**Spring 2017: Overview – Early Tenure**

**ARTICLE VI: INSTRUCTIONAL STAFF > SECTION 6.2. PERMANENT INSTRUCTIONAL STAFF – TENURE** [http://policy.cuny.edu/bylaws/article_vi/section_6.2./text/]

Appointments on or after September 1, 2006 – A person appointed to the title of professor, associate professor, or assistant professor may be granted **early tenure** by the board in its discretion, under these bylaws, after not less than one nor more than seven years of continuous satisfactory service on an annual salary basis, when such service is interrupted by the period of a fellowship deemed by the college valuable to it, when for a very substantial reason the college would be well served by such early grant of tenure or when the person has had tenure in another accredited institution of higher learning.

**EXCERPTS FROM THE FACULTY PERSONNEL PROCESS GUIDELINES, Effective March 2017**

These passages are excerpted from the main document for your general guidance. Please consult the complete guidelines in preparing for your action(s).

**I. THE CANDIDATE’S FILE AND THE FORM C**

**I.A.2.** A candidate for **tenure**, certification or promotion must also provide a CV (not required of candidates for reappointment).

**I.B.2.** For candidates for reappointment or **tenure**, the Form C shall first list those contributions since the initial John Jay appointment. Candidates for reappointment or tenure and/or promotion to Associate Professor shall list works released before their tenure track employment at John Jay, but these must be listed separately in a section following works which were released while at John Jay. Candidates for promotion to full Professor shall clearly identify and first list materials released since attaining their current rank. Materials released prior to their last promotion (or appointment to current rank) shall be listed separately.

**I.C. Outside Letters of Evaluation (Tenure)**

**I.C.1. General**

**I.C.1.a.** A minimum of four and a maximum of six outside evaluations must be obtained for candidates for tenure and for promotion. The Provost will solicit these letters.

**I.C.1.b.** Before April 15, the chair of the candidate's department will contact the four to six potential evaluators to determine if they are willing to write a letter of evaluation. By April 15, the chair will forward the names of all who respond positively to Provost's Office. The Provost’s Office will send the candidate's packet to each evaluator. The evaluators will be requested to provide their evaluation letters by July 1. When a candidate is coming up for two actions, e.g., tenure and promotion, the evaluators will be asked to comment on both actions in the same letter.

**I.C.1.c.** The purpose of the outside letters of evaluation is to establish the reputation of the candidate beyond the college community with regard to the relevant criteria by which the candidacy will be evaluated. The letters should speak to these academic qualities specifically,
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and it is therefore suggested that they be solicited from academic persons. Candidates should keep this purpose in mind when proposing persons to write the letters.

I.C.1.d. An evaluator who has direct knowledge of the candidate's teaching, professional activities, etc., may also speak to that. In addition, the letters should specify the nature of the relationship of the evaluator to the candidate.

I.C.2. Selection of Outside Evaluators

I.C.2. a. The candidate and the candidate’s chair shall confer about the names of potential evaluators. If the candidate has an objection to any individual proposed as an evaluator by the chair, the candidate shall submit that objection in writing to the chair. The chair shall forward the names of four to six individuals, who have agreed to act as potential evaluators, to the Provost. If the chair decides to forward the name(s) of any individual(s) to whom the candidate objected in writing, the letter of objection shall be attached to the evaluator’s letter in the candidate’s file.

I.C.2.b. If the candidate is a department chair, then the Provost, in consultation with the department Personnel and Budget Committee (hereafter, P&B), will supply the list of names which would otherwise have been submitted by the chair.

I.C.2.c. Candidates and chairs should not propose members of the John Jay College faculty as potential evaluators. In addition, names of evaluators should not include relatives. Only in exceptional circumstances should co-authors of the candidate serve as outside evaluators. It is the responsibility of the candidate to explain such exceptional circumstances in the self-evaluation. The evaluation letters are not to be letters of personal recommendation, but assessments of the scholarly quality and quantity of the candidate’s work as it bears on the action for which the candidate is being considered. Candidates should know that letters of evaluation written by former professors of the candidate are usually given less weight than letters of evaluation from others.

I.C.2.d. Evaluators from within CUNY:

- Tenure: Some letters must be from evaluators who are outside the CUNY system, although it is permissible for some to be from within CUNY.
- Promotion to Associate Professor: It is strongly suggested that the majority of evaluators be from outside CUNY, as the burden is on the candidate to show that his or her qualities are "respected outside his/her immediate academic community.”
- Promotion to Full Professor: The burden is on the candidate to demonstrate "an established reputation for excellence in teaching and scholarship in his/her discipline." Therefore it is suggested that no more than one letter be from within CUNY.

