) will assign an observer, who will be responsible for contacting the faculty member to schedule the date of the teaching observation, completing the observation using the approved form, and conducting the required post-observation conference. 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 practice and faculty members are encouraged to avail themselves of this opportunity. No notes or materials generated from that discussion will be
included in the faculty member’s personal or administration files.

Following the observation, the observer and the faculty member being observed shall hold a post-observation conference. At the request of the faculty member or the observer, a member of the FPC other than the observer may be assigned by the FPC chair to attend the post observation conference. The observer shall prepare a summary of the discussion at the post-observation conference. The faculty member shall have the right to submit a response to the observation report to be included in their personal file. In the event that the observation or post-observation conference is not held within the time stipulated in the CBA, 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.

Completed forms 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 CBA.

2. Student Course Evaluation

The policy of the Board of Trustees of the City University mandates that student course evaluations of the staff be considered as part of the deliberation when candidates are reviewed for reappointment, promotion, and tenure or Certificate of Continuous Employment.

Student course evaluations are completed for all classes taught each session. The course evaluation provides students an opportunity to provide anonymous feedback on their experiences in courses. The evaluations assess teaching style, pedagogy, and course materials. Faculty members are encouraged to reflect on and use student course evaluation results to develop and enhance their teaching practices. Attention should be given to overall trends in student course evaluations over time rather than emphasizing individual responses, particularly outliers.

Student course evaluations are reviewed by the FPC and the College Personnel Committee (CPC) when the candidate is under consideration for key personnel actions. The college recognizes that implicit bias based on race, gender, and faculty demographics can influence student course evaluations. As such, they are one of multiple measures used to evaluate faculty performance and represent one artifact used in that evaluation.

4. Annual Evaluation

At least once each academic year, full-time faculty members other than tenured full professors shall have an annual evaluation conference with either the FPC chairperson or a tenured faculty member in the FPC or practice area designated by the FPC. The Chief Librarian conducts all annual evaluations for library faculty. Tenured professors may be evaluated.
Prior to the annual evaluation meeting the candidate should prepare:

1. An updated CV with highlighted sections for items that are new from the previous academic year.
2. A list of the prior year’s goals and a summary of progress made towards the achievement of those goals.
3. A list of goals for the forthcoming year.

At the conference, the candidate’s total academic performance and professional progress for that year shall be reviewed.

Following this conference, the evaluator shall prepare a memorandum of the discussion using the approved form for inclusion in the faculty member’s personal file. The memorandum will include any items raised by the faculty member and reflect the discussion that occurred.

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 a case shall have the right to endorse on the memorandum a request to appear in person before the FPC and/or submit a written rebuttal.

5. Pre-Tenure Review
CUNY and the PSC agreed to a modified pre-tenure review policy in October 2017. The policy stipulates the following.

There shall be a review of each untenured tenure-track faculty member in their third year of service. Such review will be conducted as follows:

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

2. The professional record shall consist of all materials used in creating the third-year annual evaluation memorandum, plus the third-year evaluation, and the contents of the faculty member’s personal file. No additional documentation shall be required. The record will not include any external reviews.

3. If the reviewer believes the total academic performance of the faculty member is not
sufficiently set forth in the third-year annual evaluation memorandum, the reviewer shall prepare a draft memorandum to the FPC chair that specifies the strengths and weaknesses of the faculty member’s total academic performance in light of the criteria for tenure consistent with established University policies. The reviewer shall share the draft with the FPC chair and discuss it, after which a copy of the draft memorandum shall be sent to the faculty member.

4. Thereafter, there shall be a meeting with the faculty member to discuss the draft memorandum. The college shall decide whether the meeting is with the reviewer or the FPC chair. If the faculty member requests it, the reviewer (if the meeting is with the FPC chair) or the FPC chair (if the meeting is with the reviewer) shall also be included at the meeting.

5. Within ten (10) days after the meeting set forth in paragraph 4, the reviewer shall issue a final memorandum to the FPC chair with a copy to the faculty member. The FPC chair shall have the faculty member initial the reviewer’s memorandum solely to show receipt of the memorandum and place it in the faculty member’s personal file. The faculty member shall retain all rights under Articles 19 and 20 of the CBA.

6. A college president may choose to conduct the pre-tenure review for all affected faculty members in the fall or spring of the faculty member’s fourth year of service instead of the third year of service with notice to the faculty member in which case all references to the third year in this procedure will refer to the year in which the evaluation is conducted.

C. Tenure and Certificate of Continuous Employment (CCE)

The decision to grant a person tenure or a Certificate of Continuous Employment is the single most important personnel action taken by the college. Since the faculty member is awarded permanent employment, this decision has a tremendous impact on our students and the entire college community.

The criteria outlined for reappointment are applied when candidates are considered for tenure or CCE. There must be a sustained and documented record of outstanding performance in the candidate's primary function and evidence of their commitment to the college. Significant contributions to the college and evidence of professional growth and development are key criteria in the review of a candidate’s record.

There should be supporting evidence that the candidate’s performance and contributions will continue at the same high level after tenure or CCE is granted.

1. Eligibility for Reappointment with Tenure

After a member of the teaching instructional staff holding professorial rank has completed seven
full years of exemplary, continuous, full-time active service at the college, they are eligible to be reappointed with tenure. If reappointed for an eighth year of service, the faculty member is reappointed with tenure.

2. Eligibility for Reappointment with CCE

Those in the title of 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 exemplary, continuous full-time active service in the title of Lecturer.

The Distinguished Lecturer title is a full-time, non-tenure-bearing faculty title. Distinguished Lecturers are eligible for annual reappointment but may not serve in the title for more than a total of seven years.

Service is computed based on appointment for the academic year beginning with the Fall semester in September through the end of August. An initial appointment made after September 30th will not be counted towards tenure/CCE until the next academic year beginning September 1st. An approved leave of absence without pay is considered a break in service and may not be counted when computing the years of service required for tenure.

3. Tenure, CCE, and Promotion

Unlike many universities, CUNY separates tenure decisions from promotion decisions. Promotion from Assistant Professor to Associate Professor may follow the award of tenure in a separate decision. Criteria for promotion are similar to those used for tenure evaluations. Because promotion is separate from tenure, promotion may be awarded before tenure. As with tenure, in addition to guidance provided through annual evaluations, you should consult members of the relevant faculty personnel committee for additional support.

