



**MEDGAR EVERS COLLEGE
of The City University of New York**

**GUIDELINES FOR THE FACULTY REGARDING
REAPPOINTMENT, PROMOTION,
AND TENURE**

*Approved by College Council, October 16, 2000
Reviewed by Office of Academic Affairs, September 2001
Reviewed by Office of Academic Affairs, May 2006
Reviewed by Office of Academic Affairs, September 2008*

INTRODUCTION

The members of the teaching faculty of Medgar Evers College are central to achieving the mission of the College and to establishing and maintaining academic standards. In this regard, the health and viability of the College depend on the faculty. With the exception of the students, no other group in the College bears such recognition or responsibility.

Through faculty review and evaluation practices, the members of the teaching faculty are able to maintain their vigor and ensure their quality. Standards are necessary to help maintain the integrity of review and evaluation practices and to provide faculty with guidelines to prepare for reappointment, promotion, and tenure.

This document is intended as a guide for faculty seeking reappointment, promotion, or tenure. The criteria included in this guide are suggested targets. Although these guidelines do not provide a guarantee, meeting them would more than likely lead to success in reappointment, promotion, and tenure. What follows are well thought out milestones that for the most part reflect the mission of Medgar Evers College. The College Council approved this document on October 16, 2000. It was reviewed on September 2001, May 2006 and September 2008.

TABLE OF CONTENTS

Introduction	2
I. Areas of Faculty Performance	4
A. Teaching & Related Instructional Activities	5
B. Research & Scholarly Writing or Creative Works	6
C. Public & Professional Service	6
II. Evidence of Faculty Performance	8
	9
III. Reappointment During the First Four Years	
A. Teaching & Related Instructional Activities	9
B. Research & Scholarly Writing or Creative Works	10
C. Public & Professional Service	10
IV. Tenure	11
A. Teaching & Related Instructional Activities	11
B. Research & Scholarly Writing or Creative Works	12
C. Public & Professional Service	13
V. Promotion to Associate Professor	14
A. Teaching & Related Instructional Activities	14
B. Research & Scholarly Writing or Creative Works	15
C. Public & Professional Service	15
VI. Promotion to Professor	16
A. Teaching & Related Instructional Activities	16
B. Research & Scholarly Writing or Creative Works	17
C. Public & Professional Service	17
VII. Nine Points of Article 18.2 PSC/CUNY Agreement	18
Acknowledgements	19

SECTION I.

AREAS OF FACULTY PERFORMANCE

With reference to Article 18.2 of the PSC/CUNY Agreement (See Nine Points), the three major areas of performance for faculty as they work to fulfill their duties and to carry out the goals of the College are:

AREA A: <i>Teaching and related instructional activities</i>	1. Classroom instruction and related activities 6. Student guidance 7. Course and curricula development
AREA B: <i>Research and scholarly writing</i>	3. Research 4. Scholarly writing 8. Creative works in individual's discipline
AREA C: <i>Public and professional service</i>	2. Administrative assignments 5. Departmental, college, and university assignments 9. Public and professional activities in field of specialty

The significance and the quality of contributions in each of these areas are the bases for evaluating faculty performance. It is the responsibility of members of the faculty to present clear and substantive evidence of the professional merit of their contributions to the College in each of the three areas.

The academic work or specific responsibilities of some faculty may show exceptional quality but may differ in some way from the established criteria. This may be true, for example, with respect to faculty contributions in the area of library science, and in the performing and visual arts. Here, faculty should also present evidence of exceptional quality while maintaining consistent standards with regard to professional merit in terms of both significance and quality.

Maintenance of academic and professional standards of excellence also implies a notion of "good professorship" in several of the Nine Points. For example, good professorship is reflected in:

1. Classroom instruction and related activities, including regular and prompt attendance at one's classes; timely submission of course grades.
2. Administrative assignments, including serving on committees.
3. Departmental, college, and university assignments, including regular attendance at departmental, school, and college meetings, serving on campus and University committees, and representing the department or the college off campus and in the community.
4. Public and professional activities in the field of specialty, including reviewing journal manuscripts and research proposals, writing letters of recommendation for students and for colleagues, and accepting appointments to the committees of scholarly societies.

