



**FACULTY PERSONNEL COMMITTEE  
AGENDA**

**Friday, February 10, 2017**  
Room L.61, New Building  
**9:30 am-1:00 pm**

***Meeting Open to the Public 9:30 am – 10:30 am***

- I. Welcome**
- II. Approval of Minutes**
- III. Pre-Tenure Review**
- IV. Form C Revision**
- V. Addition to Faculty Personnel Process Guidelines (Statement Regarding Librarianship)**

***Executive Session –Faculty Personnel Appeals Committee 10:30 am – 1:00 pm***

- I. Appeals Case #1**
  - a. Deliberation**
  - b. Vote**
- II. Appeals Case # 2**
  - a. Deliberation**
  - b. Vote**

**Spring 2017 FPC Meetings**

**Faculty Personnel Appeals Committee**  
**Faculty Personnel Appeals Committee**  
**Full FPC**  
**Full FPC**

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

**Notes:**

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**FACULTY PERSONNEL COMMITTEE**

**December 9, 2016**

Room 630T (Haaren Hall)

**Open Meeting Minutes**

**NOT YET APPROVED – will be voted on at the 2/10/17 FPC Meeting**

**Open Meeting called to order at 9:37 AM**

*Non FPC Members in attendance:* Allison Pease (ENG)

President unable to attend meeting; meeting chaired by Provost Bowers.

**I. Updates from last meeting (9.16.16)**

- a. Two- year appointments not an option, checked with CUNY (the union will not approve) college will retain one-year appointment. Perhaps discussing streamlining process and application in spring 2017
- b. Concerns about appeals process- small committee met, recommended to do nothing as no change was necessary. EM- changes would not create major impact, but it would be perceived as a change, it is best to wait until after current cycle
- c. Six appeals in Spring 2017 – 2 cases a meeting (3 meeting dates to review). Plan to attend. Instructions and appeals assignments will follow by the new year (after the holidays).
- d. Clarify appeals process (committee has question about assignments and instructions) – KB will send and clarify.

**II. Approval of Meetings**

- a. Motion called and seconded
- b. Unanimously approved

**III. Proposal to change timeline to pre-tenure review**

- a. At the suggestion of the deans; the reviews come later than CUNY suggests; candidates expressed concern with lack of time to implement recommendations
- b. No changes to the materials being reviewed first 3 years of service. Memo is entered into the file at the same time. Dean's review does not being after the annual evaluation conference.
- c. Changes include the scheduling of the dean's timing.
- d. Feedback – (JC) – timing before the file closes in September. Candidates concerns for incomplete files being reviewed. (AL) Review begins earlier, but it is not completed until fall, which is after the file close date. This provides Deans more time to conduct a thorough review of candidates. (RB) sharing Faculty Senate's feedback (handout shared with committee). (RC) Supporting of an early reading of candidates that submit completed files earlier, perhaps added a "check box" to permit candidates to provide notice that they are ready for a review. (JH) what happens if someone receives a non-reappointment and the dean provides guidance for tenure (AL – confirms the dean's review is meant to be an independent review). (VA) make sure the dean that reviews the candidate should

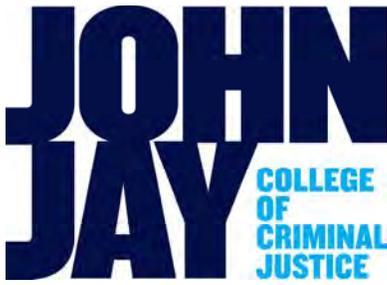
not be on the faculty's review committee. (EM) We either move to spring of 3<sup>rd</sup> year or start after the 3<sup>rd</sup> form C. (AL) Suggests the pre-tenure review begins mid-September after the 3<sup>rd</sup> file closing. (DB) supports the later due date, but the early reading in the summer gives more time to review the files giving the load of the deans more manageable.

- e. Summary suggestions– (JB) moving the file review until after the close of the 3<sup>rd</sup> form c in September; the dean will not review a faculty that is assigned to their review committee; move up the review just one semester; including the feedback and considering the later due date requested by the deans; taking comments under advisement and adjust the proposal/timetable and return to committee at the February 10, 2017 meeting.

