



**FACULTY PERSONNEL COMMITTEE
AGENDA**

Friday, December 9, 2016
Room 630T, Haaren Hall
9:30 am-1:00 pm

Meeting Open to the Public 9:30 am – 11:00 am

- I. Welcome**
- II. Approval of Minutes**
- III. Pre-Tenure Review**
- IV. Form C Revision**

Executive Session – Full Faculty Personnel Committee 11:15 am – 1:00 pm

- I. Update on FPC Actions**
- II. Fellowship Leave**
Vote on recommendation put forward by review committee
- III. Professor Emeritus - Special Case**
Vote

Spring 2017 FPC Meetings

Full FPC/Faculty Personnel Appeals Committee
Faculty Personnel Appeals Committee
Faculty Personnel Appeals Committee
Full FPC
Full FPC

Friday, February 10, 2017
Friday, February 24, 2017
Friday, March 10, 2017
Friday, April 7, 2017
Friday, May 5, 2017

Notes:

FACULTY PERSONNEL COMMITTEE

September 16, 2016

Room 630T (Haaren Hall)

Open Meeting Minutes

NOT YET APPROVED – will be voted on at the 12/9/16 FPC Meeting

Open Meeting called to order at 11:05 AM

Non FPC Members in attendance: Ned Benton (PAD), Allison Pease (ENG), and Marjorie Singer (Office of Legal Counsel)

I. Appeals Process

- a) Review of journey to current appeal process.
- b) Question: Should FPAC vote on appeals given that members of the Appeals Panel serving on FPAC are not members of the FPC.
- c) Concern raised over summer 2016 regarding JJCJC charter and CUNY bylaws as they pertain to FPAC
- d) FPAC does not violate substantive right of faculty to appeal to the President
- e) Recommendation (JT): To keep the current structure and process, adding a step to the decision process in which the FPC ratifies FPAC decisions this year only while simultaneously reviewing the appeal process for possible changes for the next academic year. This would be a temporary fix.
- f) Alternative is to keep current process without any change and to discuss possible changes for next year.
- g) Floor open for questions/observations
 - o Extremely upsetting to faculty if process changes substantially, particularly for those currently going through the process. Whatever we do, we must allow time to review, discuss, rewrite circulate and publish whatever changes we make.
 - o How do we prevent ratification from becoming a de novo review? The ratification vote would be in deference to the FPAC.
 - o Expand composition of the FPC committee
 - o CUNY consulted (Rick Schaffer), agreed telephonically that there was a problem and agreed with initial solution of the ratification vote
 - o Recommendation to not change process
 - o Adding second year of data on how the Appeals process has an impact on outcomes would help in our decision-making
 - o **Clarification of President's proposal (ratification)**
 - o Ratification vote would occur on the same day as the appeals committee vote. FPC would convene **to review and ratify that day's** FPAC votes.
 - What are the logistics involved

- Feeling this is a step back to previous process
- In lieu of a ratification vote, suggestion to adopt action minutes (of all **minutes related to that year's actions**) as a recommendation to the President. This would not change the process.
 - Would we have to wait to inform the candidates of the decision of the committees if we have to wait for the action minutes?
 - Minutes cannot be adopted electronically for confidentiality so FPC would have to convene for this purpose
- No change should be made at all because there is actually no issue with the current process. There is nothing in the Charter that speaks to how appeals are to be conducted.
- Threshold question – Is there a problem? What is it?
- Clarification: The issue raised is that non-members of the FPC are voting on cases and participating in recommendations to the President.
 - Can the Appeals Panel become limited purpose members of the FPC? This would be a JJCCJ bylaws change, not change to the Charter.
- Agreed to do nothing today, take **today's** discussion as advisement, JB convenes a small group to review the issues and to create a proposal to circulate to the FPC committee and discuss. Any changes would be prospective. Email JB if volunteering to join the subcommittee.