D. Early Tenure

Under CUNY Bylaws (Article VI, Section 6.2), 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 seven years of continuous satisfactory service on an annual salary basis. In addition to guidance provided through annual evaluations, you should consult members of the relevant faculty personnel committee for additional support.

Per the CUNY Manual of General Policy (Article V, Section 5.6), tenure shall not normally be granted before the seventh annual reappointment. Only in exceptional cases may tenure be granted before that time—including cases when:
• Appointment to the faculty at the University requires the continuation of tenure previously awarded by another institution of higher learning
• A prestigious fellowship valuable to the college concerned interrupts continuous service during the probationary period
• Some extraordinary reason indicates that the college would be well served by the early grant of tenure

1. Procedures and Criteria
Decisions on early tenure will follow the same procedures for on-schedule reappointments. Candidates for early tenure are expected to demonstrate excellence in teaching effectiveness, service and engagement and research and scholarship and to meet at least one of the General Policy criteria.

2. Letters of Support
In addition to providing evidence of excellence in these areas, candidates for early tenure must submit four (4) letters of support attesting to the impact and quality of their research and scholarship. The letters may come from referees selected by the candidate from within or outside CUNY. Internal letters should describe specific and significant details related to the candidate’s teaching and service.
III. General Criteria for Excellence

Guttman Community College is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equity and inclusion will be given due recognition in faculty personnel processes.

A. Teaching Effectiveness

Guttman Community College is a learning-centered institution. Teaching effectiveness is therefore a central criterion for reappointment (including reappointment with tenure) and promotion to Associate Professor or Professor.

Teaching effectiveness is weighted more heavily than service and engagement and research and scholarship in reappointment, reappointment with tenure, and promotion decisions. Faculty members are encouraged to reflect on how their teaching informs their service and engagement and/or research and scholarship in their reappointment and promotion portfolio submissions.

While teaching effectiveness is a complex concept that cannot be captured or defined easily or presented in an exhaustive manner, teaching at Guttman must align with the Guttman Instructional Principles. The Principles describe a wide range of skills, activities, and practices candidates are expected to adopt and refine over a sustained period of time in order to improve student learning and achievement.

Significant achievement in teaching effectiveness may be demonstrated by cultivating elements of the Guttman Instructional Principles. It is not expected that candidates will provide evidence of all items listed.

- Interdisciplinary curricula and learning opportunities for students to solve complex problems
- A culture of collaborative inquiry
- A collaborative 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
- Consistent opportunities for faculty, staff, and peer mentors to learn from each other by collaborating inside and outside the classroom
- Opportunities for timely, ongoing 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 that address the needs of a diverse group of students
- A culture of academic rigor that sets and maintains high expectations for student learning; affirms that disciplines have bodies of knowledge that are foundational for students in a post-secondary setting; and incorporates disciplinary knowledge and ways of knowing in instruction
- Opportunities for students to collaborate in faculty research and/or develop research and creative projects of their own
- Active and reflective engagement in ongoing teaching and learning-centered professional development experiences
- Responsiveness to feedback received through teaching observations

The evaluation of teaching effectiveness is not limited to classroom performance. It also reflects a faculty member’s contribution to curricular goals and to a range of other activities beyond the classroom. The following are examples of activities that contribute to teaching effectiveness:

- Contributions to and/or leadership of course, program, and/or Guttman Learning Outcomes assessment by contributing to the work of the college’s Assessment Days or joining a Periodic Program Review and/or GLO Assessment Team
- Using assessment findings to enhance curricular and instructional strategies
- Offering advisement, mentoring, or coaching to students
- Working effectively as a member of a program, instructional team in a learning community, or linked course
- Working with peer mentors and other academic support staff to improve supplemental instruction
- Preparing grant proposals and obtaining grants for the development of curriculum, programs, or new teaching methods and techniques

1. Bridge Programs

Bridge programs are an important element of the Guttman model. They provide students opportunities to transition academically, socially, and emotionally into college. In recognition of the importance of Bridge, faculty members who teach in the program are encouraged to reflect on and provide evidence of their participation in their reappointment, tenure, and promotion portfolio submissions. In addition, faculty members who participate in developing and/or
revising curricula for Bridge are also encouraged to reflect on and provide evidence of their contributions in these areas.

2. Area Coordinator and Other Assigned Responsibilities

Faculty members with additional assignment responsibilities are encouraged to reflect on and provide evidence of their contributions in these areas in their reappointment, tenure, and promotion portfolio submissions.

3. Community Days

Community Days provide opportunities for students to engage in experiential and civic learning. Faculty members are encouraged to reflect on and provide evidence of their contributions to Community Days activities in their reappointment, tenure, and promotion portfolio submissions. In addition, faculty members who provide support and guidance to their colleagues regarding Community Days are also encouraged to reflect on and provide evidence of their contributions in these areas.

B. Service and Engagement

Service to the college, university, and public represents an important component of faculty responsibility at the Guttman Community College and will be evaluated accordingly. All faculty members are expected to regularly participate in Assessment Days, Community Days and the annual Convocation and Commencement ceremonies.

Service and engagement is weighted less heavily than teaching effectiveness and more heavily than research and scholarship in reappointment, reappointment with tenure, and promotion decisions. Faculty members may reflect on how service and engagement informs their teaching effectiveness and/or research and scholarship in their reappointment and promotion portfolio submissions.

Examples of achievement in service and engagement include the following. This list is not exhaustive or comprehensive. It is not expected that candidates will provide evidence of all items listed.

