A Crowd-Sourced Guide for New Faculty

Welcome to Baruch College, a proud senior (i.e., four-year plus masters) college of the City University of New York and home to the Marxe School of Public and International Affairs, Weissman School of Arts and Sciences, the Zicklin School of Business, and the Newman Library. We hope you will find Baruch a welcoming place that values and supports you. We have put together this informal, conversational guide to help you get started and find your way around our campus and the systems on which it relies.

CUNY, the largest urban university system in the United States, has more than 275,000 students across eleven senior colleges, seven community colleges, and seven professional institutions. Among CUNY's many alumni are thirteen Nobel Prize winners and twenty-four MacArthur fellows. Established in 1961, its origin dates to 1847, when the Free Academy was founded; it was renamed City College of New York in 1866. Baruch's origin story begins in 1919, when it was established on East 23rd Street as City College's School of Business and Civic Administration. In 1953, the school was renamed in honor of Bernard M. Baruch, a CCNY alumnus and a statesman, financier, and adviser to FDR. In 1968 the school became an independent senior college

Access to College Facilities and Services

Baruch College and CUNY rely on various forms of identification and access credentials. The ID card and keys are fairly straightforward, the online credentials a bit more complicated. Here's what's what.

ID Card

Human Resources will contact you with instructions about getting an ID card, with your first stop at Human Resources (646 660-6590, Administrative Building (135 East 22nd Street, room 202). You will complete your New Hire information and tax forms (not the same thing as your benefits forms). From there you'll be assigned an employee ID number (internally known as EMPLID) and be sent to the ID Card Office, on the first floor of the Library Building (151 E. 25th Street), directly across from the Vertical Campus on the Clivner=Field Plaza (25th Street between Lexington and Third Avenues). Check in with Safety and Security (in the Library Building on the right just before the turnstiles on the first floor) and tell them you're there to get an ID card. They may ask you to enter your Social Security number on a touchpad device. The Card Office is to the right just inside the turnstile, and signs point out the way.

Should you need a replacement card, it costs $10. You have to pay in the Bursar's Office (the Library Building, 151 East 25th St., 8th Floor, Room H-810), then bring the receipt to the Card Office to get the replacement. Allow time; both of these stops can be busy.

Office Keys

Your department's administrative coordinator will order your office keys. Once you have an ID and can swipe into the various campus buildings, pick up keys for your office, your department's outer door, and the faculty restrooms. Check with the departmental coordinator before you come to campus, to ensure your office is ready and the keys are available. The coordinator should have a master key if you arrive without your own; alternatively, Public

Safety can let you in. Note: these keys cannot be duplicated at hardware stores.

Baruch User ID/Password
Your EMPLID is found under your picture on your ID card. Your Baruch username will allow you to log onto Baruch computers or to register your own devices on Baruch Wi-Fi. Your unique username and password are also used to log into your college email account (Baruch mail); Blogs@Baruch sites; and more. The library and some other services are accessed remotely using the separate CUNY username. Twice a year you're required to change your password; you can do that here or you can wait to be prompted upon login when your password is about to expire.

Baruch Email (college email)
Your Baruch email is generated long before you get to campus, and probably before you're even reading this page. Check email as soon as you can, in case someone has already sent email to this Baruch account.

Note: This can be confusing – faculty and staff email is @baruch.cuny.edu, while student email is @baruchmail.cuny.edu.

And beware: Some systems used by the College require your CUNYFirst credentials, which are different from your Baruch username.

CUNYfirst
CUNYfirst is the University-wide interface used for scheduling, course rosters, grading and some HR requests. You can access CUNYfirst through the Quick Links on the Baruch College home page. CUNYfirst has a separate username and password, and a separate cycle for password renewal.

You will use CUNYfirst to monitor your course enrollment, verify attendance rosters, and submit grades. Blackboard is the learning management system; it uses the same credentials (username and password) as CUNYfirst.

Technology Assistance
Baruch College Technology Center (BCTC) Help Desk. HelpDesk@Baruch.cuny.edu
646-312-1010, 6th floor Library Building

Ordering Textbooks
At this time, CUNYfirst is used to order course texts. If you do not require books or other materials, you need to click on *no materials required.* The underlying idea on which the federal requirement for timely text adoption is based is that students should know the cost of required materials before they sign up for a course.