I.C.2.e. The candidate and the chair should be notified immediately if either the proposed evaluator declines to write an evaluation or the letter of evaluation has not reached the Provost by August 1. In either case, a substitute evaluator will be solicited by the Provost from the chair in consultation with the candidate.

I.C.2.f. Material sent for evaluation is material produced since the last personnel action, or in the prior seven years, whichever is longer. The selection of the material to be sent to the
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evaluators shall be made by the candidate subject to final approval by the Provost. The package shall include a list of the material sent. A copy of the list shall be in the candidate’s file.

II. THE PERSONNEL PROCESS

II.A.11. Early tenure shall be granted subject to the CUNY Bylaws, which provide in relevant part:

(2) Appointments on or after September 1, 2006 – A person appointed to the title of professor, associate professor, or assistant professor may be granted early tenure by the board in its discretion, under these bylaws, after not less than one nor more than seven years of continuous satisfactory service on an annual salary basis, when such service is interrupted by the period of a fellowship deemed by the college valuable to it, when for a very substantial reason the college would be well served by such early grant of tenure or when the person has had tenure in another accredited institution of higher learning.

II.A.12. When considering candidates for early tenure, the department P&B and the appropriate review committee of the FPC will vote on worthiness for reappointment and worthiness for tenure at the same time, taking two separate votes, the first for reappointment and the second for tenure. Similarly, when a candidate for early tenure comes before the FPC, the FPC will vote first on reappointment and then on tenure.

II.A.13. Candidates recommended for early tenure are subject to another level of review at the University by the University Provost and Executive Vice Chancellor for Academic Affairs. Only early tenure candidates approved by the University Provost shall be forwarded to the Board of Trustees.

II.A.14. Promotion and/or early tenure candidates may withdraw at any point in the personnel process. When a candidate withdraws, votes taken up to that point remain part of the File.

III. GUIDANCE FOR CANDIDATES AND PERSONNEL COMMITTEES

III.A. General Guidance for Candidates

The criteria used in making personnel recommendations and decisions are governed by the Bylaws and policies of the Board of Trustees of the City University of New York, including the Statement on Academic Personnel Practice of the City University of New York and the Max-Kahn Memorandum. Nothing in these guidelines should be interpreted as contradicting CUNY Bylaws, policies, and procedures. The purpose of this section is to provide guidance to the faculty - both those on personnel committees and those considering or coming up for personnel actions - on the factors they should take into account in demonstrating and assessing whether the criteria have been met.

Demonstrating professional and collegial behavior is a material factor in the assessment of a candidate’s case. The CUNY Code of Practice Regarding Instructional Staff Titles (Section 1.2) states: “...the candidate must have demonstrated satisfactory qualities of personality and
character, ability to teach successfully, interest in productive scholarship or creative achievement and willingness to cooperate with others for the good of the institution.

In considering individual cases extraordinary performance in one or more areas can sometimes compensate for lesser or perceived lesser contributions in another area.

III.B. Teaching

III.B.1. Reappointment, tenure, and promotion depend upon the candidate having achieved clearly discernible effectiveness as a teacher. The two external criteria most frequently used in evaluating teaching effectiveness are student evaluations (written comments as well as numerical evaluations) and departmental peer observations. In addition, the candidate may present evidence of professional recognition for teaching in the form of awards and other professional honors. The candidate is also expected to demonstrate teaching effectiveness in the form C by providing evidence of achievement across a range of teaching-related activities.

III.B.2. Evidence that may be presented in making the case for the candidate’s effectiveness as a teacher includes but is not limited to those activities listed below.

Evidence of Originality and Creativity in Teaching Practice:
- Development of new and well-received courses and innovative pedagogy (relevant syllabi should be included in the file);
- Development of effective techniques for teaching and academic support;
- Use of outcomes assessment strategies to measure student learning and enhance teaching;
- Effective use and incorporation of technology when appropriate.

Evidence of Mentoring:
- Sponsoring of students for awards, scholarships, student competitions; inclusion of students’ writings in John Jay's Finest and other publications;
- Mentoring McNair or other undergraduate research scholars;
- Supervising senior theses, advising CUNY BA students, and directing independent studies;
- Seeking grants to promote research opportunities for students and to address students’ academic needs (grant application/narrative must be in the file);
- Advising students (beyond major advisors who get released time for this activity);
- Mentoring and supervision of adjuncts and Graduate Teaching Fellows;
- Mentoring undergraduate and graduate students (including both master’s and doctoral students) in scholarly and professional activities.

