

WEISSMAN SCHOOL OF ARTS AND SCIENCES
SHARED GUIDELINES FOR TENURE, PROMOTION, AND CCE:
TEACHING, SERVICE, CO-AUTHORSHIP, GRANTS, AND PUBLIC-FACING PRODUCTIVITY

Note: The Weissman School of Arts and Sciences is committed to the advancement of knowledge, innovative teaching, and contributions to institutional leadership and service. Please see “Department Guidelines” for guidance relating to scholarly, professional, and artistic output that is discipline specific. Below are shared guidelines relating to teaching, service, co-authorship, grants, and public-facing work.

GUIDELINES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:

Teaching

No single measurement tool on its own can serve as a means of assessing teaching effectiveness. Thus, a candidate’s teaching performance will be evaluated holistically through a review of a number of different measures, including their peer observation reports, Baruch College student evaluations, as well as the teaching materials associated with new preparations included in their faculty binder (e.g. course syllabi, one sample assignment, one sample lesson plan, etc.). Together these should demonstrate the candidate’s effectiveness as a teacher.

Greater emphasis may be placed on improvement during the years prior to tenure and promotion, given that instructors often make improvements to their teaching as a result of professional development and feedback from their colleagues. Candidates are expected to explain their teaching philosophy and strategies and to highlight any pedagogical innovations they have introduced in their candidate statement. Curricular innovations, including new courses, will also count in the candidate’s favor, though such activities are not required for promotion.

Service

Candidates are expected to be responsible citizens of the Department, the School, and the College, and to provide evidence of their commitment to service in advance of tenure and promotion. Basic aspects of good departmental citizenship include, for example, attending faculty meetings, advising students, responding promptly to departmental requests (including submission of necessary forms by given deadlines), completing teaching observations, and being responsive to faculty, staff, and students. Institutional service beyond the department level will generally consist of participation in various committees and faculty meetings at the level of the School, College, and possibly the University, as well as work on other initiatives aimed at supporting the college’s overall mission. Please note that union service cannot count towards institutional service. Good departmental citizenship is a basic requirement and school and college-level service is an expectation. At the same time, departments advise non-tenured faculty to take on service activities that are manageable until they are established as scholars and teachers.

Service to the professional community is valued but not required. It may include review of manuscripts for journals, review of grant proposals, chairing meetings at professional societies, and/or serving on professional society committees. Service within the profession does not supersede departmental or institutional service contributions.

Given the number of different service opportunities at different levels, candidates will have multiple ways of serving the Baruch community and their professional disciplines. There is, in other words, no one model or criterion for meeting service expectations. Because some forms of service are more challenging to capture, departmental chairs and candidates should include them in their respective reports in addition to listing service components on the CV.

Co-authorship (optional)

Weissman recognizes faculty who seek collaborations with intra- and interdisciplinary colleagues. The scholar/practitioner's contribution and its relevance to the development of their independent research program should be clear in the candidate's research statement for all personnel actions. Likewise, the chair should also make clear the research contribution of the candidate relative to the other authors in their periodic evaluations. Because co-authorship practices vary by discipline, further guidance can be found in the department tenure and promotion guidelines.

Grants

Although not a requirement for tenure and promotion in all disciplines, extramural grants provide external validation of the quality of a faculty member's research and strengthen the tenure case. Given that grant submission can be highly time consuming, grant activity can be listed in Interfolio Faculty 180 even if pending or unfunded, at the discretion of the chair and faculty member. Finally, while grant activity can greatly enhance the scholarship record, it does not substitute wholly for productivity in department-defined peer-reviewed scholarship.

Public-facing productivity

Public-facing scholarship (non-peer reviewed articles, presentations for the general public knowledge projects) is at the core of creative, journalistic, and performance-based disciplines; in other disciplines public-facing productivity is valued but does not replace peer-reviewed research expectations as defined in the department tenure and promotion guidelines.

GUIDELINES FOR PROMOTION TO PROFESSOR:

Note: The Weissman School of Arts and Sciences is committed to the advancement of knowledge, innovative teaching, and contributions to institutional leadership and service. Please see “Department Guidelines” for guidance relating to scholarly, professional, and artistic output that is discipline specific. Below are shared guidelines relating to teaching, service, co-authorship, grants, and public-facing work.

Teaching

The same considerations for promotion to Associate Professor apply here, with emphasis on student evaluations, teaching materials, and documented pedagogical innovations (as peer observations are no longer held routinely). Curricular innovations, including the creation of new courses, will continue to count in the candidate’s favor.