Blogs@Baruch (Campus WordPress Site)
Use your regular Baruch username and password. You can access it by going to blogs@baruch.cuny.edu and following the log-in instructions. Click"sign-in," and enter your credentials. Many instructors set up an individual blog site for each class, or each section of a

class; many don't. It's entirely up to you.

The Library
The Newman Library is one of Baruch's greatest assets, and its staff is deeply committed to helping faculty and students. For the general access of databases and journals off-campus, your CUNY username and password will suffice. A few library online services require your library barcode number, which you can find on your faculty ID, on the bottom right. And interlibrary loan requires additional login. When off-campus and seeking help, the library participates in a [7-day/24-hour chat](#) with other libraries around the world. Perfect for that 2 a.m. research you're doing.

Faculty benefits include:

Software for use on personal computers off-campus, faculty [have access at no charge](#) to [Microsoft Office](#), the [Adobe suite of programs](#), Dropbox, Interfolio, Zoom, and more.
[CUNY's eMail](#) offers discounts on Dell computers, the major cellphone services, other software, fitness clubs, entertainment and more.
[Transit commuter benefits](#) are also available through HR.

Leaves of several types are available to eligible faculty. CUNY has a [Code of Practice](#) that governs instructional staff leaves. [Scholar Incentive Awards](#) (SIA) are available for those who have won an external fellowship or scholarship but need institutional salary support. The maximum you are eligible for is 25% of your current salary, and this 25% from Baruch plus the fellowship salary cannot exceed your regular annual salary. If you intend to apply for an external fellowship or scholarship, be sure you keep an eye on the calendar for the application deadline for Scholar Incentive Awards. Typically, those applications need to be submitted through Interfolio in December for fellowships that take place the following academic year. You will very likely be applying for an SIA before you know whether you have been awarded it. Should you not receive the fellowship you applied for, you then need to defer or cancel your SIA. You can do this through writing a brief letter to your chair. Later in your academic career, [sabbaticals](#) are available (called "fellowship leave" in the CUNY vernacular) of one semester at full pay or a full academic year at 80 percent of pay. [Special leaves of absence without pay](#) may be requested for study, writing, research, a creative project, or public service of reasonable duration, though these are rarely approved for untenured faculty because they constitute a break in service toward tenure. Let your Chair and your Dean's office know as soon as possible that you intend to apply for an academic leave, so that an Interfolio case can be created for you to submit your application materials. To support your personal needs, other leave types include [paid parental leave](#), [unpaid parental leave for child care](#), and [medical leave](#). These non-academic leaves are routed through your supervisor (usually that is your Department Chair) and HR, though in cases where it is relevant you should also let the Office of Academic Administration know whether or not you wish to 'bridge' your service toward tenure or not (some places refer to this as "stopping your clock") as you must opt-in in writing if you wish to do this.

Union

Whether you are a dues-paying member or not, you are represented by the PSC (Professional Staff Congress). Familiarity with the Collective Bargaining Agreement ("the contract") negotiated between CUNY and the PSC will help you to better understand your rights and responsibilities as a covered CUNY employee.

Funding and Fellowships
A variety of Baruch-specific and CUNY-wide opportunities are available to seek monetary support – and sometimes research reassigned time. Each grant or fellowship has its own rules and instructions. Follow the instructions carefully and take note of due dates for the year or semester in which you hope to apply.

The Associate Provost for Faculty Development and Research sends out a biweekly email with funding opportunities. Baruch's Office of Sponsored Programs and Research (SPAR) manages the external funding opportunities and provides grant support. Its staff is available (provided you leave enough time) to review drafts of your application statement. Your chair or dean often has to provide some sort of endorsement for most of these applications, and the provost as well. Be sure to give them enough time and still meet the deadlines.

Many Baruch faculty win prestigious national and international fellowships. And Baruch or CUNY have many internal opportunities too. Here are a few:

PSC-CUNY Awards (the most common grant): Applications are due near the end of the Fall semester (December 15 or an adjacent calendar date if this falls on a weekend), and awards are announced the following April and become available for use during the following academic year, from July 1-June 30. The awards come in three types: TRAD-A usually funds various activities and supplies. To seek summer support, you can apply for TRAD-B (mostly for assigned time); and enhanced TRAD. These larger amounts are awarded only to a handful of applicants CUNY-wide.