Evidence of Professional Development:
- Organizing and/or attending and participating in faculty development programs;
- Participating in the programs offered by the Center for the Advancement of Teaching and integrating the best practices learned into the courses taught; and
- Participation in and presentation at conferences on teaching and learning

Evidence of Teaching Breadth:
- Variety of courses taught;
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- Engagement of students at differing levels of ability and preparation;
- Variety of teaching formats (e.g. hybrid, large lecture sections, small capstone seminar)

III.B.3. For faculty members in the Library Department, “teaching” is to be interpreted as “librarianship” to reflect the overall goals of the library including developing, organizing, preserving, maintaining, making accessible, and interpreting informational resources for teaching, learning, and research. This section addresses information literacy, collection development, reference and instruction, user services, information technology and application, library administration and management, special collections, and print and digital archives.

III.B.4. Department chairs are encouraged to incorporate discussion of the above factors when applicable into annual evaluations that can then be included in the candidate’s personnel file. Candidates are urged to discuss their teaching philosophy and effectiveness in the Form C self-evaluation narrative.

III.B.5. Factors which might negatively affect a personnel action and suggest that a candidate needs to pay more attention to his/her teaching are:

- below average student numerical evaluations for the discipline and course involved, or consistently negative written comments;
- peer observations indicating less than effective competence/interest in teaching;
- inattention to persistent problems in teaching;
- lack of co-operation in meeting departmental scheduling needs;
- being unavailable to students during posted office hours;
- a record of coming late to class, leaving early, giving finals early etc. as this is registered in writing to the chair, dean, or Provost; and
- late submission of grades or inattention to incomplete grades.

III.C. Research and Scholarship

III.C.1. General Criteria

III.C.1.a. Research/publication is expected to be related to the candidate’s field and make a contribution to scholarship. In the creative and educational fields, as per the CUNY Bylaws, forms of excellence other than scholarly print publication are recognized. For non-print works, documentation in the form of audio or video recordings, visual presentations, web-publications, etc., shall be provided in appropriate format to the Provost’s Office. The Provost’s Office will make these accessible to the members of the FPC by providing the necessary equipment. These works will be judged by the same criteria listed below for scholarship.

III.C.1.b. Publications submitted in support of an application are to be in published form (with the exceptions for creative artists noted above) or in galleys or page proofs. Works not at that stage should not be listed as publications, but as Works in Progress. (For a journal article, if galleys are not available an acceptance letter from the editor of the journal would be acceptable.) In the Works in Progress section, candidates are encouraged to give as much specific information as possible as to the work’s status (for example, “under contract with manuscript delivery date of August 20xx” for a book, or “forthcoming in spring 20xx issue” or “invited to revise and resubmit” for a journal article). Please see Section III.D. for a Glossary for Reporting Status of Publications and Works in Progress.
III.C.1.c. It is recognized that different disciplines have different criteria by which to assess excellence, such as the role of multiple authorship and the length of articles, or the value and nature of the candidate’s artistic or journalistic works. It is the responsibility of the candidate’s chair, in developing the annual evaluation, to assess how the candidate’s scholarship satisfies criteria of the candidate’s department and discipline and how it demonstrates progress toward meeting the requirements for tenure relative to their time of service at the college. The candidate must also address these matters in the Form C.

III.C.2. Standards for Scholarship: Tenure

For tenure, peer reviewed scholarship in the form of articles, creative works appropriate to the discipline, a book or their equivalent is generally the best way to demonstrate scholarly achievement. Faculty approaching a tenure decision should recognize that evidence of scholarly production is important and that materials that have not been accepted for publication will be given little or no weight. The publication of a doctoral dissertation, in itself, as a book or as a series of refereed articles without significant expansion and/or development will generally not be sufficient for tenure. Rather, it should be demonstrated to be a part of an ongoing program of research and scholarship.

III.D. Glossary for Reporting Status of Publications and Works in Progress

The candidate is responsible for describing the status of publications and work in progress as explained in Section III.c.1.b. The following categories will be useful in characterizing the various stages of a work.

- **Published:** Indicate venue/press, date, page numbers
- **In Press:** Currently being physically or digitally produced for publication
- **Forthcoming:** This category is reserved for work that *does not require any content revision by the author and does not require any further evaluation*. It describes a state before the work is in press and includes fully accepted, fully complete works right before they go to press and works for which the author is reviewing proofs or preparing an index.
- **Revise and Resubmit:** The work has been evaluated and not yet accepted; the author has been asked to revise it and resubmit it *to the journal or publisher that recommended revisions*. The author should indicate whether he/she is in the process of revising or has already revised and resubmitted. This category excludes work that has been rejected, which the author is now revising with a view to submitting elsewhere. Work being revised for resubmission elsewhere should be indicated as “in progress.”
- **Submitted:** The manuscript has been sent to a journal/publisher; the author is awaiting response.
- **Under Contract:** The author has a signed contract from a press with a manuscript delivery date.
- **Proposed:** A book project in very early stage, manuscript not yet drafted, but publisher is evaluating the proposal.
- **In Progress:** The project is underway, but has not yet been submitted to or evaluated by a journal or press.

