

GUIDELINES FOR PROMOTION TO TENURE, ASSOCIATE PROFESSOR AND FULL PROFESSOR

Prepared by Development Committee Spring 2016

Biological Sciences & Geology

PREAMBLE:

- It should be noted that the given document is to be used as a set of guidelines and does not serve as a rubric to evaluate faculty members for promotion and/or tenure purposes. The intention of these guidelines is to provide faculty members with flexibility in their development that honors and respects their different teaching methodologies, service and pursuit of scholarship.
- All faculty should:
 - consider the suggestions below and seek help/guidance/advice from departmental colleagues on topics related to promotion and tenure.
 - remain consistent in record across Teaching/Student Evaluation, Service to Department/College/University and Research (*popularly known as “the three legs of the stool”*).
 - assume new pedagogical, service-related and scholarly activities at a pace that is manageable and will not overwhelm and, perhaps, become counter-productive.
 - set achievable goals in the annual evaluation
 - record activities and save essential documents in preparation for the yearly annual evaluation

Mentorship

- Each newly hired faculty member will be mentored.
- Mentor and mentees will meet at least once a semester. Mentor will assist mentee with the development of the annual and with the development of appropriate/specific goals.
- It is noted that mentoring guidelines developed by the Department P&B and Development Committee herewith will be used for consistency in guiding junior faculty.

Chair should meet yearly with every Assistant Professor and discuss progress.

1. TEACHING/STUDENT EVALUATIONS:

Assistant Professor-Tenure:

(a and b listed under this section are required)

- a. Complete all assigned sections of student evaluations in each semester. *(If a class does not complete the evaluations, that entire semester's evaluations are voided.)*
- b. Expect peer observations for each semester. *(If notification to be observed is not received by the 12th week of the semester, contact Chair/Deputy Chair.)*
- c. Untenured Assistant Professors may choose to observe laboratory sessions and lectures taught by the mentor or other colleagues of their choosing to learn different teaching styles. *(This will help improve teaching skills. However, it is optional. Note that this suggestion is for the purpose of learning pedagogical styles, which is different from observing labs prior to teaching them for the first time. Course coordinators may advise new faculty to sit in on labs).*

- d. Attend faculty development workshops, such as those offered by CETL.
- e. Consider incorporating at least one of the following into the classroom:
 - i. High-impact practices (QCC HIPs: Undergraduate Research, Academic Service-Learning, Global Diversity Learning, Learning Communities, Writing Intensive, Common Read and Collaborative Assignments and Projects).
 - ii. Technology (examples: FNET, PNET, podcasts, mobile devices, blogs, creation of online study resources, clickers, smart pens).
 - iii. Novel pedagogies (case studies etc.).
- f. Student mentorship
 - i. Mentoring might include: research students, honors students, academic service-learning students, student presentations, student academic writing, ASAP mentoring

Associate Professor-Full Professor

- a) Evaluations are needed if you want to be promoted to Full Professor, both students and peer evaluations.
- b) Continue excellence in teaching.
- c) Continue mentoring students.
- d) Engage in HIP or another pedagogical activity to demonstrate commitment to best teaching practices. (Note that this work can be used for purposes of research and assessment and can be used for purposes of publication.)

2. SERVICE TO DEPARTMENT/COLLEGE/UNIVERSITY

Assistant Professor-Tenure:

Committee membership is valued but assuming a leadership role as well as level of involvement carries more weight.

A. Departmental service:

- a. It is important to serve on one or more committees each year; volunteer to become Chair or Secretary. (Most members are aware that junior faculty members have to prove their involvement.)
- b. Represent department at the open house or student welcome.
- c. Engage in student programmatic advisement.
- d. Offer to lead a seminar or workshop on your research or some other appropriate topic of interest. (Consider participating in the departmental research conference or journal club).
- e. Get to know departmental members. Participate and offer to help in departmental activities/initiatives. Volunteer to man open labs.
- f. After year 3, explore the possibility to stand for election to become course coordinator.
- g. After tenure, offer to mentor junior faculty (even before tenure, if you are on a very strong track, as indicated by the 3rd year review).

B. College service:

- a. By year 3 or 4, try to serve on a college committee. There are a variety of college committees, and placement on these committees can be difficult; some memberships are voted in, others are by appointments. If attempts to be elected to a college committee are unsuccessful, ask for help from your mentor, the Department Chair, the Chair of the committee you are interested in joining, members of the academic senate or members in the administration.