- Contributing to and/or leading the work of College-wide standing committees and/or ad hoc task forces or working groups
- Contributing to and/or leading course, program, and/or Guttman Learning Outcomes assessment work
- Contributing to and/or leading the work of Middle States or specialized accreditations
- Serving as a First Year Experience (FYE) instructional team leader and/or course,
program, or area coordinator

- 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
- Contributing to programs and activities related to admissions, enrollment, pre-college engagement, student orientation, student leadership development, student club advising, career and transfer planning, and student advisement
- Engaging in institutional research that contributes to the growth and development of the college
- Participating in and/or leading activities related to community partnerships, internships, externships, undergraduate research, and/or study-abroad programs that extend beyond classroom practice
- Disseminating elements of the Guttman model to other institutions and/or national organizations
- Cultivating the intellectual life of the college by creating, and/or leading conferences, colloquia, symposia, or other campus events at Guttman
- Serving as a mentor for untenured or other junior faculty
- Contributing to the work of university-wide committees such as the Coordinated Undergraduate Education Council (CUE), Writing Across the Curriculum (WAC), the University Institutional Review Board (IRB), Pathways Common Core Review Committees, review panels for CUNY research awards, and/or others.
- Serving on the editorial board of a scholarly journal, press, and/or conference organizing committee
- Organizing conferences, conference panels, colloquia or other significant meetings of scholarly and/or professional organizations
- Providing service and/or leadership to professional organizations, such as serving on advisory councils, committees, subcommittees, task forces, or other working groups
- Providing service, leadership and/or expertise to federal, state, or local government agencies and/or community partners

C. Research and Scholarship

Guttman Community College aspires to set a standard of excellence in research and scholarship that situates it as a model community college. Active and engaged scholarship is an important component of the college’s mission and the professional growth of faculty. Faculty members are expected to demonstrate potential for scholarly work early in their careers and have measurable areas of achievement as they progress to the pre-tenure review and beyond. Faculty members who are candidates for reappointment with tenure or promotion will be expected to have demonstrated a progressive body of scholarship in their academic discipline, interdisciplinary area of expertise, and/or the Scholarship of Teaching & Learning (SoTL).
Research and scholarship is weighted less heavily than teaching effectiveness and service and engagement in reappointment, reappointment with tenure, and promotion decisions. Faculty members are encouraged to reflect on how their research and scholarship informs their teaching effectiveness and/or service and engagement in their reappointment and promotion portfolio submissions.

Progress to tenure in this area is demonstrated through active production and dissemination of scholarship. Depending on the faculty member’s discipline or interdisciplinary area, this may take the form of a peer-reviewed scholarly book or article, conference proceedings, or community scholarship.¹

Examples of scholarship include the following. This list is not exhaustive or comprehensive. It is not expected that candidates will provide evidence of all items listed.

- Academic/professional books or monographs published by scholarly presses and/or open-access publishers employing peer review.
- Academic articles in peer-reviewed scholarly journals, including journals focused on SoTL. In some fields, articles published in conference proceedings may be considered refereed publications. For example, in Computer Science published conference proceedings are the equivalent of peer-reviewed academic articles. Articles or conference proceedings in non-peer-reviewed or predatory journals (see below) will not be considered.
- Chapters in peer-reviewed, scholarly/professional books, including books addressing SoTL.
- Edited collections published by scholarly presses and/or open-access publishers employing peer review. The candidate must provide a description of their specific responsibilities as editor and their specific scholarly contributions to the volume.
- Public and community-based scholarship that contributes to improved practices, policies, and outcomes for the public, for example, by being made available in the public domain and being cited in refereed publications or major media reports.
- White papers and/or reports of scientific, government, or other institutionally-sanctioned projects that have been disseminated to a wide audience beyond Guttman, for example, by being made available in the public domain and being cited in refereed publications or major media reports.
- Textbooks that contribute something new to teaching and learning through scholarly notes, original exercises, and/or guidance on pedagogical practices or disciplinary expertise.

¹ As of 2018, CUNY community colleges stipulate an expectation of one or two scholarly publications.
- High-quality, peer-reviewed scholarly resources, including open-educational resources (OERs), open-source software tools for teaching or research, edited collections, translations, pedagogical guides, online courses, or web-based resources that have been disseminated to a wide audience beyond Guttman.

- Creative works, such as poetry, fiction, film, dramatic and musical performance, or shows or performances of artworks, evidenced by critical review, when such are appropriate to the discipline. Works published or produced through subsidies paid by the creator will not be considered.

The following are examples of research and scholarship activities that demonstrate scholarly growth and contribute to the development of refereed publications but do not count as scholarly publications in and of themselves. The list is not exhaustive:

- Funded, competitive, peer-reviewed grants or fellowships related to research and/or scholarly development. Grants or fellowships will not substitute for original peer-reviewed scholarship, with the exception of principal investigators on nationally-competitive grants awarded by National Science Foundation, National Institutes of Health, National Endowment for the Humanities, etc.

- Articles reviewing other scholarly works published in peer-reviewed scholarly journals. Review articles will be considered an indication of research and scholarly growth, but they will not substitute for original peer-reviewed scholarship.

- Annotated Bibliographies or bibliographic essays, published in peer-reviewed scholarly journals or online by recognized professional associations. Bibliographies or bibliographic essays will be considered an indication of research and scholarly growth, but they will not substitute for original peer-reviewed scholarship.

- Articles in professional newsletters. Newsletter articles will be considered an indication of research and scholarly growth, but they will not substitute for original peer-reviewed scholarship.

- Consulting activities in a relevant field or industry that directly relate to the intellectual work of the faculty member.

- Scholarly presentations and/or workshops delivered at professional conferences. Presentations will be considered an indication of research and scholarly growth, but they will not substitute for original peer-reviewed scholarship.

**Statement on Joint Authorship**

Guttman values collaborative research and joint authorship of scholarly publications. It is the faculty member’s responsibility to describe their level of contribution to jointly authored publications in their Reappointment Portfolio submission, including explanation, where appropriate, of the order in which authors’ names are listed.
**Statement on Presses that Require Payments from Authors**

There are some instances where a well-regarded scholarly press may require a payment from the author for publication. Faculty members whose work falls within this category will undergo additional review if the publication is submitted as a peer-reviewed publication. If a faculty member plans to use this publication as part of the RPT portfolio, they should seek additional guidance from the Office of Academic Affairs prior to signing a contract.