These grants can be used for scholarship or learning projects that will enhance your teaching. The application for a PSC-CUNY Award is submitted through a Research Foundation interface (with its own login credentials). Once you receive an award, submitting receipts for reimbursements and/or arranging for summer pay is managed through a separate interface, also managed through RF-CUNY, but with separate log-in credentials.
Research Foundation (RF) CUNY, for managing received PSC-CUNY awards.
Research Foundation (RF) CUNY Grant Proposal System, for uploading your PSC-CUNY applications

Eugene M. Lang Junior Faculty Research Fellowship
Lang Fellowships are specific to Baruch, and awards range from $3,500 to $8,000, with four to six recipients each academic year. Eligible projects include scholarly research and other work that represent significant contributions to the applicant's discipline. These projects must meet the standards of professional and academic achievement recognized by the tenure and promotion guidelines set by CUNY. Fellowship recipients participate in twice yearly gatherings where their work is showcased for the campus community.

[Faculty Fellowship Publication Program (FFPP)](#)
This CUNY award is open to all second-year faculty in tenure-track positions. Traditionally underrepresented and other protected groups are especially encouraged to apply. The application is due in the fall. FFPP includes research reassigned time and the opportunity to participate in a CUNY-wide writing group with mentorship.

For more CUNY-wide initiatives, please look at the opportunities listed [here](#).

[*Center for Teaching and Learning*](#) *and* [*Schwartz Communication Institute*](#)
The Center for Teaching and Learning (CTL) and Bernard L. Schwartz Communication Institute (BLSCI) offer free professional development classes and resources to aid you in your teaching.

Tips for all Grant Applications
Make sure your budget makes sense both in terms of what you will use the total for and how it will be apportioned. Some items are self-evident (airline ticket for a conference at Oxford), but sometimes you might need to include a justification (e.g., why you need to spend two weeks in an archive you've been to twice in the last year, or how research reassigned time will realistically increase your output.)

Be sure to articulate clear and concrete outputs, such as an article, a conference paper, an exhibition, a revised and completed chapter and outcomes such as impact on your teaching or your discipline. Ask colleagues if you can see their past applications to use as a template for your own. But don't be bound to that model if you can better articulate your project in another way.

Make sure you use the College's grant routing form and get all necessary reviews and signatures within the timeframe specified. Nearly every grant you could apply for must be submitted by SPAR on your behalf, and they need to ensure that your materials are complete and meet the guidelines for the opportunity you're applying for. You will also need to ensure that you have the necessary approvals to work with human or animal subjects prior to beginning your research. If your research involves international travel you will need to ensure that you are abiding by federal export control regulations. Baruch's [Office of Research Compliance and Outreach (ORCO)](#) is your point of contact for research compliance, but you should be aware – and leave sufficient time for – the fact that CUNY is the decision-making body for some research compliance matters, such as human subjects review falling in to 'expedited' or 'full-board' categories.

Workload and Reassigned Time
Tenure-track faculty members are contractually obligated to complete 18 workload hours teaching each year; for lecturers, the workload is 24 hours. CUNY keeps track of workload hours per class rather than credits, though in most cases the number is the same, e.g., 3 credits=3 hours. Yet some 3-credit courses carry 4 hours, and some classes are more than 3 or even 4 credits (for students) and workload hours (for faculty). Note that January courses may count toward the annual workload, but summer teaching does not – you are paid at the adjunct hourly rate for these.

During winter intersession, full-time faculty are allowed to teach two courses. However, if the faculty member wants workload credit, only one class can count toward their annual workload obligation. The faculty member will receive extra compensation for the additional course at an hourly teaching rate.

Contractually Negotiated Reassigned Time for Tenure-Track Professors
The union contract stipulates that all full-time tenure track faculty receive 18 hours of reassigned time to be used in the first five years at Baruch, and 6 hours of reassigned time to be used in the first two years post-tenure. This provides new faculty at the Assistant and Associate ranks more time for scholarship and the development of their teaching practice.