- b. Other ways to serve the college is by becoming involved with other campus programs like ASAP, CSTEP, etc.
 - c. College service is one of the best ways for others to know who you are and value you. Do not think that you are too new to get involved. (NOTE: that it is important to become known by others across campus, particularly when seeking promotion to associate professor or full professor.)
 - d. Assistant Professors should be attending college events e.g. Campus Conversations (*These are often good opportunities to interact with members of the Administration.*)
- C. Community service:
- a. Volunteer your expertise – as a science fair judge (each year invitations to serve as judges are e-mailed to professors; one could start by applying to serve as a judge at MACUB; reviewer for grants (keep applying for PSC-CUNY grants, get noticed and you might get invited to review grants or express interest to a reviewer you know); reviewer for disciplinary articles or textbooks; provide disciplinary workshops to local community groups; become active in a disciplinary organization. (*Seek colleagues 'recommendation for other opportunities*).
 - b. Volunteer to work outside of your expertise (i.e. community, library, etc.).
- D. Collaborative:
- a. Work with others on grant applications, research projects, presentations and publications. This can be done within the department or as an inter-disciplinary project across departments.
 - b. Collaborations can also be set up at other colleges. Keep in touch with your previous mentors/colleagues.
 - c. Notwithstanding, any faculty who wishes to work independently is allowed to do so and will not be penalized

Associate Professor-Full Professor:

Continue to engage in departmental, college and community services and demonstrate leadership.

3. RESEARCH/SCHOLARSHIP:

Assistant Professor-Tenure:

Note- faculty has the choice to continue research in their discipline or start a new research pathway. Learn about existing research within the department and consider research collaborations, which could also be off campus. Pedagogical research is a legitimate alternative to bench-work.

- a. *Suggested benchmarks related to research and scholarship*
 - i. Years 1 and 2:
 - Evidence of ongoing research in your discipline, pedagogy or both
 - ii. End of year 2:
 - Present at or attend MACUB, or at another conference, preferably with a student. It is strongly recommended that a PSC-CUNY grant, or another grant, as is appropriate for your research situation/discipline be submitted
 - iii. Year 3:
 - Submit paper for peer-reviewed publication and/or present at regional or national conference (this time-frame is recommended since it occurs before your mid-tenure review)
- iv. End of Year 4: should have received a grant **OR** have an active collaboration with a research group **OR** have a publication
- v. Years 4 - Tenure:

- At least one peer-reviewed publication in research and/or pedagogy, along with another scholarly pursuit, will be necessary for tenure. The following are a series of possibilities, though other mechanisms may also be acceptable (*Consult with your mentor and your chair for other permutations.*):
 - a second peer-reviewed publication OR
 - writing of lab, or text, or chapter, or case study OR
 - receive a grant OR
 - present at a regional or national conference

Associate Professors should be continuing active research throughout their career

at QCC. A general rule at QCC is a 5-year wait between promotion to Associate Professor and applying for promotion to full Professor.

Research in your discipline is measured through the following activities:

- I. Grant applications-both awarded and not awarded (not awarded are not a strong point).
Examples of common granting sources:
 - PSC CUNY grant for preliminary studies (valued most at departmental level).
 - QCC CETL Pedagogical Research Challenge.
 - CUNY Collaborative Community College Pedagogical Grants
 - External grants (start applying as soon as you feel comfortable).
- II. Publications in peer-reviewed journals:
 - The number of publications can be important, but fewer, higher quality publications can also be valued. Be sure to indicate your college as QCC, and not generically as CUNY or other college you are affiliated with (indicate to your collaborators that you need to have QCC as your affiliation).
- III. Conference Presentations - Disciplinary, national, and international conference presentations are most highly regarded. (If you present you can get once per year \$1000.00 to cover your costs from the Office of Academic Affairs as long as QCC is listed as your primary institution. There is also some supplementary departmental money to cover extra costs.)

Tenure-Associate Professor:

- If the criteria are all met at the time of tenure, there isn't anything to add on for promotion

Associate Professor-Full Professor:

I. Peer-Reviewed Publications in research or pedagogy. The same rules regarding publications above are applied. Important to be a lead or corresponding author or to clearly establish your role and/or contribution for these works

- *or* publications in research or pedagogy and writing of manual or text or case study
- *or* publications in research or pedagogy and active grant
- *or* publications in research or pedagogy and leadership in discipline

II. Conference Presentations: Deliver scholarly presentations at regional, national, or international conferences.

III. Service: Make sure that you have contributed with significant service to the college.