**Statement on Predatory Journals**

Publications in journals or other outlets that publish work without proper peer review and/or which charge scholars exorbitant submission and/or publication fees will not be considered for purposes of reappointment, tenure, or promotion. Some indicators that a journal or outlet may be predatory include: solicitation of submissions or editorial board service through spam or mass emailing; quick acceptance of low-quality work; notification of publication fees after acceptance; and/or improper listing of editorial board members or institutional affiliations. It is the candidate’s responsibility to assess the reputability of the journals or other outlets where they choose to publish their scholarly and/or creative work and they should seek additional guidance from the Office of Academic Affairs as needed.
IV. Reappointment and Reappointment with Tenure

A. Procedures

The Reappointment process (with or without tenure) includes three steps.

First, the FPCs will review the faculty member’s administration file, which includes the reappointment, promotion, and tenure portfolio submission and the materials supplied by OAA, in order to make a recommendation to the CPC on that faculty member’s reappointment, promotion, and tenure. Both positive and negative recommendations will be communicated in writing to the faculty member by the FPC Chairperson but no reason shall be given for the action taken.

Second, the CPC will review the faculty member’s administration file, which includes the reappointment, promotion, and/or tenure portfolio submission and the materials supplied by OAA, in order to make a recommendation to the President. Both positive and negative recommendations will be communicated in writing to the faculty member by the CPC Chairperson but no reason shall be given for the action taken.

If the CPC makes a negative recommendation about reappointment, promotion, and/or tenure, the faculty member has the right to file an appeal to the President. The signed, written appeal must be filed within ten (10) business days following receipt of notification of the decision.

Finally, the President sends positive recommendations about reappointment, promotion, and tenure to the CUNY Board of Trustees. Negative decisions are communicated to the faculty member in writing.

B. Criteria for Tenure-Track Teaching Faculty

Personnel evaluation will be conducted with broad reference to the criteria and recognition that within the criteria each faculty member will pursue excellence in distinctive ways appropriate to their professional goals.

The following criteria for growth are considered for reappointment in conjunction with other relevant categories previously cited. The year-to-year progressions described in Tables 1-4 are guidelines rather than strict evaluation criteria. Faculty members should describe and reflect on their development and growth in teaching effectiveness, service and engagement, and research and scholarship in each Reappointment Portfolio submission. While all reappointment submissions are important and should reflect a progressive professional trajectory, the fourth and seventh reappointments are key milestones.
**1st Reappointment**
The candidate should demonstrate commitment to developing a teaching practice aligned with the Guttman Instructional Principles. In addition, the candidate should participate in teaching and learned-centered professional development experiences and college-wide assessment work and reflect on how participation informs their teaching practice. Finally, the candidate should begin to identify opportunities for service and engagement and to develop an agenda for scholarly inquiry.

**4th Reappointment (submission at the end of the 3rd year)**
The candidate should demonstrate continued growth in teaching effectiveness as evidenced through classroom observations, student course evaluations, and reflection on how participating in teaching and learning-centered professional development experiences and college-wide assessment work informs their teaching practice. The candidate should also demonstrate consistent service contributions by actively contributing to the work of at least one standing committee, subcommittee, working group and/or task force; and/or serving in capacities that enhance the academic and professional guidance available to students. The candidate should show progress toward production and dissemination of scholarship relevant to their discipline or interdisciplinary area in appropriate venues.

**7th Reappointment with Tenure (submission at the end of the 6th year)**
The candidate should demonstrate a sustained record of teaching effectiveness and continuing reflection on how participating in teaching and learning-centered professional development experiences and college-wide assessment informs their teaching practice. In addition, the candidate should demonstrate consistent leadership in a college or University standing committee, subcommittee, working group, and/or task force; and/or serve in capacities that enhance the academic and professional guidance available to students. Finally, the candidate should show a record of progressive scholarly growth through production and dissemination of scholarship relevant to their discipline or interdisciplinary area in appropriate venues, as well as evidence of a continuing scholarly agenda.
### Table 1. Guidelines for Professorial Reappointments and Tenure (7-Year Clock)

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| **Teaching Effectiveness** | Develop a teaching practice aligned with the Guttman Instructional Principles; work actively with colleagues in assignment design; and participate in professional development experiences. | Show continued growth in teaching effectiveness as evidenced through:  
- Classroom observations  
- Student course evaluations  
- Reflection on how participating in professional development experiences is informing your teaching practice  
- Reflection on how participating in the assessment and enhancement of courses and/or programs is contributing to your teaching practice. | Demonstrate a sustained record of excellence in teaching effectiveness; increasing contributions to student development; and continuing reflection on how participation in professional development experiences and the assessment and enhancement of courses and/or programs are informing your teaching practice. |
| **Service and Engagement** | Identify opportunities to join a standing committee, subcommittee, working group, and/or task force working in an area of interest or expertise; and contribute to the work of Assessment Days. | Demonstrate active engagement in at least one standing committee, subcommittee, periodic program review or GLO assessment team, working group, and/or task force; contribute to the work of Assessment Days; and/or serve in capacities that enhance the academic and professional guidance available to students. | Show a record of sustained service to the institution and/or continue to serve in capacities that enhance the academic and professional guidance available to students. |
| **Research and Scholarship** | Explore topics of scholarly inquiry in your area(s) of expertise and develop a strategy for future refereed scholarly publications. | Show progress toward production and dissemination of scholarship relevant to their discipline or interdisciplinary area in appropriate venues. Refer to criteria above for examples of scholarship. | Show a record of scholarly growth through production and dissemination of scholarship relevant to their discipline or interdisciplinary area in appropriate venues, as well as evidence of a continuing scholarly agenda. Refer to criteria above for examples of scholarship. |
C. Criteria for Tenure-Track Library Faculty

Library faculty members are expected to demonstrate excellence in service, engagement, research, and scholarship as defined above for teaching instructional staff. In lieu of teaching effectiveness for teaching instructional staff, library faculty members are expected to demonstrate excellence in Librarianship as defined below:

Librarianship

- Ensures students, faculty, and staff proactively receive information and guidance in a courteous and professional manner that best supports incorporating Information Literacy and Academic Integrity into orientations, trainings, and instruction.
- Keeps accurate statistics of key responsibilities (e.g., instruction, reference transactions, etc.) and uses this data for evidence based decision making of program delivery and services
- Identifies and assesses the impact of Information Literacy and library resources on student and faculty success on an ongoing basis
- Attends education- and/or instruction-related conferences or workshops; contributes by sharing the IL and active learning models set forth by the College, and seeks to enhance program delivery with input from professional peers
- Applies appropriate pedagogy, resources, and relevant approaches and tools to the delivery of Information Literacy instruction, partnership in creating course related assignments and resources, and reference and user services
- Creates appropriate resources for instructional support
- Selects and supports access to resources consistent with faculty and student needs in a variety of formats; promotes Open Access and Open Education Resources
- Contributes to curriculum development with faculty and/or programs of study
- Communicates and participates with faculty in assigned team meetings, houses and/or programs of study to learn the students’ research needs and to share advances in instruction and Information Literacy design and delivery
- Uses analytics to enhance user services
- Participates in college and/or university service and administration and demonstrates evidence of leadership
- Develops digital resources that support the mission of the library, college, and/or university (e.g., website content, research guides, summary explanations of curriculum plans)
- Communicates changes in scholarly communication to support faculty development and student learning
Table 2. Guidelines for Library Faculty Reappointments and Tenure (7-Year Clock)

<table>
<thead>
<tr>
<th>Gutman CC</th>
<th>1st Reappointment</th>
<th>By 4th Reappointment</th>
<th>By 7th Reappointment with Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Librarianship</strong></td>
<td>Demonstrate knowledge of library’s curriculum and familiarity with IL program policy and procedures; work actively with colleagues in course and assignment design; and participate in professional development experiences.</td>
<td>Demonstrate growth in effectiveness in librarianship by continuing to meet the performance indicators. Continue to contribute to curriculum development, assessment and enhancement or courses and/or programs. Demonstrate growth in effectiveness as evidenced through: • Reflection on how participating in professional development experiences is informing your teaching practice • Reflection on how participating in the assessment and enhancement of courses and/or programs is contributing to your teaching practice.</td>
<td>Demonstrate a sustained record of: • Effectiveness and leadership in librarianship • Increasing contributions to curriculum development, assessment and enhancement of courses and/or programs • Leadership of professional development experiences • Continuing reflection on how participating in the assessment and enhancement of courses and/or programs are informing your teaching practice.</td>
</tr>
<tr>
<td><strong>Service and Engagement</strong></td>
<td>Identify opportunities to join a standing committee, subcommittee, working group, and/or task force working in an area of interest or expertise; and contribute to the work of Assessment Days.</td>
<td>Demonstrate active engagement on at least one standing committee, subcommittee, periodic program review or GLO assessment team, working group, and/or task force; contribute to the work of Assessment Days; and/or serve in capacities that enhance the academic and professional guidance available to students.</td>
<td>Show a record of sustained service to the institution and continue to work with professional organizations or committees regionally or nationally; and/or continue to serve in capacities that enhance the academic and professional guidance available to students.</td>
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<td><strong>Research and Scholarship</strong></td>
<td>Explore topics of scholarly inquiry in your area(s) of expertise and develop a strategy for future refereed scholarly publications.</td>
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</tr>
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D. Criteria for Instructors and Lecturers

Eligibility for Appointment of Instructors or (non-certificated) Lecturers to the title of Assistant Professor

An Instructor or non-certificated Lecturer may be appointed to the title of Assistant Professor upon obtaining a doctorate or other appropriate terminal degree. 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 may receive two years of service credit toward the achievement of tenure in the title Assistant Professor.

Eligibility for Reappointment as Lecturer with CCE

Those in the title of 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.

Appointment to Lecturer with CCE from Instructor Title

An Instructor may be appointed in the title Lecturer immediately preceded by five years of continuous full-time service as an Instructor, in which case they shall receive a Certificate of Continuous Employment as a Lecturer.
<table>
<thead>
<tr>
<th>Guttman CC</th>
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<th>2nd - 4th Reappointments</th>
<th>5th Reappointment as Assistant Professor</th>
</tr>
</thead>
</table>
| **Teaching Effectiveness** | Develop a teaching practice aligned with the Guttman Instructional Principles; work actively with colleagues in assignment design; and participate in professional development experiences | Demonstrate growth in teaching effectiveness as evidenced through:  
- Classroom observations  
- Student course evaluations  
- Reflection on how participating in professional development experiences is informing your teaching practice  
- Reflection on how participating in the assessment and enhancement of courses and/or programs is contributing to your teaching practice | Demonstrate a progressive record of excellence in teaching effectiveness; increasing contributions to student development; and continuing reflection on how participation in professional development experiences and the assessment and enhancement of courses and/or programs are informing your teaching practice |
<p>| <strong>Service and Engagement</strong> | Identify opportunities to join a standing committee, subcommittee, working group, and/or task force working in an area of interest or expertise; and contribute to the work of Assessment Days. | Serve on at least one standing committee, subcommittee, periodic program review or GLO assessment team, working group, and/or task force; contribute to the work of Assessment Days; and/or serve in capacities that enhance the academic and professional guidance available to students. | Show a record of sustained service to the institution and/or continue to serve in capacities that enhance the academic and professional guidance available to students |
| <strong>Research and Scholarship</strong> | Begin coursework in a doctoral or other appropriate terminal degree program at an accredited university | Make active progress toward a doctoral or other appropriate terminal degree. By the 4th reappointment, provide a specific, realistic calendar for timely completion of a doctoral or other appropriate terminal degree | Complete a doctoral or other appropriate terminal degree and submit documentation of degree completion for appointment as Assistant Professor |</p>
<table>
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<td><strong>Service and Engagement</strong></td>
<td>Identify opportunities to join a standing committee, subcommittee, working group, and/or task force working in an area of interest or expertise; and contribute to the work of Assessment Days.</td>
<td>Serve on at least one standing committee, subcommittee, periodic program review or GLO assessment team, working group, and/or task force; contribute to the work of Assessment Days; and/or serve in capacities that enhance the academic and professional guidance available to students.</td>
<td>Show a record of sustained service to the institution and/or continue to serve in capacities that enhance the academic and professional guidance available to students.</td>
</tr>
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V. Promotion

CUNY separates tenure decisions from promotion decisions. In most cases, promotion from Assistant Professor to Associate Professor follows the award of tenure in a separate decision. Because promotion is separate from tenure, promotion may be awarded before tenure. As with tenure, in addition to guidance provided through annual evaluations, you should consult members of the relevant faculty personnel committee for additional support.