You will want to discuss your balance of teaching and contractual reassigned time with the department chair. You also have the option to bundle your contractual release time for a semester that would require no teaching. For this you must seek permission from both your chair and your dean. Even during a semester with no teaching assignments, all full time faculty are expected to be engaged members of a vibrant campus community.

Note: Should you defer your start date (because, e.g., you have received an external fellowship, or due to delays caused by immigration matters), or if you take a "bridge year" for one reason or another (fellowship, parental leave), your clock continues to run from your official start date, effectively shortening the time you have to use the Contractual Release Time.

Other Reassigned Time
In addition to the contractually negotiated reassigned time, opportunities sometimes arise for tenure-track faculty to earn other reassigned time. These include the previously mentioned:
- Faculty Fellowship Publication Program (FFPP) Award
- PSC-CUNY TRAD B Award
- Eugene Lang Award
- Learning Communities (currently under review)
- Other College or University grants or awards that may come with reassigned time
- External funding when the budget specifically allocates funding to reassign a portion of your effort from teaching to research
- Certain service roles, such as chair or deputy chair, program coordinator, leadership positions in the Faculty Senate all come with reassigned time. Generally, these positions are filled with tenured faculty, but should you be invited to take such a position, consult with your department chair.

Some forms of reassigned time must be used at the time it is awarded.
Keep track of all reassigned time, and make sure the college records match your own. Errors occasionally occur.

Independent Study and Honors Theses for Students, and Their Impact on Workload
Each independent study project that you agree to mentor provides a 0.2 workload credit. Each request should be evaluated on its merits, as well as whether you are the appropriate instructor for the project. Engaging with a capable and motivated student on an intriguing

project can be very rewarding but the choice to accept a directed study student is yours alone. Independent study students should not be accepted as a way to manage workload.

Faculty members are allowed to supervise no more than five independent studies per semester (1 workload credit). Make sure that both you and the student are aware of these policies. A copy of the independent study form, which needs to be filled out by the student and signed by you, and a full explanation of policies can be found [here](#) for Weissman School of Arts and Sciences and here for [Zicklin](#) School of Business.

Directing honors theses works similarly to independent studies, although these are completed toward the end of a student's academic career and are a two-semester commitment. They serve as a wonderful opportunity for students to engage in advanced research, and for the faculty member to mentor a significant project. More about the Honors Thesis process can be found [here](#).

The Workload Report
A "Faculty Workload Report" must be completed each semester. On this form, you report and track your workload balance, listing the courses and hours you have taught and any reassigned time you are using and its source. Remember: the workload obligation is 18 hours for tenure-track faculty and 24 for full-time lecturers. It is wise to try to balance your workload balance by the end of each academic year, but this isn't always possible.

Sometimes you will run a surplus or a deficit. When you do, you kick off a rolling three-year clock by the end of which you must balance your workload. If you end with a surplus, it is wiped out. Work with your chair to resolve workload imbalances. If you run a workload deficit, you may asked to assume administrative responsibilities. When a full-time faculty member has a workload balance or deficit at the end of the academic year, the three-year averaging rule is triggered. Any workload imbalances accrued in a given academic year should be resolved within the subsequent two academic years. Deficits must be resolved in the subsequent two academic years through teaching or a combination of both teaching and reassigned time.

The Multi-Year Workload Summary Report

A "Multi-year Workload Summary" is accompanied by the "Faculty Workload Report" and distributed to all full-time faculty every spring semester.

Faculty Meetings and the Opportunities They Provide
All faculty should attend as many of the department, school, and college faculty meetings held each semester as they can. These meetings are valuable in learning about college priorities and challenges, matters of curriculum and other issues, and simply as a way to see and learn who is who. Identifying yourself when you ask questions is a way to become better known outside your department.

Types of meetings:
Each school has meetings for its faculty several times a semester, led by the dean. The president, the provost, and other top officials often speak and take questions.

A general meeting of all faculty members is held once a semester, led by the president and the provost. Here, too, is an opportunity to ask questions.

The Faculty Senate, an elected body, meets on the first Thursday of each month, and its meetings are open to all members of the college community. Top college officials attend, discuss issues, and take questions.

