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To: [Everyone](#)
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Subject: Guidelines for Promotion and Tenure
Date: Thursday, January 10, 2008 6:33:17 PM

Dear Colleagues,

A new faculty member coming to our College is faced with many challenges. It is very important that there is clarity of expectations so as to promulgate prioritization of activities that will lead to a long and productive career at the College. It is in that spirit that the following guidelines are issued.

It is generally accepted that three elements of excellence are necessary for a member of the faculty at Queensborough Community College to receive tenure and attain progressively higher ranks. These are: teaching, scholarship and service. As a faculty member advances toward the tenured appointment or toward each of the professorial ranks, progressive growth in each of these areas is expected. The rank of Full Professor, exemplifies attainment of the highest standard of professional activity for members of our Faculty.

Teaching: [As a teaching/learning college, this is an essential aspect of excellence.](#)

Over the 6 years prior to consideration for tenure, faculty members must hone their skills in the art and the science of teaching. As the faculty member develops new teaching methodologies or perfects the teaching methodologies developed by others, it is important that through student evaluations and classroom observations, the excellence in the classroom be documented. Before a person is to be considered for tenure or progressively higher ranks, he/she must be thought of by students and faculty to be an excellent teacher. A full Professor must be acknowledged as a Master teacher.

Service: [Service to the department, college or University is a vital attribute of merit.](#)

The collegial nature of an academic institution demands that all its members participate in molding the college. A faculty corps that is not engaged runs the danger of letting a few individuals control their destiny. That is not in keeping with the tradition of the Academy and, certainly, not within the tradition of our College. Therefore, service is essential. But service is much more than serving on one or two committees. Members of our faculty must strive to become leaders within their departments, the College and the University. The many advances our College has made in creating "communities of

scholars" demands that some faculty members be fully engaged in the development of new instructional methodologies that can be effective in the community college setting. Others, whose talents lie in codifying behavior, may be more useful if they are engaged leading governance and academic structures, such as task forces, that will benefit the functioning of the department, the College or the University. In whatever form each career takes the faculty members, there must be a demonstrable and progressively more complex involvement in the department, the College and the University. While serving on committees is an important component of what we define as service, as the person progresses toward tenure and promotion, this service should have demonstrable impact on the department, the college or the University.

Scholarship: Advancement of knowledge is an essential component of our task as professors.

As a teaching college, we must always strive to be at the cutting-edge of instructional methodologies. While being a collegial member of a department or the College or the University is essential, a faculty member must also demonstrate a progressive body of material that he/she produced either in their academic discipline or in the discipline of Community College Pedagogy. The level of excellence of the members of our Faculty makes it imperative that we share our findings. We owe it to the academy community, to our colleagues at other colleges. The fact that we require the Ph.D. or its equivalent to join our faculty ranks for a tenure track appointment, makes our faculty better able to cope with the rigors of research. While other colleges, who do not require the Ph.D. as an entry level degree, may have excellent practitioners of the art of teaching, we have the advantage of having, as the majority of members of our faculty, individuals who understand the rigor of research, who can use this training to examine, in-depth, how our students learn and who can test the validity and efficacy of newly developed techniques. These findings must be promulgated among colleges serving similar populations.

This interest in community college pedagogy does not preclude a researcher to pursue his/her discipline. Either type of academic activity resulting in peer-reviewed journal articles and presentations at professional conferences will be considered toward promotion or tenure.

There should be no confusion as to the requirements of each rank. All the checks and balances (the departmental P&B, the College-wide P&B, and the presidential consideration of the peer recommendations) that exist at our College are in place to ensure a smooth transition through the ranks and the ultimate attainment of tenure. All

these procedures have been agreed to through the collective bargaining process and are clearly spelled out in our University policies and procedures.

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