Advancement to the rank of Associate Professor or Professor is granted to outstanding faculty members who have established a strong record of accomplishment with evidence 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. Candidates who apply for and are not granted a promotion may continue to apply each academic year.

A. Schedule and Procedures

Candidates who are solely applying for promotion may apply for promotion in the spring or fall of the academic year. Candidates applying for both tenure and promotion will follow the fall schedule for submissions. All successful candidates will be recommended to the Board of Trustees with an effective date of September 1.

Each FPC will review the candidate’s promotion portfolio application and letters of support (where applicable). The FPC votes on whether or not to recommend each candidate who applies for promotion to Associate Professor (prior to tenure) or promotion from Associate Professor to Professor. In the case of recommendations for Associate Professor to Professor, only professors at the rank of Associate or Professors on the FPC, can make a recommendation. The FPC shall make a recommendation to the CPC regarding each candidate for promotion.²

The CPC votes on whether or not to recommend each candidate for promotion and provides a recommendation to the President and the candidate; the candidate will not be given any reason for the action(s) taken. The final decision is made by the President, who recommends candidates for final approval to the Board of Trustees.

² Until the FPC reaches a quorum of tenured Associate Professors and/or Professors, it can provide endorsements or non-endorsements of candidates for promotion to Professor. The CPC will make a recommendation to the President.
B. Criteria and Evidence for Promotion to Associate Professor

In addition to meeting the criteria for tenure outlined above, in order to be eligible for promotion from Assistant to Associate Professor, the candidate must also be recognized for leadership in their area(s) of expertise and responsibility. The candidate must demonstrate a sustained and high-quality commitment to the college, and demonstrate significant achievement in Teaching Effectiveness; Service and Engagement; and Research and Scholarship. Each candidate will demonstrate achievement in these areas in different ways appropriate to their areas of expertise and interest.

As in reappointment and reappointment with tenure decisions, Teaching Effectiveness is weighted more heavily in promotion decisions than the other criteria. Service and Engagement is weighted more heavily than Research and Scholarship.

Examples of significant achievement include the following. The lists are not exhaustive or comprehensive. It is not expected that candidates will provide evidence of all items listed.

Teaching Effectiveness

- Sustained commitment to excellence in teaching as evidenced through reflection on how classroom observations, student course evaluation, participation in professional development experiences, and participation in assessment activities are informing your teaching practice
- Evidence of implementation of Guttman Instructional Principles
- Demonstrated contributions toward the development, assessment, and enhancement of courses and programs to improve student learning
- Leadership and engagement in professional development experiences

Service and Engagement

- Leadership in student guidance in both curricular and co-curricular activities
- Leadership of instructional teams, standing committees, subcommittees, periodic program review or GLO assessment team, working group, and/or task forces
- Consistent support for junior faculty in the areas of teaching effectiveness and research and scholarship
- Leadership in service and engagement, including active service to the University, scholarly community, or public
Research and Scholarship

- Evidence of an active research agenda through further production and dissemination of scholarship, including SoTL; scholarly presentations; and grant-making beyond meeting the requirements for tenure

C. Criteria and Evidence for Promotion to Professor

In addition to meeting the criteria for tenure outlined above, in order to be eligible for promotion from Associate Professor to Professor, the candidate must be recognized for leadership in their area(s) of expertise and responsibility. The candidate must demonstrate a sustained and impactful commitment to the college, and demonstrate sustained excellence in Teaching Effectiveness; Service and Engagement; and Research and Scholarship.

As in reappointment and reappointment with tenure decisions, Teaching Effectiveness is weighted more heavily in promotion decisions than the other criteria. Service and Engagement is weighted more heavily than Research and Scholarship.

Examples of significant achievement include the following. The lists are not exhaustive or comprehensive. It is not expected that candidates will provide evidence of all items listed.

Teaching Effectiveness

- Excellence in teaching as evidenced through reflection on classroom observations, student course evaluation, participation in teaching and learning-centered professional development, and participation in assessment activities
- Leadership in the development, implementation, and assessment of new practices designed to improve student learning
- Demonstrated contributions to curriculum and co-curriculum development
- Evidence of additional certifications and trainings as appropriate to the candidate’s discipline or interdisciplinary area
- Support to students outside the classroom through co-curricular and/or experiential learning experiences
- Leadership of and participation in on- and off-campus teaching and learning-centered professional development experiences
- Sustained guidance and support for junior faculty working on their teaching and scholarship

Service and Engagement

- Leadership in student guidance in both curricular and co-curricular activities
• Leadership of instructional teams, standing committees, subcommittees, periodic program review or GLO assessment team, working group, and/or task forces
• Contributions to development, implementation, assessment, and improvement of programs
• Active and sustained commitment to serving the college, university, scholarly community or public
• Evidence of supporting or facilitating the scholarship of others
• Active engagement with professional organizations or committees regionally or nationally
• Community activities that benefit students and promote the reputation of the college

Research and Scholarship
• Evidence of active production and dissemination of scholarship relevant to the faculty member’s disciplinary or interdisciplinary area in appropriate venues since the last personnel action, including SoTL
• Sustained scholarly activity as evidenced by presentations at local, regional, and/or national conferences and invited lectures
• Evidence of major grants awarded that result in advancement of theory/practice in the candidate’s discipline or interdisciplinary area or in pedagogy, especially pedagogy used in community colleges
• Honors and awards at regional, national or international levels that attest to the candidate’s stature in the field
• Patents that have demonstrable influence on or adoption by industry

D. Letters of Support (Associate Professor to Professor only)
Candidates for promotion from Associate Professor to Professor must obtain at least four (4) letters of support from referees within Guttman, within CUNY, or external to Guttman/CUNY addressing evidence of their contributions to a field and their impact beyond Guttman in the areas of teaching effectiveness, service and engagement, and/or research and scholarship. Internal letters should describe specific and significant details related to the candidate’s teaching and service. Referees should submit letters of support directly to the Office of Academic Affairs. The Office will contact the letter writers to confirm receipt and provide the letters to the personnel committees.
VI. Guidelines for Clinical Professors

A. Title and Description

Individuals appointed as clinical professors shall be experienced practitioners or teachers in their professions or fields of expertise. The Clinical Professor title is a full-time, non-tenure-bearing faculty title. The responsibilities of the position are teaching, in some cases clinical instruction; service and engagement; and may include research and scholarship. The workload for Clinical Professors is the same as that of Professors at the college.