Annual Assessments

Baruch College employs a robust and ongoing assessment process for new faculty. Full-time faculty have an initial two-year appointment, after which you will be eligible for annual reappointment, until you have earned tenure. Generally, in the summer or very early fall, you compile your reappointment/review materials (more on how-to below). They are reviewed by a variety of people and committees in mid-fall, starting with your chair and your department, and then at the school and college level. You are usually notified formally of your reappointment in the spring (though you may be notified earlier). At the end of the spring term, your chair will schedule a meeting to discuss your progress over the past year. (But please, should you have concerns, don't wait for the year-end meeting! Chairs and deans (and even the provost) are available if you have concerns.) After this meeting the chair writes an annual evaluation you are asked to sign. Faculty who disagree with the evaluation are able to write a response. For tenure-track faculty, the third-year review is particularly important, and it is followed by a meeting with your dean, who then adds a report to your files.

A key part of your record is a personal or candidate statement you write about your progress in teaching and research, your service to the community through committees or projects that you've worked on and anything else you want to mention. This document is closely read at every step of the assessment process. It is your opportunity to frame your work and put it in context for faculty evaluators who may be unfamiliar with your field. Please remember that most of the readers of this statement are outside of your field, so write for a broad educated audience, who are reading many such statements, so be thorough, but *concise*.

Each semester during your tenure-earning years, you will be observed during class by a colleague from your department (see below) and evaluated by your students (also see below).

Annual activity reporting

Until Spring 2022, annual reporting was done via an online system called "Digital Measures." After that time, annual reporting will be done in "Faculty180," an Interfolio product, that will interface with the faculty personnel actions review module from Interfolio, already in use. Please watch for updates as this new interface is introduced to the campus community.

Building Your Evaluation File in Interfolio

Interfolio is an online document management and review system used by Baruch College. You should log in to Interfolio and populate your "Dossier". This area of Interfolio is a virtual filing cabinet in which you may house your scholarly products in electronic form (such as journal articles) along with other documents related to your faculty activities. Baruch uses two modules produced by Interfolio: the Tenure and Promotion module, used to manage faculty personnel

actions; and the Faculty 180 module (mentioned above) to record your activities in scholarship, teaching, and service. When you come up for a personnel action, a case will be created for you and you will receive a notification to your Baruch email address with a link to click that will take you directly to your case. A "case" is created for each individual personnel action, starting with annual reappointment, and that case serves as the repository for all the required documentary evidence of your accomplishments and progress in teaching, research, and service, and evaluations of them. Interfolio can be accessed through the Quick Links on the college's home page; you will need to use it for your first reappointment and then for subsequent reappointments, tenure and promotion, as well as for academic leave applications. Be sure to log in from the *Institution* link, not your personal link. At this time, the college and the candidate are also required by contract to keep a physical (hard copy) binder in addition to this digital one.

Faculty are responsible for accurate, up to date, complete Interfolio and physical binder materials. You may receive suggestions for tweaks or revisions from your chair as the file moves from committee to committee. It is advisable to implement those suggestions; they are the result of discussion of your file. The Provost's office runs Interfolio workshops that train faculty and staff on Interfolio. Many departmental administrative staff have also taken this training and may be good resources should you have questions. Certain dean's office staff members have also taken these trainings and can offer support and guidance on questions.

In addition to **a current CV**, Interfolio and your binder require the following:

1) Personal or Candidate Statement:
The Personal or Candidate Statement is (as noted above) a narrative that you draft annually and that speaks to who you are as a teacher, scholar or creator, and colleague involved in campus life (committees and other service). The statement should grow more substantive, but not necessarily longer, each year. As this statement travels through the reappointment, promotion, and tenure processes, many reviewers will rely on it to see what you have done and try to understand it *in the context of your field* – which you should explain in terms people in other disciplines can understand.

For lecturers applying for a Certificate of Continuing Employment (CCE), teaching accomplishments are most important, followed by service. Scholarly or creative work can be included but are not required.