The aforementioned examples can be related to the College's "*Self Appraisal and Summary*

of Teaching, Research and Publication, and Service" form:

- A. Administrative Assignments
- B. Departmental, College, and University Assignments
- C. Student Guidance
- D. Course and Curricular Development
- E. Creative Work in an Individual's Discipline, Research and Scholarly Writing
- F. Public and Professional Activities in the Field of Specialty
- G. Community Activities
- H. Other related Professional Activities

Good professorship at the institutional level maintains a department's or program's visibility on campus; therefore, individual faculty members also must assume an appropriate share of such responsibilities. Good professorship is a vital element of institutional effectiveness and faculty contributions in these areas will be considered as positive factors in reappointment, promotion, and tenure decisions.

A. TEACHING AND RELATED INSTRUCTIONAL ACTIVITIES

Within a teaching institution, teaching, which is of primary importance to the faculty, is not an isolated activity. The mission, goals, and objectives of the College are realized through the faculty's instructional activities, which include classroom teaching, assessment of student learning outcomes, student guidance, and course and curricula development. Through a sound Instructional program, members of the faculty challenge students to gain maximum benefits from the educational experiences offered by the College. Evaluation of a member of the teaching faculty is based on overall academic performance, with special attention to teaching effectiveness, and shall take place at all professorial levels.

Teaching excellence and devotion to student development are reflected in the faculty member's organization, presentation, and communication of instructional materials and in the ability to motivate students and to assess student learning. Essential to the evaluation of a candidate's overall instructional effectiveness are peer judgments, student evaluations, and the significance and quality of teaching and related instructional activities. Teaching activities include elements such as:

1. *Classroom instruction and related activities, including regular and prompt attendance at one's classes; timely submission of grades and attendance via the college's online applications;*
2. *Student mentoring that includes, but is not limited to, advising students on available career options, arranging student internships and participation in professional conferences, tutoring, supervision of students' research, and assisting students with professional and graduate school admissions;*
3. *Evidence of student learning and accomplishments as evidenced by student outcome assessment instruments, student publications, student presentations, and other related activities;*
4. *Course and curriculum development, including special interdisciplinary programs;*
5. *Curriculum and pedagogical innovation, including use of instructional technology;*
6. *Honors or special recognition for teaching and guiding student research;*
7. *Special teaching activities such as workshops and seminars;*
8. *Coordinating and participating in extra-curricular student development activities (e.g., field trips, conferences);*
9. *Other forms of instructional guidance, such as that provided by librarians, Freshman Seminar instructors, etc.*

B. RESEARCH AND SCHOLARLY WRITING OR CREATIVE WORKS

Faculty research and scholarly writing, or creative works is the second area of faculty performance, contributing to the College's record of academic excellence. The pursuit of knowledge, the creation of new knowledge, the exchange of ideas and writing for publication, presentation, or performance support the teaching function. Such scholarship or creativity that contributes to the knowledge or body of creative works and/or improves practice in the candidate's field is reflected in research, scholarly writing, or forms of creative production.

The significance and quality of this dimension of the candidate's performance are evaluated according to scope and excellence and are measured according to the recognition of such work among colleagues and scholars at large. Some sources of evidence of scholarly recognition include:

1. *Scholarly writing, such as published text/scholarly books in the area of the candidate's discipline and/or original research articles in standard research journals. (A standard research journal is edited by a group of individuals who are well known experts in their field of research, has a peer-reviewed editorial policy, is internationally indexed. To be considered for credit, a textbook must be adopted as a principal text in several US institutions of higher learning. Scholarly books must be published by a reputed publication house. Self-published books, books published by vanity presses, study guides, laboratory work books, laboratory manuals, citation of candidate's research in other scholarly publications (citation index may be used to evaluate the quality of publication), and training guides cannot be used to fulfill the primary publication requirement for promotion and tenure, but these may be used to gain extra credit;*
2. *Documented and disseminated reports of research funded by grants and contracts;*
3. *Grants to fund research and/or innovative teaching activities;*
4. *Creation of high quality scholarly resources, including editing, compiling of guides, translating and the development of online courses or web-based resources;*
5. *Original works created, presented, published, or performed, such as plays, poetry, and other creative works;*
6. *Awards for excellence in research, publication, and creativity;*
7. *Documented and disseminated reports of scientific projects or expeditions;*
8. *Presentation of original scholarly work at professional meetings;*
9. *External support or competitive fellowships or awards;*
10. *Fully developed grant proposals, with special recognition given to funded proposals.*

C. PUBLIC AND PROFESSIONAL SERVICE

Public and professional service to the College and the larger community by faculty is essential. Such service is the third area considered by the College for assessment of faculty performance. Service to the College is necessary for the effective functioning of the institution and is considered a part of good professorship. Service beyond the College is valuable for its benefits to society and for the recognition it brings to the College.

The members of the faculty have the obligation to serve at the departmental, college, and/or university levels. Faculty should participate in the governance, policymaking, and implementation of policy at all levels of the institution. Additionally, the unique mission of the College in the Central Brooklyn community makes faculty contributions to this community an important consideration. This is especially true when public or professional service draws upon the specialized knowledge and skills of faculty.

The following are examples of evidence of service from which a candidate might draw for review and evaluation purposes:

1. *Effective service on departmental, school, college, and university committees;*
2. *Contributions to faculty and staff development programs;*
3. *Service as advisor to student organizations;*
4. *Award or recognition for service;*
5. *Journal editorship, membership on editorial board, or manuscript reviewer;*
6. *Disciplinary consultancies;*
7. *Officer in an international, national, regional, or state professional organization;*
8. *Service on certifying boards (e.g., teacher certification, nursing certification);*
9. *Presentations at conferences or professional meetings; chairing conference sessions, organizing sessions;*
10. *Service on a major commission, task force, or board;*
11. *Significant professional service to the public.*

Faculty preparing for reappointment, promotion, and tenure review and evaluation should be guided by the above mentioned considerations.

SECTION II.

EVIDENCE OF FACULTY PERFORMANCE

Candidates for reappointment, promotion, and tenure should present evidence of accomplishments and contributions as outlined in the Nine Points of the PSC CUNY contract, Article 18.2.

Faculty performance is rated as unacceptable, acceptable, or outstanding in annual evaluations. Faculty members are expected to present evidence that represents acceptable or outstanding performance in each area of required contribution. It is advisable for a faculty member to aim for ratings that are at least acceptable in two areas and a rating of outstanding in a third area. To receive a rating of outstanding, the faculty member is expected to surpass an acceptable level of performance.

Performance of faculty is considered unacceptable when the individual does not meet the minimum standard for acceptable performance on one or more indicators in any of the following areas related to the indicated areas of contribution:

Area A. TEACHING AND RELATED INSTRUCTIONAL ACTIVITIES

Area B. RESEARCH AND SCHOLARLY WRITING OR CREATIVE WORKS

Area C. PUBLIC AND PROFESSIONAL SERVICE

SECTION III.

REAPPOINTMENT DURING THE FIRST SIX YEARS

For reappointment during the first six years of the professorate, candidates are expected to demonstrate effectiveness in the area of teaching and related instructional activities.

A. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF TEACHING AND RELATED INSTRUCTIONAL ACTIVITIES

The following evidence is to be used for rating a candidate's performance as acceptable or as outstanding in this area.