B. Initial Appointment

For appointment as a Clinical Professor the candidate must have demonstrated satisfactory qualities of personality and character, a record of achievements in their profession or field of expertise, and a willingness to cooperate with others for the good of the institution.

C. Annual Evaluation

Annual evaluations for Clinical Professors are conducted in the same manner as for tenure-track faculty.

D. Reappointment

An individual in the title of Clinical Professor is eligible for annual reappointment. Faculty members who were on payroll as Clinical Professors as of May 1, 2016 may serve in the title for a total of fifteen years. Faculty members appointed for the first time as Clinical Professors after August 25, 2016 may serve in the title for a total of seven years. Clinical Professors are evaluated according to the same process and timeline as full-time faculty. The evaluation criteria include teaching effectiveness, service and engagement, and research and scholarship, as applicable.
VII. Guidelines for College Laboratory Technicians

A. Title and Description

Full-time CLT positions are tenure-bearing, non-teaching instructional staff positions providing technical support in CUNY laboratories, studios, theaters and other technical and technological areas.3

In general, the process for reappointment, promotion, and annual evaluation of full-time CLTs parallels that of the teaching Instructional Staff, except that CLTs are eligible for tenure after five (5) years of continuous full-time service.

Adjunct CLTs are eligible to apply for promotion in the same manner as full-time CLTs.

B. Personnel Files

The college must maintain the personal and administration files for each CLT in the same way as for other teaching instructional staff. CLTs have the same rights as other teaching instructional staff to access and update their files.

C. Initial Appointment

For appointment as a College Laboratory Technician, in addition to possessing knowledge and skills related to the discipline, a person shall be a high school graduate possessing one of the following sets of minimum additional qualifications: (a) four (4) years of work or experience appropriate to the job requirements at a level of competence comparable to that indicated by apprenticeship in the skilled trades; or (b) an associate degree from an accredited institution and a minimum of two (2) years of experience of the type described above; or (c) a bachelor's degree from an accredited institution in an area appropriate to the duties to be performed; or (d) an appropriate combination of at least four (4) years of education and work experience beyond high school. The candidate shall have the personal characteristics needed to work effectively with students and staff.

D. Annual Evaluation

The purpose of annual evaluations is to encourage professional improvement and to provide a basis for decisions on reappointment, tenure, and promotions. Once every year, each CLT shall have an evaluation conference with either the FPC chairperson, a designated tenured faculty member in the FPC or practice area assigned by the chairperson, or a supervisor designated by the college. At the conference, the CLT’s total performance and professional progress shall be

3 NYS Education Law Section §6212, Bylaws, 6.2a
reviewed and discussed. If the evaluation identifies areas in need of improvement in the CLT’s performance and/or progress, the FPC chairperson or designee must provide written guidance as to how to improve the CLT’s professional performance.

A written record of the evaluation discussion shall be prepared by the FPC chairperson or designee for placement in the employee’s personnel files. The report must include items raised by the employee and reflect the discussion that occurred. A copy must be given to the employee within ten (10) working days of the conference. The report should be given to the employee to read and initial and then placed in their personal file. Initializing the report does not indicate the employee’s approval of the contents of the document, only that they have seen it. The CLT shall have the right to submit a written rebuttal. The employee should take careful note of the evaluator’s suggestions and should show at the next conference that any deficiencies have been corrected.

The annual evaluations for CLTs follow the same timeline as that for teaching instructional staff.

E. Reappointment and Tenure

The CLT title series is a tenure-bearing line with an untenured period of five years. Reappointment with tenure will occur after five full years of continuous service. CLTs who are appointed for a sixth full year shall have tenure effective on the first day of September following their reappointment for the sixth full year.

Untenured CLTs have four years to prepare the portfolio they wish to present for tenure. Expectations vary from discipline to discipline. Employees should be in close contact with the FPC chairperson or the supervisor designated by the college regarding the requirements for tenure.

For reappointment of a CLT or a Senior CLT:

- The candidate shall have the personal characteristics needed to work effectively with students and staff.
- The candidate shall have effectively and efficiently performed the functions defined in the job description that applies to their position.

CLTs and Senior CLTs are eligible for tenure after five years of continuous service. CLTs follow the same timeline as the second through sixth reappointments for tenure-track teaching instructional staff, but are only required to submit their supervisor’s annual evaluation. In a year

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4 Contract: 18.3b  
5 Bylaws: Sections 6.2, 6.3
of tenure or promotion, CLTs also submit a cumulative statement on their work performance to date.

**F. Promotion**

The CLT title series is a promotional title series with percentage goals for increased promotional opportunities as defined in Article 22 of the CBA. All CLTs seeking promotion to Senior or Chief CLT must submit a written notification of intent to apply for promotion to the FPC chairperson or the supervisor designated by the college. Written notification can take the form of an email or a letter.

A promotion to a higher title is based on the needs of the college and is not granted simply for excellent performance. The college must first approve a newly developed or greatly expanded job description before a position at the higher rank can be established, after which a candidate can be considered for promotion into the position. The new position must meet CUNY’s standard for the title sought. The Code of Practice does not deem longevity and seniority as sufficient reasons for promotion or appointment to a higher title.

CLTs who have applied for promotion and been denied may exercise their right to appeal the decision through the college’s appeal process. If the college appeal process does not end in an appeal to the President, CLTs have the right to appeal directly to the President under Article 9.10 of the contract. If the appeal is denied by the President, the CLT has within ten (10) calendar days the right to request a letter stating the reasons for the denial of the appeal. Once the reasons letter is received from the college President, the CLT may contact a CLT grievance counselor at the PSC for advice on how to proceed.

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6 Contract: Article 22; Bylaws: Section 9.6
VIII. Guidelines for Part-Time Faculty

Part-time faculty must meet the same criteria for initial appointment as full-time faculty in the equivalent title.