2) Fall and Spring Peer Teaching Observation:
Each semester prior to tenure or promotion one class meeting will be observed by another faculty member in your department. That person will likely contact you, or perhaps your department's administrative coordinator will alert you to whom will observe you. Before the observation, the faculty member may request a copy of your syllabus and information about what will be covered in the lesson to be observed. (A suggestion: don't schedule the observation on a day when you have a guest speaker, an exam is scheduled, or your class is watching film. The idea is for the observer to experience you as an active instructor.)

After that class, the observer drafts a report and meets with you to discuss it. This report is shared with you and both you and the observer sign it. You may add a response to it. These

observations become part of your record for reappointment, promotion, and tenure, and they are often closely read.

3) Fall and Spring Student Evaluations

Your students evaluate the courses you teach every semester. Strongly encourage them to participate because the percentage of participating students makes the metrics more meaningful. Some faculty have found that setting aside a few minutes of class time late in the semester for the evaluation boosts participation (it is a best practice to step out of the room while the students do the evaluation online). The evaluations are subsequently [available online to you and your chair](); use your Baruch username and password for access.

End-of-Year Meetings with Chair

At the end of each academic year, your chair will schedule a meeting to discuss your progress and areas where you might improve. In the Weissman and Zicklin Schools, your chair sits on the school's P&B committee, so familiarizing your chair with your progress and work is in everyone's best interest. The chair or administrative coordinator will contact you to schedule this meeting, generally in the late spring or very early fall.

Supplementary Material

Keep track of any materials that help tell the story of your teaching, scholarship, and service and add these to your Dossier in Interfolio *and physical binder*. Materials in your Dossier can be organized by #tags and filed in folders that you create; it is helpful to mirror the structure of the physical binder in creating and naming the folders in your Dossier. In addition to your CV and publications, add flyers or programs for events that you organized or participated in and any news coverage or reviews of your work. Include copies of all correspondence with editors and publishers – book contracts, letters of acceptance, receipt of submissions, and so on. In the review process, each faculty member is held responsible for getting all the documents into Interfolio *and the physical binder*. If you are uncertain where to list an item and precisely how to describe it (on your CV or in Digital Measures or Interfolio), ask your chair or another senior member of the faculty for guidance. Do not include materials documenting your non-academic personal activities.

Keep in mind that Interfolio is a document management and review system, therefore it does not allow from within the software any downloading, editing, copying, or printing of any material it contains. This ensures the confidentiality of your material and blocks any attempts to make changes. If you wish to revise something, do it on your computer, delete the item that you have revised from Interfolio, then upload the revised document. This may be obvious, but it helps to create a folder on your computer and store all the materials in one place.

Reappointments and Tenure

Very early in your first year, your reappointment for the following year goes up the review ladder. This is for your first reappointment to your second year of service. In the fall of your second year, your reappointment for a third year comes up; in the fall of your third year, your reappointment for your fourth year begins. And so on.

For faculty in professorial titles (i.e., Assistant Professors or untenured Associate Professors), the normal tenure schedule (assuming no breaks in service, bridged leaves, or other

circumstances impacting your tenure clock) has your materials going up for review and decision in your seventh year of service, with your subsequent (eighth) year appointment constituting the start of your tenured appointment, provided you are successful. You will begin preparing your tenure and promotion materials and soliciting external review letters in your sixth year of service, and will work closely with your Chair to adhere to your department's schedule and the expectations of your discipline.

For CCE-earning lecturers the probationary period is five years of continuous full-time service, with CCE granted to successful candidates effective September 1.

The Provost hosts an annual Spring Forum on Tenure and Promotion in March, which you should attend annually to learn about the process, expectations, and have your questions answered. Additionally, the [Office of Academic Administration](#) can help you with any questions concerning the tenure process, eligibility, tenure clock, and academic leaves.

The Process for Tenure and Promotion to Associate Professor
(General criteria for tenure and promotion are discussed [here](#). Individual departments typically have discipline-specific guidelines. Please ask your chair for those.)

During each year, untenured full-time faculty are expected to collect materials pertaining to their teaching, research and/or creative work, and service for uploading to Interfolio (as discussed above) and adding to their physical binders. The material is reviewed annually by the department's Executive Committee, and then the school and college personnel and budget (P&B) committees. Your Interfolio case and the binder are due for review near the beginning of each academic year. Remember to update them at the end of the summer to capture any new work.

