

ZSB Guidelines for Reappointment, Tenure & Promotion

For Tenure and promotion to Associate Professor:

- The School evaluates candidates for tenure and promotion to Associate Professor based on excellence in research, teaching, and service.
- The School generally recognizes academic journals listed in the FT 50 and UT-Dallas lists as premier (or A) journals.
- The School recognizes that some of our faculty members publish in areas without any journals listed in FT 50 or UT Dallas or with very few (e.g., Law, Statistics, Real Estate). Therefore, each department establishes its own rankings of premier (A) journals that include FT 50/UT Dallas-listed journals, as well as additional discipline-specific journals.
- Departments may also rank other journals in lower ranks: A-, B+, etc.
- Departments specify the record or general number of premier journal publications or combination with lower ranked journal publications that are expected for tenure/promotion.
- The School does not differentiate between interdisciplinary scholarship and single discipline scholarship.
- In multi-authored papers, the level of contribution of the faculty candidate is evaluated and considered. In most disciplines, alphabetic listing of authors indicates equal contribution. In cases where the candidate is not listed first and the authors are not listed in alphabetical order, the School considers the candidate a secondary co-author (unless a case can be made otherwise - sometimes via a letter provided by the paper's lead author).
- External Reviewer letters are given prominent consideration.
- Conference proceedings are generally not accepted as significant publications for tenure and promotion, unless the faculty candidate can make a specific case for them to the department's executive committee.
- It is the departments' responsibility and prerogative to use their professional expertise to review and ascertain the quality and contribution of the candidates' body of work. This evaluation should rely on faculty mastery of the candidates' fields, the quality of the journals where the candidates published, the impact and originality of the candidates' research (e.g., citations relative to the fields' standards), their visibility, technical prowess where applicable, participation in academic life (inside and outside the institution), etc. The chair will communicate the essence of the department's assessment of the candidates using the above criteria.
- The School evaluates excellence in teaching through:
 - student evaluations
 - peer teaching observations
 - curriculum development and/or innovation
 - awards
 - any additional evidence of teaching effectiveness (where relevant) provided by the faculty candidate or their chairperson
- Student evaluations that are persistently below departmental and/or school averages are given additional scrutiny. Faculty who were advised to seek help from the CTL, faculty mentors, or other resources are expected to show improvement in student evaluations and

peer observations.

- For Assistant Professors, service is given less weight than research and teaching. However, faculty are still expected to be active participants in the activities of the department and the School and to have taken on some service (ad hoc or structured - such as committees), when evaluated for tenure and promotion.

For promotion to Full Professor:

- The School generally evaluates candidates on excellence in research, teaching, and service, while also evaluating their impact both internally (Baruch/CUNY) and externally.
- The expectation for quantity of scholarship and publication venues is the same as that for tenure. For example, if a department requires three premier (A) journal publications for tenure, then an additional three are required for promotion to Full Professor.
- The expectation in teaching is that faculty candidates will have increased the scope of their teaching portfolio and will have continued to receive high student evaluations and positive peer observations.
- The expectation for service is much higher than for tenure. Faculty are expected to engage in different types of activities in the School, the College, and CUNY in general. Multiple committee memberships/leadership positions are expected. Administrative roles are also considered positively (e.g., Area Coordinator for PhD program, Course Coordinator, Department Chair, etc.). Candidates must show positive impact internally, within the College or CUNY, through their service.
- The School recognizes the value of discipline-relevant extramural grants and the work that goes into preparing such grant proposals. The School acknowledges the contribution of outside research funding from prestigious foundations and institutions¹ (in those disciplines where it is available). Wherever appropriate, the School views this as a meaningful part of the scholarly record, depending on the relative size of the grant, the role played by the faculty, and the importance of the questions posed.
- Candidates for promotion to Full Professor must demonstrate positive impact in academia or society at large and/or a national or international reputation. Measures of such impact vary and can include, among others:
 - Editorial positions in peer-reviewed journals
 - Organizing positions in national or international conferences
 - Citations of publications and citation indices
 - Recognition in general media
 - Awards or recognitions in CUNY or in their academic field
- External Reviewer letters are given prominent consideration.

¹ Potential examples include but are not limited to government agencies such as NSF, NIH, DoD, DoE, and reputed private foundations such as Sloan, Gates, Rockefeller and Mellon.

For Lecturers' CCE evaluation:

- The School evaluates candidates based on excellence in teaching and service.
- The School evaluates excellence in teaching through:
 - student evaluations
 - peer teaching observations
 - curriculum development and/or innovation
 - awards
 - any additional evidence of teaching effectiveness (where relevant) provided by the faculty candidate or their chairperson
- Student evaluations that are persistently below departmental and/or school averages are given additional scrutiny. Faculty who were advised to seek help from the CTL, faculty mentors, or other resources are expected to show improvement in student evaluations and peer observations.
- The level of service expected of Lecturers evaluated for CCE is high and may include, among others:
 - Elected committee membership or leadership
 - Course coordination
 - Ad hoc committee membership
 - Course development