II. Analysis of Outcomes (Faculty Personnel Process)

- a) Suggestion to remove promotions from the discussion and analysis of all actions as they do not have the same implications as reappointment or tenure.
- b) 8 year look-back
- c) Annual update
- d) This is not a cohort analysis; it addresses the impact of the promotion and tenure process for those going through it.
 - Can we conduct a Cohort Analysis? Future project (KB)
 - Can we provide a breakdown by gender and racial identity of faculty denied
- e) Data suggests that we hire well, nurture faculty and retain our faculty.
- f) Provost Office wants to share data with faculty. What is the best way?
 - Intranet
 - Email communication with attachment
 - **Added note as to the genesis of the document and JB's thoughts on the data**
 - Chairs may share the document with faculty during upcoming departmental meeting.
 - Curiosity about how the data will be perceived by faculty
- g) Given the new two-year and three-year adjunct appointments, will FPC review adjunct appointments/reappointments. No, these decisions will remain within the department. Those appeals would go straight to the union.

III. New Business

- a) Jim Cauthen – looking at streamlining process for the reappointment, promotion and tenure. Particularly the 1st, 2nd, and 3rd reappointments that are pro forma. How should we address?

- b) Reduced Form C for 2nd and 3rd year
 - o Potentially revise form to make it more helpful for faculty (Allison Pease volunteered to consider).
 - o Self-evaluation becoming the central piece
- c) What are other CUNY institutions doing?
- d) How can we help reduce junior faculty anxiety?
- e) Stress to Chairs the importance of the Annual Evaluation
- f) Should be streamlined only for tenure track. Lecturers have a shorter clock. Teaching is paramount. Need evidence annually.
- g) Faculty voice needs to remain in the process, that may manifest in the way of goals statements which can be embedded in the **chair's** annual evaluation
- h) Investigate feasibility of two-year initial appointments.
- i) Recommendation –
 - o Creation of a subcommittee to discuss and clarify teaching, scholarship, and service for reappointment, promotion and tenure
 - o future discussion

Meeting adjourned at 12:29pm

PROPOSAL TO CHANGE THE TIMING OF PRE-TENURE REVIEW

FALL 2016

Background: The CUNY Board of Trustees 2011 Pre-tenure Review Policy mandates that every college conduct an administrative review of tenure track faculty in the spring of the third year of service (see attached CUNY Policy 5.151). Currently, John Jay's pre-tenure review commences in the spring of a tenure-track faculty's fourth year of service before the effective date of their reappointment to their 5th year of service on the tenure track. (See attached John Jay College Fourth-Year Pre-Tenure Review Policy.) The Dean's Memorandum of Review is considered part of the personnel file for the fifth reappointment to the sixth year of service.

Proposed Change—Effective 2017

Pre -Tenure reviews will begin in the summer of the third year of service after the department chairpersons have held their annual evaluation conferences.

Rationale

Earlier commencement of the pre-tenure review will allow the deans to share their Memoranda of Review with faculty and their chairs earlier in the fourth year of service, in the early fall rather than the late spring. As a consequence faculty will have additional time to implement the recommendations contained in the memo, and the pre-tenure review will serve its purpose, which is to ensure that tenure-track faculty have adequate and timely guidance on their progress toward tenure. The pre tenure memorandum will continue to be considered part of the file for the fifth reappointment to sixth year of service.

Initial Impact of Change

In 2017 there will be two groupings for pre-tenure review, those in the fourth year of service under the current process and timetable and those in their third year of service. The pre-tenure reviews of faculty members in their fourth year of service will commence in spring 2017, and the Dean's Memorandum of Review will be shared with the candidate and chair in the spring. The pre-tenure review of faculty members in their third year of service will commence in the summer 2017, with the Dean's Memorandum shared with candidate and chair in fall 2017.

- A. **Spring 2017 Fourth Year Review** – 35 faculty who were initially appointed in fall 2013
- B. **Summer 2017 Third Year Review** – 22 faculty who were initially appointed in fall 2014

CUNY Policy 5.151 Pre-Tenure Year Review Policy

In order to ensure that each tenure-track faculty member has adequate guidance on the progress he/she is making towards meeting the standards for tenure, the school, divisional or other appropriate dean or academic administrator designated by the President (hereinafter the "Dean") shall review each such faculty member at the end of his or her third year of service. (BTM,2011,02-28,005,_N)