In the *seventh year*, candidates are reviewed for tenure and promotion by the department's tenured faculty.

External reviewers
The first step in the tenure process starts in the fall of the sixth year, with the selection of external reviewers. The candidate, the chair, and the tenure committee each contribute four suggestions to the list of potential reviewers. These reviewers must be external to the CUNY system, must have advanced standing in the appropriate field, and must not have had a relationship with the candidate that would prevent an objective evaluation based on the merits of the work (e.g., cannot be the candidate's graduate school advisors or a co-author). Though candidates may not include advisors or co-authors, they may consult with those people for recommendations for other possible reviewers. From among these 12 proposed reviewers, the dean seeks those willing to participate, with the goal of gathering at least six. (The official minimum number is five, but the practice tends to be at least six.) These requests and all correspondence for the tenure review are managed by the dean's office.

Tenure file
Candidates for tenure and promotion should be prepared by the fall of the seventh year to

submit all relevant materials – including a teaching portfolio, relevant scholarship and/or creative work, evidence of institutional and other professional service, a candidate statement, and the chair's reviews. These materials go into both Interfolio and the physical binders for review. The case, including the collected reports from external reviewers, will be considered and voted on by the following bodies in this order:

1. The tenured members of home department, who form the Department P & B Committee.

2. The school P&B Committee. In Weissman the school P&B committee consists of the 13 department chairs, with the dean serving ex officio. In Zicklin, the committee is the seven department chairs, with the dean ex officio. In Marxe, the faculty elect seven members to the school's P&B committee, with the dean ex officio.

3. The college P&B consists of the provost, three school deans, the chairs of each school's P&B committee, 11 at large representatives (4 from Weissman, 3 from Zicklin, 2 from Marxe, 2 from the library or other independent program), and one student representative. It is nominally chaired by the president who is a non-voting member. The president may delegate the provost to lead the meetings.

4. The college president makes the campus decision on tenure and promotion based on the recommendations of the College P&B.

5. Early tenure is an unusual action. You must be nominated by your dean for the provost's consideration. Early tenure cases go through the steps outlined above, then to CUNY's Board of Trustees for the final decision. Baruch may nominate no more than two early tenure cases per annual cycle.

Appeals process
A faculty member receiving a negative vote at any level of the process has the right to appeal. A negative vote at the department level is appealed to the school P&B. A negative vote at the school level is appealed to the School Academic Review Committee (SARC), which makes a recommendation to the College P&B. A negative vote at the college level is appealed to the College Academic Review Committee (CARC), which makes a recommendation to the president. The President will consider their recommendation and notify the appellant of the decision on the appeal.

WHERE TO FIND THINGS:

Bursars Office
Library Building (aka ITB or H-Building), 8th floor, room H 8-10.

ID Card Office
 Library building, first floor, R133

Center for Teaching and Learning (CTL)

Library Building, sixth floor

Deans' Offices
Marxe, 135 East 22nd Street, Room 914
Weissman, 8th floor of the Newman Vertical Campus (NVC) building (aka, Building B)
Zicklin, Room 13-260, Newman Vertical Campus

[Human Resources](#)
646-660-6590
The Administration Building, 135 East 22nd St., three blocks south of Vertical Campus.

[Office of Sponsored Programs and Research](#) (SPAR) and the [Office of Research Compliance and Outreach](#) (ORCO)
10th floor of 137 E. 25th St., west of the library building (aka "The Annex")

Tutoring services for your students:
The following services are available for students who need tutoring support in their coursework (faculty may cut and paste the following into their syllabi): The [Student Academic Consulting Center](#) (SACC) supports undergraduates through small group peer tutoring; the [Writing Center](#) offers support to all Baruch students through one-to-one consultation with a professional writing consultant and in online small-group workshops; [Tools for Clear Speech](#) (TfCS) improves the pronunciation, fluency, and pragmatic abilities of non-native English speakers at Baruch College; and the [Bernard L. Schwartz Communication Institute](#) hosts resources for students in communication intensive courses (CICs).

LIBRARY and RESEARCH
[Baruch College Library](#)

[Interlibrary Loan](#)

[Manhattan Research Library Initiative (MaRLI)](#)
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