

Faculty Personnel Committee Approved Changes

The following proposed changes approved by the Faculty Personnel Committee at the December 14, 2018 meeting and approved by the College Council at the February 13, 2019 meeting.

Item	Current	Revision	Rationale	Effective Date
<p>Revise the Wording of the Form C Regarding Service – item 21</p>	<p>List Service Activities (Indicate whether departmental, college, and/or university service; note where student-focused)</p>	<p>Referring to the guidelines in section III.E “Service” in the Faculty Personnel Process Guidelines, list your service commitments since appointment to your current rank, indicating whether compensated or uncompensated. Provide evidence of effective service to students, department, college, and/or university and, if applicable, to your scholarly or professional community of practice.</p>	<p>First, we propose to change the wording on the Form C, line 21, which asks candidates to describe their service. The new wording is more clear as to how to list and contextualize one’s service work by asking them to list all activities since appointment to current rank, and to provide evidence of effective service by explaining the nature and time allotted for those commitments.</p>	<p>Fall 2019 August 27, 2019</p>
<p>Revise Language in Section III.E Service of the Faculty Personnel Process Guidelines</p>	<p>III.A. General Guidance for Candidates..... [final paragraph] In considering individual cases extraordinary performance in one or more areas can sometimes compensate for lesser or perceived lesser contributions in another area.</p>	<p>III.A. General Guidance for Candidates [all text remains same; revisions made to final paragraph]</p> <p>In considering individual cases extraordinary performance in one or more areas can sometimes <u>be judiciously balanced to</u> compensate for lesser or perceived lesser contributions in another area. <u>Candidates and their chairs should identify in the Form C and in the Annual Evaluation how judicious balance is being achieved and may consider developmental circumstances of the candidate’s discipline or department, such as department size and or newness and growth rates of programs.</u></p>	<p>This additional language reflects CUNY Manual of General Policy language on personnel determinations: <i>“However, it is important that there be available objective evaluations which justify whatever conclusion the committee comes to. There is, of course, difference of opinion with respect to the relative weight that should be assigned to visits to classrooms, teaching ability, research, publications, enrollment in an instructor’s course, opinions of colleagues and students, and other criteria. However, whatever criteria are used, they should provide an objective and subjective record which, if reviewed by someone else, would indicate a reasonable basis for the determination of the department committee. (BTM,1967,12-18,003, B”)</i></p>	<p>Fall 2019 August 27, 2019</p>

Faculty Personnel Committee Approved Changes

	<p>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.</p>	<p>III.E. Service III.E. 1. Department, college, and university service, <u>as well as service to students outside of teaching and mentoring</u>, is recognized as important in considering a candidate for <u>reappointment, tenure, C.C.E.</u> or 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 C.C.E., tenure, <u>and Associate Professor</u> are expected to demonstrate a commitment to <u>in their first year and in subsequent years to provide effective service that supports students, departments, the college, and/or university</u>, candidates for Associate full Professor should have an established record of service of <u>continuing and increasingly significant service and leadership</u> and service to the college community and/or university <u>as well as the candidate's scholarly or professional community of practice</u>. Candidates for full Professor should have established records of continuing and increasingly significant service to the college and to the outside community.</p>	<p>The revisions to section III.E attempt to simplify expectations for what service is, as well as the expectation that one's service commitment increases as one moves up the ranks. The language attempts to be capacious, allowing for individual and unique contributions, but clear that the onus is on the candidate to explain how such contributions support students, departments, the college and/or university, or a scholarly or professional community of practice.</p>	
	<p>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:</p> <ul style="list-style-type: none"> • participation on the Faculty Senate and College Council (as department representative or at-large) • at-large member of the FPC; • participation on the College 	<p>III.E.2. <u>Service that supports students may include, but is not limited to, advising of student clubs, student advising or other activities outside of teaching and mentoring that support student engagement and success.</u> <u>Service that supports departments may include, but is not limited to, serving on department committees such as program assessment or personnel & budget committees, development of curriculum, or other activities necessary for the governance and continued development of a department.</u> <u>Service that supports the college may include, but is not limited to, serving as a</u></p>		

Faculty Personnel Committee Approved Changes

	<p>Curriculum and Academic Standards Committee (UCASC) and its subcommittees;</p> <ul style="list-style-type: none"> • 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 	<p><u>member of the faculty senate, the UCASC, or other chartered committees, development of an academic program, or any other activity that supports the governance and development of the college. Service that supports the university may include, but is not limited to, representing the college on a university-wide committee, or supporting other university-wide projects or any activity that supports the governance or development of the university. Service leadership may include chairing committees or departments, coordinating majors or academic programs, representing the PSC-CUNY at any level or any other activity in which one takes on responsibility for the running of a college or university entity.</u> 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:</p> <ul style="list-style-type: none"> • 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 		
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Faculty Personnel Committee Approved Changes

		<p>held at the college or the university: and</p> <ul style="list-style-type: none"> • participation on the University Faculty Senate 	
	<p>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.</p>	<p>III.E.3. Candidates should clearly document the nature <u>and time commitment</u> 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.</p>	
	<p>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.</p>	<p>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.</p>	
	<p>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.</p>	<p>III.E.4. Service thus consists of not merely being a formal member of a committee, but will be is evaluated in terms of level of work involved, attendance, participation, and contribution.</p>	
	<p>III.E.6. A candidate may offer evidence of pertinent and significant community and public service in support of reappointment. Evidence</p>	<p>III.E.5. A candidate may offer evidence of pertinent and significant community and public service in support of reappointment, <u>tenure or promotion</u>. Evidence of such service may</p>	

Faculty Personnel Committee Approved Changes

	<p>of such service may include, but not be limited to:</p> <ul style="list-style-type: none"> • 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; • 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. 	<p>include, but not be limited to:</p> <ul style="list-style-type: none"> • 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; • 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. 		
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