The Dean shall review the personal personnel file of each untenured tenure-track faculty member in the spring of his/her third year of service, following the annual evaluation conducted pursuant to the PSC/CUNY collective bargaining agreement. Thereafter, the Dean shall meet with the chairperson of the faculty member's department to discuss the faculty member's progress. After that meeting, the Dean shall prepare a memorandum to the department chairperson regarding the faculty member's progress toward tenure and setting forth recommendations for any additional guidance to be provided to the faculty member. (BTM,2011,02-28,005,_N)

The Dean's memorandum shall be provided to the faculty member and discussed with him/her by the department chairperson and/or the Dean. Following the meeting, the Dean may, where appropriate, attach an addendum to the memorandum based on the Dean's participation in the meeting or the department chairperson's report of the meeting to the Dean. In accordance with the procedures set forth in the collective bargaining agreement between the University and the Professional Staff Congress, the faculty member shall be asked to initial the Dean's memorandum and addendum, if any, before it is placed in his/her file, and the faculty member shall have the right to include in his/her personnel file any comments he or she has concerning the Dean's memorandum. (BTM,2011,02-28,005,_N)

The appropriate body at each college may adopt implementation procedures that are consistent with this policy. Such procedures may provide, for example, whether the discussion of the Dean's memorandum with the faculty member will be conducted by the department chairperson, the Dean or both and whether the faculty member may have a choice in the matter. In addition, notwithstanding the provision as to the timing of the review set forth above, a college governance body may choose to provide for this review more than once prior to the year of tenure decision, in which case the review shall occur at appropriate intervals and not necessarily at the end of the third year. (BTM,2011,02-28,005,_N)

JJC Faculty Personnel Process Guidelines I.E. The Fourth-Year Pre-Tenure Review

I.E.1. The Pre-Tenure Review Policy of the City University of New York stipulates that all CUNY colleges shall conduct a pre-tenure administrative review of the personnel files of all full time faculty members on tenure-bearing lines based on the record submitted at the end of their third year of service. The purpose of this review is to ensure that these faculty members receive proper guidance and support as they work toward tenure.

I.E.2. At John Jay College these reviews are conducted by the Dean of Graduate Studies, the Dean of Undergraduate Studies, and the Dean of Research, all of whom are members of the FPC, in the middle of the fourth year of service, following the FPC's approval of the faculty member's reappointment to a fifth year. The personnel file at the time of the faculty member's consideration for reappointment to the fifth year will be the body of information that informs the dean's review.

I.E.3. The Dean's Memorandum of Review, which is added to the faculty member's personnel file, will give faculty members an understanding of their progress in meeting the college's expectations for tenure. Faculty members have the same rights and protections with regard to this review as they do with the chairperson's annual evaluation. That is, they have the opportunity to read the Memorandum of Review and initial it for the file, to discuss the memorandum with the chairperson and dean, and to include in their personnel file any comments they have concerning the memorandum.

Pre-Tenure Review Policy and Protocol

Policy

The Pre-tenure Review Policy passed by CUNY Board of Trustees and effective March 1, 2011, mandates that every college in CUNY conduct pre-tenure review of all tenure track faculty at the end of their third year of service. The policy further stipulates that this review will be conducted by a dean or other appropriate academic administrator designated by the president of the college. The dean's review is to be based on an independent review of the faculty member's personnel file and commences after the chair's annual evaluation.

Process

The CUNY policy lays out the following steps:

- A. The Dean's review commences after the annual evaluation conference conducted by the chairperson.
- B. Dean reviews the personnel file of each untenured tenure-track faculty in the spring of his/her third year of service. The Dean may consult with chairperson.
- C. Dean prepares initial memorandum addressed to chairperson regarding faculty member's progress toward tenure and setting forth recommendations for guidance to be provided to faculty member.
- D. Copy of Dean's memorandum is provided to faculty member.
- E. Dean discusses Memorandum with faculty member and chair.
- F. Dean may write addendum to memo where appropriate following discussion with faculty member.
- G. Faculty member initials final memo and addendum, if any.
- H. Initialed Memo and addendum, if any, are placed in personnel file.
- I. Faculty member may include in his/her file any comments he/she has in response to Dean's memo.

Implementation at John Jay

The reviews will be conducted by the Associate Provost & Dean of Graduate Studies, the Associate Provost & Dean of Undergraduate Studies, and the Associate Provost & Dean of Research. These three deans have faculty status and sit on the Faculty Personnel Committee.