III.E. Service
III.E.1. Department, college, and university service is recognized as important in considering a candidate for promotion to either Associate or full Professor, as well as in reappointment and the granting of tenure. The expectation for service increases as one moves up the ranks. While candidates for tenure are expected to demonstrate a commitment to service, candidates for Associate Professor should have an established record of service to the college community and/or university. Candidates for full Professor should have established records of continuing and increasingly significant service to the college and to the outside community.

III.E.2. It is recognized throughout the college that certain activities and committees take a significant amount of time and energy and have a significant impact on the college community. These may include, but are not limited to:

- participation on the Faculty Senate and College Council (as department representative or at-large)
- at-large member of the FPC;
- participation on the College Curriculum and Academic Standards Committee (UCASC) and its subcommittees;
- advising of student clubs;
- Chairing of, and participation in, various ad hoc committees (such as Middle States)
- college representation on the PSC-CUNY Research Foundation;
- service as chair or college administrator;
- leadership and participation in conferences, colloquia, and symposia held at the college or the university: and
- participation on the University Faculty Senate

III.E.3. Candidates should clearly document the nature of their service on the Form C, and include it also in the self-evaluation narrative. Any published materials resulting from such service, for which the candidate is responsible, may be included in the file.

III.E.4. The name of the chairperson of the committees on which the candidate has served should be noted next to the name of the committee on the Form C. The department chair will be responsible for contacting the chairs of those committees for comments on the candidate’s contribution. It is appropriate that this information be shared with the personnel committees at each level of the process. Candidates are also encouraged to document their file with letters that describe their service when extraordinary, such as letters of thanks from committee chairs or program managers.

III.E.5. Service thus consists of not merely being a formal member of a committee, but will be evaluated in terms of level of work involved, attendance, participation, and contribution.

III.E.6. A candidate may offer evidence of pertinent and significant community and public service in support of reappointment. Evidence of such service may include, but not be limited to:

- Service provided to community organizations with purposes broadly related to the mission of the college and the areas of focus of the college's academic programs;
- Service to professional organizations related to the candidate's discipline or area of professional expertise;
- Providing public information and education through the news media;
- Providing public education by appearing in public events, documentaries, and other means of public information;
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- Service to the federal, state, and local government in special roles such as an advisor, expert, mediator, or compliance monitor; and
- Service as an elected or appointed public official or as a governance board member for an independent organization, provided that the service can be rendered in a manner that complies with applicable CUNY regulations.

IV.A. Exceptions to the Tenure Clock

IV.A.1. A candidate for reappointment may seek a tenure vote in a year prior to the year that a mandatory tenure vote is to take place; such a petition for early tenure is subject to all the processes of reappointment and tenure and, in addition, is subject to a waiver of the 7-year tenure clock that must be requested by the college President and approved by the CUNY Board of Trustees. Such waivers are granted only in exceptional circumstances.

When considering a petition for early tenure, the Department P&B, the FPC, and the President must comply with the CUNY Bylaws, which stipulate the conditions under which such a petition for early tenure may be granted. Those conditions are laid out in Section 6.2.c. 2 (Permanent Instructional Staff Tenure).

IV.B. General Timetable for Preparation of the Record for Fulltime Faculty

IV.B.1. Full-time tenure-track faculty must be reviewed and voted on for annual reappointment and for reappointment with tenure prior to December 1 during the fall of each year. These annual reappointments and the reappointment with tenure votes are mandatory. An unsuccessful candidate for reappointment or reappointment with tenure will complete service for the current year of appointment, but may not return to full-time service the subsequent year.

IV.B.3. For full-time faculty members in professorial titles and for full-time lecturers and instructors, reappointment, early tenure, tenure, appointment with a Certificate of Continuous Employment, and promotion are considered by a series of committees. Since the committees – beginning with department P&B – meet in early September, candidates should begin organizing and augmenting their personnel files during the previous spring. Promotion, reappointment, and tenure candidates are required to complete all updates to their personnel file in the Provost's Office by the second week of September. The procedures for obtaining outside letters of evaluation for inclusion in the personnel file have a separate timetable. (See Section I.C of this document.)