



GUIDELINES FOR PROMOTION TO RANK OF FULL PROFESSOR

Preamble

Teaching, research, and service encompass the primary responsibilities of faculty at Queensborough Community College. Each of these is essential to the College, and each is weighted carefully in all considerations involving reappointment, tenure and promotion. For promotion to the rank of Professor, a faculty member should demonstrate consistent and progressive growth as a teacher, in scholarship, and in sustained leadership within and outside the College. Working collegially with colleagues is essential to success in these areas.

In accordance with the bylaws of the CUNY Board of Trustees, the College Personnel and Budget Committee considers candidates for the rank of Professor. Applications for this rank are not considered by the Department Personnel and Budget Committee; however, it is strongly recommended that faculty take advantage of guidance about the process from their own or other department chairperson, or a senior faculty member in their department.

The statements, criteria, and recommendations for demonstrating achievement of the criteria that follow are intended to provide guidance to faculty concerning the philosophy, practice and values of the institution with regard to the three main components---teaching, scholarship and service---central to the re-appointment, tenure and promotion of faculty at the college.

The application packet for promotion to the rank of Professor submitted to the College Personnel and Budget Committee should include:

- A Statement of Teaching Philosophy
- Curriculum Vitae: A current/**updated CV** as used in the reappointment process, reflecting accomplishments and activities **since the last promotion**
- Letters of support (from individuals outside QCC) who can speak to the significance of scholarly work, contribution to the academic discipline or pedagogical practice, or regional/national recognition of scholarship/creative work
- Current Annual Evaluation
- Current Peer Teaching Observations

Note #1: Recent Student Evaluations should be submitted to the candidate's official file held in the Office of Faculty and Staff Relations.

*Note #2: The official packet presented for consideration of Promotion to the rank of Professor, should be concise and absent repetition of materials within it (letters evaluations, etc.) and those found in the candidate's official file, Office of Faculty and Staff Relations. A candidate should submit **one set of published materials in .pdf format** with the application 'packet' presented for review. Please have the application packet placed in a dropbox. The dropbox details will follow.*

Teaching

A candidate for the rank of Professor must demonstrate a strong teaching record. Effective teaching at Queensborough reflects a commitment to:

- Instructional delivery: the breadth and level of teaching repertoire and adoption of varied and innovative approaches to instruction
- Instructional design: the development of improved instructional methods and materials and curriculum development
- Student learning outcomes: outcomes at the course, program and general education levels
- Teaching beyond the classroom: such as mentoring, research with students or advisement of students

A candidate must show evidence of effective teaching and continual growth **since the last promotion**. Such growth could be demonstrated through several of the following documents/activities:

- Innovative approaches to instruction
- Development of improved instructional materials or methods
- Peer observations
- Annual evaluations
- Consistently positive student evaluations
- Participation/involvement in pedagogically oriented High Impact Practices (HIPs) initiatives (with some description of the experience)
- Mentoring students
- Support to students outside the classroom through co-curricular/experiential learning experiences

Service

A Full Professor should be an effective and collegial presence in the department and the college. The candidate should demonstrate progressive growth in senior leadership and

specific individual contributions to department and college activities as well as his/her contribution to a positive work environment, **since the last promotion**. For example:

- Engagement in High Impact activities such as Writing Intensive, Academic Service Learning, Global Learning and Diversity, Collaborative Activities, Undergraduate Research, Common Intellectual Experiences
- Contributions to Academic Program Review
- Adoption of Pedagogical innovations such as instructional technology (Blackboard), online/e-learning development
- Assessment at the course and/or program level
- Specific contributions to Accreditation efforts such as the college Middle States self-study and/or program accreditors
- Department, College and University committee service (specifying his/her contribution to the work of the group)
- Curriculum development and revision
- Mentorship of junior faculty and/or students
- Participation in, and contribution to, shared governance
- Community activities that benefit students and/or community and which bring recognition to the individual and the institution

Scholarship

For promotion to Full Professor, the individual should have established him/herself as a recognized researcher, scholar, or creative artist, with evidence of continued growth in scholarship or creative achievement (*with affiliation as a member of Queensborough Community College's faculty*). In general, quality is more important than quantity, although there must be sufficient quantity to provide evidence of a significant level of scholarly productivity and impact. The scholarly work of a candidate for the rank of full professor is evaluated with emphasis placed on work developed **since the time of promotion to Associate Professor**. Sustained scholarly activity as seen in conference presentations, publications, grants, creative works, or performances and exhibitions demonstrates scholarly engagement and attainment.