Cases will be assigned randomly, except that no dean shall review members of his/her academic department.

Reviews will begin during the summer after department chairpersons have held their annual evaluation conferences.

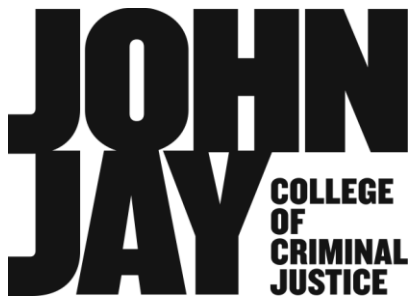
During the fall Deans will meet with faculty and chairpersons to discuss the initial memoranda and submit final memoranda to candidates for review.

Once finalized, the Dean's memorandum, initialed by the candidate and including the candidate's response and addendum (if any), will be added to the personnel file when the file reopens at the end of the fall faculty personnel process. The memorandum will be part of the record to be considered by the FPC (and its review committees) when the faculty member comes up for his/her fifth reappointment to 6th year of service the following fall, and for subsequent appointments.

John Jay Implementation Timeline

The following table maps the steps outlined in the CUNY protocol above onto the John Jay implementation.

<i>Step</i>	<i>Action</i>	<i>Completion Date</i>
A	Chairperson Annual Evaluation Conference	by July 1 st
B	Dean's Review of file	begins July 2 nd
C, D, E and F	Initial Memorandum to chair, copying faculty member; discussion of review and Memorandum with chair and faculty member; dean's addendum to memo (if needed). Final version of Dean's Memorandum due to faculty member.	by October 31 st
G, H, and I	Faculty member reviews, initials with comments and addendum (if appropriate); returns signed copy to Provost's Office for inclusion in personnel file.	by November 15 th



PROPOSAL TO CHANGE THE WORDING OF THE TEACHING SECTION OF THE FORM C

FALL 2016

Rationale for Proposed Changes:

Currently John Jay's "Faculty Personnel Process Guidelines" list a number of criteria for demonstrating "clearly discernible effectiveness as a teacher" that are not reflected in the directives given about describing one's teaching on the Form C, lines 15 and 16. The proposed changes to the Form C are to re-word lines 15 and 16 to achieve the following two goals: (1) to align the Form C questions more overtly to the college's stated criteria, and (2) to provide faculty personnel reviewers with more specific and consistent information about teaching and mentoring that allow them to better understand the teaching effectiveness and mentoring/student advising contributions of faculty candidates. The proposed revision to line 16 regarding mentoring and advising of students is consistent with the guidelines, but is also in response to the June 2016 COACHE faculty report that identified large sections of the professoriate – faculty of color, Associate Professors, and women – who identify mentoring of students as "hidden" to the college. The intention to make mentoring and advising activities explicit on the Form C is to render this work visible.

Proposed changes:

Current 15. *List efforts that you have taken to improve and inform your teaching.*

Proposed 15. Provide evidence of teaching effectiveness and contributions to student learning

- List all courses taught in past five years and # of students enrolled
- Upload 2-4 syllabi to FIDO and provide, here, a brief description that calls attention to what you believe has proven particularly effective about the syllabi.
- Upload to FIDO the one-sheet summary form of the Student Evaluation of Faculty from each semester since your last action. In this space provide a brief description of those evaluations that calls attention to relevant aspects of the survey results. You may include a select few student comments.
- Provide examples of how you have used student evaluations, peer observations, and/or course outcomes to make improvements to courses.
- List any new courses developed.

- List any participation in professional development activities related to teaching, and including any contributions you have made such as conference presentations, publications, workshop facilitations, etc.
- Provide any other information that demonstrates teaching effectiveness and student learning.

Current 16. *List other teaching related activities and provide details.*

Proposed 16. Provide evidence of student mentoring and advising

- List the number of formal undergraduate advisees, master's thesis students, doctoral thesis students
- Describe any mentoring activities, formal and/or informal, and their outcomes (undergraduate research, First-Year or Transfer Student Seminars, honors theses, student awards, graduate program or job placements, etc.)
- Provide any other relevant evidence or information about student mentoring and advising.

APPENDIX – Faculty Personnel Guidelines Regarding Teaching (pp. 24-26)

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;
- 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. 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.4. 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.