#### **IV. Changes to the Form C – Allison Pease**

- a. Background/goal - arose from form c workshops, there lacked clarity to line 15, will help candidate and reviewers
  - i. Open to removing given feedback and pushback
  - ii. Feedback – (AC) supports the detailed/structure. (JC) Great intention; implementation problematic. Micromanages the information candidates have to submit. Supports the change in the question.
- b. Background/goal for mentorship portion- COACHE survey, making it more visible
  - iii. Feedback- (JC) clarity needed about “formal advisee” are faculty expected to keep a formal log and tracking. (BL) Quantifying and qualifying mentorship can be problematic.
- c. Overall feedback – (AK) Elimination of the Form C and strongly opposes proposal. (LS) Library not included in the new proposal. Statement from library read that includes the work and support of the library. Will forward statement to Provost for review and inclusion. (RS) Faculty Senates resolution – opposes. (DB) overly preferences faculty with majors or undergraduate programs due to the nature of the programs. Adjusting the language to address the perception that these suggestions are not mandatory.
- d. Summary of Suggestions- (JB) consensus against the bulleted lists (perhaps make them suggestions – EM); change language to questions line 15 and 16. (JJ) Combine both 15 and 16. (AM) Line 16 request “evidence” and that can become prescriptive. AP will revise and come back.

**Open meeting adorned at 10:48am**



## Pre-Tenure Review Policy and Protocol Spring 2017

### **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.

**[No dean shall review members assigned to their review committee.]**

Reviews will begin the **[third week of September, after the faculty personnel file has closed]**. ~~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 6<sup>th</sup> 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.

<b>Step</b>	<b>Action</b>	<b>Completion Date</b>	<b>Adjusted Completion date</b>
A	Chairperson Annual Evaluation Conference	by July 1 <sup>st</sup>	by July 1 <sup>st</sup>
B	Dean’s Review of file	<del>begins July 2<sup>nd</sup></del>	<b>[begins 3rd week of September]</b>
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.	<del>by October 31<sup>st</sup></del>	<b>[by December 1<sup>st</sup>]</b>
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.	<del>by November 15<sup>th</sup></del>	<b>[by the last day of fall semester classes]</b>



## **PROPOSAL TO CHANGE THE TIMING OF PRE-TENURE REVIEW SPRING 2017**

**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 5<sup>th</sup> 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**

Reviews will begin the **[third week of September, after the faculty personnel file has closed]**. ~~during the summer after 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~~ **[September]** 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. **Fall 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)

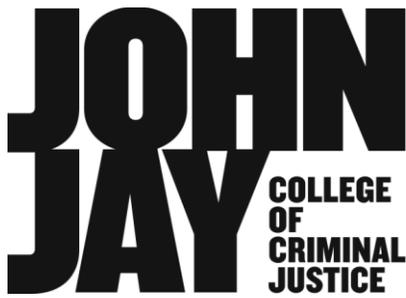
The appropriate body at each college may adopt implementation procedures that are consistent with this policy. Such procedures may provide, for example, whether the discussion of the Dean's memorandum with the faculty member will be conducted by the department chairperson, the Dean or both and whether 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.



## PROPOSAL TO CHANGE THE WORDING OF THE TEACHING SECTION OF THE FORM C SPRING 2017

### Rationale for Proposed Changes:

Our faculty personnel *Guidance for Candidates and Personnel Committees* states in section III.B.1., “Reappointment, tenure, and promotion depend upon the candidate having achieved clearly discernible effectiveness as a teacher.” However, our current Form C questions regarding teaching do not guide candidates to give answers that will help them demonstrate teaching effectiveness. As a result, candidates interpret this section widely, often to their own disadvantage.

The proposed changes to the Form C 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 contributions of faculty candidates.

The proposed revision to line 16 regarding mentoring 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. Making mentoring activities explicit on the Form C is intended to render this work visible.

### Proposed changes:

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

Proposed 15. Using the types of evidence outlined in section III.B. “Teaching” in the *Faculty Personnel Process Guidelines*, provide evidence of teaching effectiveness, efforts to improve teaching, and contributions to student learning.

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

Proposed 16. Using the types of evidence outlined in section III.B. “Teaching” in the *Faculty Personnel Process Guidelines*, describe any student mentoring activities.

## **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

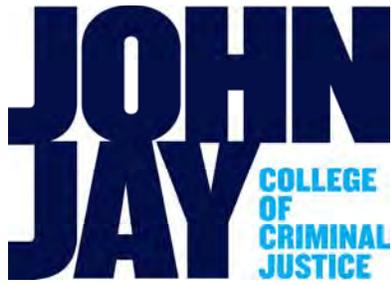
Evidence of Teaching Breadth:

- 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.



**PROPOSAL TO ADD STATEMENT FOR GUIDELINES REGARDING LIBRARIANSHIP  
SPRING 2017**

**Rationale for Proposed Changes**

**Proposed Changes**

Current: None

**Proposed:**

1. Add a statement in the Form C before Questions 15 and 16 referring Library faculty to the updated information in the Faculty Personnel Committee Guidelines.
2. Within the Faculty Personnel Committee Guidelines, in section III B- Teaching – of Faculty Personnel Process Guidelines, a proposed section:

*Additional information for library faculty:*

*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 may address information literacy, collection development, reference and instruction, user services, information technology and application, library administration and management, special collections, and print and digital archives.*