A. Reappointment

The FPC will review the candidate’s teaching observation reports and student course evaluations in order to make recommendations for reappointment, multiple semester appointments, and promotion to the CPC. The CPC will make recommendations to the Provost.7

B. Multi-Year Appointments

Part-time faculty members who have taught at least six (6) contact hours per semester at the college for at least the ten (10) most recent consecutive semesters will be eligible for a three-year appointment. The three-year appointment will provide the assurance of six contact hours of work per semester (or its equivalent) throughout the three-year period. In order to receive the three-year appointment, adjuncts who meet the service requirements must receive a positive recommendation from the FPC in the relevant practice area, based on a comprehensive review of the adjunct’s performance and the fiscal and programmatic needs of the college. The FPC makes a recommendation to the CPC. The CPC makes a recommendation to the Provost.

C. Promotion

Part-time faculty members who wish to advance in rank must submit a promotion request letter to the appropriate FPC with evidence that promotion criteria has been met, for example through a Reappointment Portfolio with supporting documents and an updated curriculum vitae. The FPC will make recommendations to the CPC. The CPC will make recommendations to the Provost whose decision will be final.

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7 This section will be revised after the Governance Plan is amended in fall 2019. The revision will indicate that one-semester reappointments will be voted by the FPC and recommended directly to the Provost. The FPC will recommend multi-year appointments to the CPC and the CPC will recommend those appointments to the Provost.
IX. Guidelines for Substitute Faculty Appointments

Substitutes are temporary employees appointed to fill vacancies caused by leaves and/or emergencies; such persons shall have no presumption of retention. Each substitute faculty appointment shall be for a maximum of a semester or equivalent six (6)-month period. An individual may serve as a substitute in a teaching instructional staff capacity at a particular college for no more than four (4) semesters out of any six (6) semesters. After the four (4) semester limit is reached, the individual may not serve as a substitute in any instructional staff title at the college for at least four (4) semesters after the end of the last semester in which they served as a substitute.

A. Substitute Service and Tenure Credit

Service as a substitute shall not count as service credit toward tenure or toward a Certificate of Continuous Employment.

B. Evaluation

Substitute faculty are evaluated following the same procedures and criteria as regular full-time faculty, except that substitutes shall not have a research and scholarship commitment. If a substitute is employed for more than two consecutive semesters, one of which is a semester during which the college performs annual evaluations, such annual evaluation shall be performed for the substitute.

Substitute faculty are not subject to the reappointment process. They may not be considered for reappointment by the personnel committees. Substitutes do not receive notice of non-reappointment, inasmuch as they may not be considered for reappointment. Substitutes may, however, be given a series of consecutive semester/6-month appointments as substitutes.

C. Adjunct Appointments and Substitute Appointments

When an adjunct’s continuous appointments are immediately followed by an appointment to a Substitute full-time position on the instructional staff with no break in service, and the period of Substitute service is immediately followed by continuous appointment to an adjunct title with no break in service, the period of adjunct service immediately preceding the Substitute appointment will be added to the continuous adjunct service immediately following the Substitute service, as though there were no break in adjunct service, for the purpose of determining eligibility for appointment for both the following Fall and Spring semester.
X. Procedure for Amendment

An ad hoc Committee of the Academic Senate will be established to review and revise the Reappointment, Promotion, and Tenure guidelines on a three-year cycle. Proposed revisions will be prepared and forwarded to the College Council for discussion, and approval of changes will be implemented in Fall 2021, Fall 2024, and every three years thereafter.

A bulleted description and explanation of amendments should be attached to the Guidelines after each cycle of revision. Maintaining a record of revisions will ensure that the Guidelines remain a living document.
Appendix A. Recommendations for 2021 Amendments

1. The ad hoc Committee of the Academic Senate should review and revise as necessary the Teaching Observation Form alongside the review of the Reappointment, Promotion, and Tenure guidelines on the same three-year cycle. Attention should be given to an assessment of how a "Needs Improvement" rating on the Teaching Observation Form might impact faculty practice.

2. The structure of the appeals process should move from a process where appeals are made to the President to the creation of a Faculty Personnel Appeals Committee (FPAC) which would be constituted by one tenured faculty member of each FPC not serving on the CPC. The FPAC would review negative decisions by the CPC and send recommendations to the President for the final decision.

The Governance Plan must be revised to establish the FPAC before revisions can be made to the RPT Guidelines. Proposed language for the FPAC section of the RPT Guidelines appears below:

The FPAC is made up of one tenured faculty from each practice area who does not serve on CPC. The FPAC members are elected from and by full-time faculty in each practice area. The FPAC shall review appeals by faculty members following a negative recommendation from CPC and make its recommendation to the President.

3. The membership of the Personnel Committees should be revised to account for Leaves of Absence and Recusals. This change must be made in the Governance Plan before changes can be made to the RPT Guidelines. Each FPC and the CPC should include alternates elected from the tenured members of each practice area. Suggested language regarding recusals for the RPT Guidelines appears below:

Members of the FPC and CPC who apply for promotion or take leave during their term will be replaced by one of the alternates. Members with specific actions during the RPT cycle will recuse themselves from any vote related to their RPT actions. In addition, any member of the FPC and/or CPC with a conflict of interest related to the applications received in any round of RPT actions will be replaced by alternates.
Appendix B. Links to Relevant Sections of the Collective Bargaining Agreement, University Bylaws, and Manual of General Policy

A. Collective Bargaining Agreement

Article 9: Appointment and Reappointment
Article 10: Schedule for Notification of Reappointment and Non-Reappointment
Article 12: Certificate of Continuous Employment
Article 18: Professional Evaluation
Article 19: Personnel Files
Article 25: Research, Fellowship, and Scholar Incentive Awards
Memorandum of Agreement (June 2016)

B. University Bylaws

Section 6.2: Permanent Instructional Staff -Tenure
Section 8.7: Committee on Faculty Personnel and Budget
Section 8.9: Procedure for College Committees on Faculty Personnel and Budget or their Equivalent
Section 11.1: Conditions and Qualifications for Appointment and Promotion
Section 11.5: Equivalencies

C. Manual of General Policy

Policy 5.01: Academic Personnel Practice
Policy 5.062: Revised Guidelines for the Selection and Review of Distinguished Professors
Policy 5.151: Pre-Tenure Year Review Policy