ACCEPTABLE

- Peer evaluations - rated as "good" to "very good";
- Student evaluations - rated as "good" to "very good";
- Satisfactory mentoring activities (See *Section I A2*);
- Adherence to official office hours for faculty availability for students
- Development of course syllabi, methods, and materials that are appropriate to the needs of students and consistent with department goals;
- Adequacy of instructional records and timely completion of assigned tasks;
- Use of appropriate technology tools that enhance student learning;

OUTSTANDING

- Peer evaluations - rated as "very good" to "outstanding";
- Student evaluations - rated as "very good" to "outstanding";
- Outstanding service in the area of mentoring;
- Development of new or innovative course materials;
- Significant course revision based on assessment of student learning outcomes; **and one of the following**
- Exceptional contribution to the department through development and implementation of a new or innovative program or course (e.g., field based experiences, distance learning, independent study, or interdisciplinary study);
- Selection for special teaching activity outside the College (e.g., Fulbright award or special lectureship); *or* Receipt of grant to fund innovative teaching activities.

B. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF RESEARCH AND SCHOLARLY WRITING OR CREATIVE WORKS

For reappointment during the first six years of the professorate, candidates are expected to show a gradual but steady progression in research and scholarly writing or creative works.

Essential Activities in the Area of Research and Scholarly Writing or Creative Works

- Publish at least one article every two years in standard research journals as indicated in *section I, B1*.
- Scholarly works and creative production in non-peer-reviewed publications and presentation formats may be used to gain extra credit, but cannot be used to fulfill the primary publication requirement.
- A chapter in a peer-reviewed research book may be substituted for a journal article.

Professional service or outstanding teaching do not substitute for research and scholarly writing or creative works. In addition, research, scholarly writing, or creative works prior to the period of review are not considered to satisfy this area.

C. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF PUBLIC AND PROFESSIONAL SERVICE

For reappointment during the first six years of the professorate, candidates are expected to demonstrate an acceptable level of public and professional service.

ACCEPTABLE

- Membership on College-wide, School, departmental, and/or University committees;
- Participation in community activities (e.g., consultant to Head Start, elementary school graduation speaker);
- Participation in the activities of a professional organization;
- Attendance at Departmental, School and College-wide meetings.

OUTSTANDING

- Service as Chair/Officer of College-wide, school, departmental, and/or university committees;
- Participation in community activities (e.g., consultant to Head Start, elementary school graduation speaker);
- Participation in the activities of professional organizations; **and one of the following:**
 - College, school, or departmental leadership (e.g., department chair or chair of a major college committee);
 - Editorship of a professional publication;
 - Advisor to a student organization;
 - Service on a major commission, task force, or Board; or
 - Officer or committee chair of an international, national, regional, or state professional organization.

SECTION IV.

TENURE

Tenure is based on the cumulative record of a candidate. Therefore, each faculty member is expected to achieve an acceptable or outstanding performance rating for each reappointment evaluation. The following are important considerations for tenure in the area of Teaching and Related Instructional Activities.

A. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF TEACHING AND RELATED INSTRUCTIONAL ACTIVITIES

ACCEPTABLE

- Peer evaluations - rated as "good" to "very good";
- Student evaluations - rated as "good" to "very good";
- Satisfactory fulfillment of academic advisement and mentoring responsibilities;
- Adherence to official office hours;
- Use of appropriate technology tools that enhance student learning;
- Evidence of instructional and curricular development;
- Adequacy of instructional records and timely completion of assigned tasks;
- Significant course revision based on assessment of student learning outcomes.

OUTSTANDING

- Peer evaluations - rated as "very good" to "outstanding";
- Student evaluations - rated as "very good" to "outstanding";
- Advisement and counseling of students over and above required assignments and office hours;
- Development of new or innovative course materials;
- Significant course revision based on assessment of student learning outcomes;
- Evidence of high quality instructional and curricular development **and one of the following:**
 - Publication of a scholarly research article, textbook, manual, training guide, or other significant work that reflects teaching contributions and curriculum development. The publisher must have a peer review editorial policy;
 - Scholarly writing and creative works in non-peer reviewed publications and presentation formats that reflect teaching contributions and curriculum development may be acceptable;
 - Development and implementation of a new or innovative program or course (e.g., a field-based experience, distance learning, or *interdisciplinary* study) that has been endorsed by the College;
 - Selection for special teaching activity outside the College (e.g., Fulbright award or special lectureship);
 - Receipt of a grant to fund innovative teaching activities.

B. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF RESEARCH AND SCHOLARLY WRITING OR CREATIVE WORKS

Using the standard of publishing one article every two years, the following targets can be used as a guideline for progress toward tenure in this area of professional accomplishment.

ACCEPTABLE

- Option #1: At least 2 standard journal articles (See section 1, B1);
- Option #2: At least 1 standard journal article or scholarly book chapter and 1 text/scholarly book in the area of specialty or major creative exhibition/collection/book (See section 1, B1);

OUTSTANDING

- Option #1: 4 *or more* standard journal articles (see section 1, B1);
- Option #2: 4 or more standard journal articles or book chapters and a text/scholarly book in the area of specialty or major creative exhibition/collection/book (see section 1, B1);
- Papers presented before professional organizations in the faculty member's discipline or area of specialty;
- Awards for excellence in research, publication, or creativity;
- Awards of grants to support research and/or creative works;
- Participation in the activities of professional organizations; **and one of the following:**
 - College, school, or departmental leadership (e.g., department chair or chair of a major college committee);
 - University, college-wide, school, or department committee chair or major leader;
 - Editorship of a professional publication;
 - Advisor to a student organization;
 - Service on a major commission, task force, or Board; or
 - Officer or committee chair of an international, national, regional, or state professional organization.

B. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF PUBLIC AND PROFESSIONAL SERVICE

The following are indicators of progress toward tenure in the area of Public and Professional Service.

ACCEPTABLE

- Membership on College-wide, School, departmental, and/or University committees;
- Participation in community activities (e.g., consultant to Head Start, elementary school graduation speaker);
- Participation in the activities of a professional organization;
- Satisfactory fulfillment of Departmental, college and University administrative assignments;
- Satisfactory level of attendance at Departmental, School and College-wide meetings.

OUTSTANDING

- Membership on College-wide, school, departmental, and/or university committees;
- Participation in community activities (e.g., consultant to Head Start, elementary school graduation speaker);
- Participation in the activities of professional organizations;
- Two activities based on the examples listed below or determined by the evaluating committee to be of equal value. There may be two activities from any one category. For example, a candidate may chair one university-wide committee and one college-wide committee.
 - a. University, College, school, or departmental leadership (e.g., department chair or chair of a major college committee);
 - b. Editorship of a professional publication;
 - c. Advisor to a student organization;
 - d. Service on a major commission, task force, or Board; or
 - e. Officer or committee chair of an international, national, regional, or state professional organization.

SECTION V.
PROMOTION TO ASSOCIATE PROFESSOR

For promotion to associate professor, evidence offered for consideration should include only information and items collected since the candidate's last promotion.

A. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF TEACHING AND RELATED INSTRUCTIONAL ACTIVITIES

The guidelines for the evaluation of acceptable and outstanding teaching performance, as established for tenure, will be employed for candidates for promotion to associate professor. These guidelines are as follows:

ACCEPTABLE

- Peer evaluations - rated as "good" to "very good";
- Student evaluations - rated as "good" to "very good";
- Satisfactory fulfillment of academic advisement and mentoring responsibilities;
- Adherence to official office hours;
- Evidence of instructional and curricular development;
- Adequacy of instructional records and timely completion of assigned tasks. Use of appropriate technology tools that enhance student learning;
- Significant course revision based on assessment of student learning outcomes.

OUTSTANDING

- Peer evaluations - rated as "very good" to "outstanding";
- Student evaluations - rated as "very good" to "outstanding";
- Advisement and counseling of students over and above required assignments and office hours;
- Development of new or innovative course materials;
- Significant course revision based on assessment of student learning outcomes;
- Evidence of high quality instructional and curricular development; **and one of the following:**
 - Publication of a scholarly research article, textbook, manual, training guide, or other significant work that reflects teaching contributions and curriculum development. The publisher must have a peer review editorial policy;
 - Scholarly writing and creative works in non-peer reviewed publications and presentation formats that reflect teaching contributions and curriculum development may be acceptable;
 - Development and implementation of a new or innovative program or course (e.g., a field-based experience, distance learning, or *interdisciplinary* study) that has been endorsed by the College;
 - Selection by competition for special teaching activity outside the College (e.g., Fulbright award or special lectureship);
 - Documented and disseminated report of innovative teaching activities that have been funded by grants.

B. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF RESEARCH AND SCHOLARLY WRITING OR CREATIVE WORKS

The guidelines for the evaluation of acceptable and outstanding teaching performance, as established for tenure, will be employed for candidates for promotion to associate professor. These guidelines are as follows:

ACCEPTABLE

- Option #1: At the time of application for Associate Professor, the candidate is expected to present evidence of having published at least two research articles since last promotion (*See Section I B1*); **or**
- Option #2: Generally speaking, in presenting evidence of scholarly publications as suggested in Option #1 above, a text/scholarly book in the area of candidate's discipline may replace one research article (*See Section I B1*).

OUTSTANDING

The candidate for promotion to associate professor will be considered as outstanding in the area of research and scholarly writing or creative works when publications/ performances/exhibitions exceed the acceptable standard and when there is additional documentation of scholarship or creative works such as:

- Papers presented before professional organizations;
- Awards for excellence in research, publication, or creativity;
- Awards of grants to support research and/or creative works.

The rating of "outstanding" will be determined after careful review of the candidate's documents.

C. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF PUBLIC AND PROFESSIONAL SERVICE

For promotion to the rank of associate professor, service will be considered as acceptable or outstanding consistent with the guidelines established for tenure (*See Section IV*). However, at this rank the candidate should present evidence of ***at least three*** activities from the list below.

Essential Activities in the Area of Public and Professional Service

- University, college-wide, school, or departmental committee chair or major faculty leadership role;
- Editorship of a standard professional publication;
- Advisor to a student organization;
- Service on a major commission, task force, or Board;
- Officer or committee chair for an international, national, regional, or state professional organization.

SECTION VI.

PROMOTION TO PROFESSOR

A. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF TEACHING AND RELATED INSTRUCTIONAL ACTIVITIES

It is expected that the candidate for promotion to the rank of professor will meet all the teaching qualifications for an associate professor and will have established a reputation for excellence in teaching as well as excellence in other areas of the Nine Points. The written comments in student course evaluations and the written comments of colleagues who can document the candidate's strength as a teacher will be strongly considered. Evidence presented for consideration should include only information and documentation collected since the last promotion. The guidelines are as follows:

ACCEPTABLE

- Peer evaluations - rated as "good" to "very good";
- Student evaluations - rated as "good" to "very good";
- Use of appropriate technology tools that enhance student learning;
- Significant course revision based on assessment of student learning outcomes;
- Satisfactory fulfillment of academic advisement and mentoring responsibilities (*See Section 1 A2*);
- Adherence to official office hours;
- Evidence of instructional and curricular development;
- Adequacy of instructional records and timely completion of assigned tasks.

OUTSTANDING

- Peer evaluations - rated as "very good" to "outstanding";
- Student evaluations - rated as "very good" to "outstanding";
- Advisement and counseling of students over and above required assignments and office hours;
- Development of new or innovative course materials;
- Significant course revision based on assessment of student learning outcomes;
- Evidence of high quality instructional and curricular development; **and one of the following:**
 - Publication of a scholarly research article, textbook, manual, training guide, or other significant work that reflects teaching contributions and curriculum development. The publisher must have a peer review editorial policy;
 - Scholarly writing and creative works in non-peer reviewed publications and presentation formats that reflect teaching contributions and curriculum development may be acceptable;
 - Development and implementation of a new or innovative program or course (e.g., a field-based experience, distance learning, or *interdisciplinary study*) that has been endorsed by the College;
 - Selection by competition for special teaching activity outside the College (e.g., Fulbright award or special lectureship, visiting Professorship);
 - Documented and disseminated report of innovative teaching activities that have been funded by grants.

B. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF RESEARCH AND SCHOLARLY WRITING OR CREATIVE WORKS

Promotion to professor assumes that the candidate has surpassed the achievements at the rank of associate professor in the area of research and scholarly writing/or creative achievement.

ACCEPTABLE

- Option #1: At the time of application for promotion to the rank of professor, the candidate is expected to present evidence of having published at least two research articles in standard journals since the last promotion(See *Section I B1*).
- Option #2: Generally speaking, in presenting evidence of scholarly publications as suggested in Option #1 above, a scholarly/text book in the area of candidate's discipline may replace one standard journal article(See *Section I B1*).

OUTSTANDING

The candidate will be considered as outstanding in the area of research and scholarly writing or creative works when publications (or creative productions) exceed the acceptable standard and when there is additional documentation of scholarship (or creative works) such as:

- Publication of papers presented before professional organizations;
- Awards for excellence in research, publication, or creativity;
- Awards of grants to support research.

C. EVIDENCE OF FACULTY PERFORMANCE IN THE AREA OF PUBLIC AND PROFESSIONAL SERVICE

For promotion to the rank of professor, the candidate is expected to surpass all the standards expected of an associate professor and should demonstrate how he or she has made outstanding public and professional service contributions since the last promotion.

Nine Points of Article 18.2 PSC/CUNY Agreement

The PSC/CUNY Agreement states: Evaluation of a member of the teaching faculty shall be based on total academic performance, with special attention to teaching effectiveness, including, but not limited to, such elements as:

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

The nine areas of the PSC/CUNY Agreement should be used as a means of identifying and collecting evidence to use for review and evaluation. For further information on evidence that might be used in each of the nine areas, refer to the Medgar Evers College "Self Appraisal and Summary of Teaching, and other Professional Activities" form available in each academic department or on the website of the Office of Academic Affairs.

The nine areas of the PSC/CUNY Agreement are consistent with the three areas of required contribution established herein for Medgar Evers College faculty, namely teaching, research and scholarly writing, and professional service. These nine points fall within the scope of teaching, research and scholarly writing, and professional service as follows:

Teaching and Related Instructional Activities

1. Classroom instruction and related activities
6. Course and curricula development
7. Student guidance.

Research and Scholarly Writing or Creative Works

3. Research
4. Scholarly writing; Publications
8. Creative works in individual's discipline

Public and Professional Service

2. Administrative assignments
5. Departmental, college, and university assignments
9. Public and professional activities in field of specialty

ACKNOWLEDGEMENTS

Under the leadership of Provost Kofi Lomotey, a number of individuals contributed to the development of these Guidelines for the Faculty. The members of the Faculty Review Committee deserve special mention.

- Dr. Edward Catapane
- Dr. Gale Gibson
- Dr. Eda Harris-Hastick
- Dr. Ola Hightower
- Dr. Joyce Siler.

Former Assistant Provost Louise Giddings and former Associate Provost Joyce King also merit singling out for their extensive work in the preparation of this document.

Office of Academic Affairs September 2001

Review Committee:

Dr. Mohsin Patwary, Dean, SSHT – Chair
Dr. Chris Castillo, School of Business
Dr. Evelyn Castro, Dean, SLAE
Dr. Gale Gibson-Ballah, Dean, College of Freshman Studies
Dr. Jit Chandan, Chair, Economics and Finance
Dr. Delridge Hunter, Chair, IDS
Dr. Darius Movasseghi, Chair, Mathematics
Dr. Nancy Oley, Chair, Faculty Senate
Professor Veronica Udeogalanya, Deputy to the Provost
Dr. Phyllis-Tweed, Assistant Provost

Approved by College Council, October 16, 2000
Reviewed by Office of Academic Affairs, September 2001
Reviewed by Office of Academic Affairs, May 2006
Reviewed by Office of Academic Affairs, September 2008