Research/Publications:

- Published research in the candidate's academic discipline or in pedagogy, with special emphasis on pedagogy used at community colleges
- Including, but not limited to, books, textbooks, book chapters, peer-reviewed journals and conference proceedings
- Greater weight is given to publishers noted or recognized in the discipline/field. Rigor of peer-reviewed publications is noteworthy.

- Describe the publisher’s review process and the “reach” of the material (use in the field, and/or its inclusion in noted libraries).
- Do not include “pending” or “submitted for review” publications as *published*.
- For credit as a “publication,” only material that is in print and available for dissemination/distribution (including both hard copy and online materials) should be listed; if presented as the sole evidence of publications, material “in press” is not recognized as evidence of publications. Material listed as ‘in Press’ by a candidate with a sustained record of scholarly publications may be viewed as a publication (discipline and credible publisher dependent).

Note:

- Faculty should be alert to the risks of publishing in 'so-called' predatory publishers, including having to pay open-access fee charges for articles appearing in journals of ill repute. These dangers are outlined in the attached Nature article on "The Dark Side of Publishing" <http://www.nature.com/news/investigating-journals-the-dark-side-of-publishing-1.12666>. In it, D. Butlers offers the following (p. 435): "*A checklist to identify reputable publishers--How to perform due diligence before submitting to a journal or publisher:*"
 - ✓ *Check that the publisher provides full, verifiable contact information, including address, on the journal site. Be cautious of those that provide only web contact forms.*
 - ✓ *Check that a journal’s editorial board lists recognized experts with full affiliations. Contact some of them and ask about their experience with the journal or publisher.*
 - ✓ *Check that the journal prominently displays its policy for author fees.*
 - ✓ *Be wary of e-mail invitations to submit to journals or to become editorial board members.*
 - ✓ *Read some of the journal’s published articles and assess their quality. Contact past authors to ask about their experience.*
 - ✓ *Check that a journal’s peer-review process is clearly described and try to confirm that a claimed impact factor is correct.*
 - ✓ *Find out whether the journal is a member of an industry association that vets its members, such as the Directory of Open Access Journals (www.doaj.org) or the Open Access Scholarly Publishers Association (www.oaspa.org).*
 - ✓ *Use common sense, as you would when shopping online: if something looks fishy, proceed with caution".*

Faculty are encouraged to consult with our colleagues in the Library Department who have gathered more information about predatory publishers, which is on our Library homepage at <http://qcc.libguides.com/c.php?g=113261&p=736658>. Links to the lists are found on the lower left side of the page. Our colleagues caution that even if journals are not on Beall’s lists (now discontinued), they may be bad choices for our faculty members who produce excellent scholarship. Faculty with questions about publishers

may consult with Professor Galvin, Professor Blick or Professor Ward in our Library Department.

- If a candidate served as an editor, provide a description of your specific responsibilities, contributions, and activities in the process
- A candidate should demonstrate how, within his/her discipline, works are selected for publication, how they are disseminated, and what impact they have on scholarly and other academic audiences.
- When more than one person is listed on a publication, the candidate should provide information indicating his/her specific contribution in the publication. If there is a particular significance to the order in which names are listed, please explain.
- Publications should be submitted on the annual QCC/CUNY scholarly report.

Creative Work:

Creative work is deemed to be intellectually demanding in similar ways to that of research. The evaluation of achievement creative output considers four basic components: 1) the form in which the output manifests itself; 2) the role the faculty member plays in the realization of the work; 3) the means and scope of distribution; and, 4) evaluation of the work by peers.

Promotion portfolios will reflect the individual's special focus and creative work, including conferences on the subject matter organized by the candidate, residencies, exhibitions and performances at prestigious venues and published reviews critical to the subject of scholarship.

Grants:

Major grants awarded that result in advancement of theory/practice in the individual's academic discipline or in pedagogy with special interest in the type of pedagogy used at community colleges.

- Include names of PI; Co-PI
- A candidate should specify his/her individual contribution to proposal narrative/budget
- A candidate should specify responsibilities as PI/co-PI and individual contributions to the implementation of a grant project

Presentations:

- Presentation of research findings at local, regional and/or national professional conferences
- Invitations to speak at other institutions, at prestigious events and lectures where acceptance to present a conference paper is based upon submission of a peer-reviewed abstract add to the scholarly record but with less weight as other measures of the record
- Mentoring students in original research, noting presentations or co-authorship on peer reviewed publications

Honors and Awards:

- Honors and awards at national or international levels may be used as evidence of stature in the field but are not considered scholarly items.

Patents:

- Patents are notable as scholarly activity (rather than as publications), if there is demonstrable influence on or adoption by industry.

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