Service

Service expectations increase after tenure and promotion to Associate Professor. Good departmental citizenship remains a continued point of emphasis, consistent with the guidelines described above in promotion to Associate Professor. Tenured faculty are expected to serve regularly on department committees. Tenured faculty may be asked to assume leadership roles as program directors or committee chairs. In addition, faculty are encouraged to take on other responsibilities within the School, College, and/or University, which can include committee work, participation in Faculty Senate, or contributions to a range of initiatives. Please note that union service cannot count towards institutional service. Beyond the department, service to the discipline or profession (e.g., journal editor, conference organizer) can also represent a significant portion of one’s service record. Because some forms of service are more challenging to capture, departmental chairs and candidates should include them in their respective reports in addition to service components being listed on the CV.

Co-authorship (optional)

Weissman recognizes faculty who seek collaborations with intra- and interdisciplinary colleagues. The scholar/practitioner’s contribution and its relevance to the development of their independent research program should be clear in the candidate’s research statement for all personnel actions. Likewise, the chair should also make clear the research contribution of the candidate relative to the other authors in their periodic evaluations. Because co-authorship practices vary by discipline, further guidance can be found in the department tenure and promotion guidelines.

Grants

Although not a requirement for tenure and promotion in all disciplines, extramural grants provide external validation of the quality of a faculty member’s research and strengthen the tenure case. Given that grant submission can be highly time consuming, grant activity can be listed in Interfolio Faculty 180 even if pending or unfunded, at the discretion of the chair and faculty member. Finally, while grant activity can greatly enhance the scholarship record, it does not substitute wholly for productivity in department-defined peer-reviewed scholarship.

Public-facing scholarship

Public-facing scholarship (non-peer reviewed articles, presentations for the general public, public knowledge projects) is at the core of creative, journalistic, and performance-based disciplines; in other disciplines a shift to greater public-facing productivity, in concert with the greater public profile of the individual, may be evident at this career stage. This shift is valued but does not replace peer-reviewed research expectations as defined in the department promotion guidelines.

GUIDELINES FOR PROMOTION TO LECTURER WITH CCE:

The candidacy of lecturers for the Certificate of Continuous Employment (CCE) is based on the performance of their position responsibilities in the areas of teaching and, to a lesser degree, of service.

Teaching

No single measurement tool on its own can serve as a means of assessing teaching effectiveness. Thus, a candidate's teaching performance will be evaluated holistically through a review of a number of different measures, including their peer observation reports, Baruch College student evaluations, as well as the teaching materials included in their faculty binder (e.g. course syllabi, assignments, lesson plans, etc.). Together these should demonstrate the candidate's effectiveness as a teacher.

Greater emphasis may be placed on the years just prior to CCE, given that instructors often make improvements to their teaching as a result of professional development and feedback from their colleagues. Candidates are expected to explain their teaching philosophy and strategies and to highlight any pedagogical innovations they have introduced in their candidate statement. Curricular innovations, including new courses, will also count in the candidate's favor.

Service

Candidates are expected to be responsible citizens of the Department, the School, and the College, and to provide evidence of their commitment to service in advance of promotion to CCE. Basic aspects of good departmental citizenship include, for example, attending faculty meetings, advising students, responding promptly to departmental requests (including submission of necessary forms by given deadlines), completing teaching observations, and being responsive to faculty, staff, and students. Service will generally consist of participation in various committees at the level of the Department, School, College, and possibly the University, as well as work on other initiatives aimed at supporting the college's overall mission. Faculty may also get involved in the college or university faculty senate or the faculty union (PSC-CUNY), and such work will count toward service. Good departmental citizenship is a basic requirement. At the same time, departments advise pre-CCE faculty to take on service activities that are manageable until they are established as teachers.

Service to the professional community is valued but not required. It may include review of manuscripts for journals, review of grant proposals, chairing meetings at professional societies, and/or serving on professional society committees. Service within the profession does not supersede departmental or institutional service contributions.

Given the number of different service opportunities at different levels, candidates will have multiple ways of serving the Baruch community and their professional disciplines. There is, in other words, no one model or criterion for meeting service expectations. Because some forms of service are more challenging to capture, departmental chairs and candidates should include them in their respective reports in addition to listing service components on the CV.

Scholarship

Scholarly, creative, and/or disciplinary engagement is not a requirement for the Lecturer position. While scholarly, creative, and disciplinary accomplishments are valued, the absence of these does not in any way negatively impact the candidate's advancement to CCE.