FACULTY PERSONNEL COMMITTEE
AGENDA

Friday, April 21, 2023 ~ 12:00 pm – 1:30 pm*, via ZOOM (*link below*)

Meeting Open to the Public 12:00 pm – 12:40 pm*

   I.   **Welcome**

   II.   **Approval of Minutes, 12/09/22 meeting**

   III.   **Public Scholarship Subcommittee Update**

   IV.   **New Business and Announcements**

Executive Session 12:45 pm – 1:30 pm

   I.   **Professor Emeritus (posthumous)**

   II.   **Appointments with Tenure (Fall 2023, Spring 2024)**

<u>Upcoming FPC Meeting</u>

<u>Spring 2023</u>
Full FPC   Friday, May 12, 2023
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Zoom Link: https://jjay-cuny.zoom.us/j/87339709388?pwd=OW8wR3dDUFpPVlluY0NiNGxIeEV2dz09
Mobile Access: (929) 205-6099

Meeting ID: 873 3970 9388   **Meeting Password**: 724207

FACULTY PERSONNEL COMMITTEE
AGENDA
PENDING APPROVAL
Friday, December 9, 2022 ~ 10:00 am – 11:30 pm*, via ZOOM (*link below*)

Meeting Convened: 10:13am
Meeting Adjourned: 11:26am

Open meeting attendees:
Rosemary Barberet, Seth Baumrin, Teresa Booker, Claudia Calirman, Anthony Carpi, Shu Yuan Cheng, Angela Crossman, Geert Dhondt, Warren Eller, Robert Garot, Maria Haberfeld, Jonathan Jacobs, Susan Kang, Erica King-Toler, Jeffrey Kroessler, Vicente Lecuna, Nivedita Majumdar, Evan Mandery, Karol Mason, Adam Mckible, Jean Mills, Allison Pease, Lisandro Perez, Michael Pfeifer, Douglas Salane, Lauren Shapiro, Andrew Sidman, Edward Snajdr, Katherine Stavrianopoulos, Denise Thompson, Robert Till, Daryl Wout

Meeting Open to the Public 10:00 am – 11:30 am*

I. **Welcome**

II. **Approval of Minutes, 09/16/22 meeting**

   Motion brought forth by President Karol Mason; approved unanimously.

III. **Personnel Process Discussion**

   a. **Fall 2022 Summary of Actions**

      Kyeanna Bailey reported, 51 actions were recommended and 1 action was not recommended.

   b. **Spring 2023 Actions**

      -Kyeanna Bailey reviewed FPC dates, 2/10/23 and 3/17/23 meetings were canceled. 3/10/23 was set as an appeals meeting (only for appeals committee members). 3/10/23 is also a meeting deadline for P&B/RC committees (only for those with spring actions). *Calendar updates and meeting communications to be forthcoming.*

      -Kyeanna Bailey cited upcoming actions under 1st Reappointments, Distinguished Professor Reappointments, Appeals (1), and Adjunct Promotions; also reviewed schedule of intent for Early Tenure, Tenure, and Promotion external evaluator process.

   c. **Public Scholarship**

      Associated materials

         Website: [Merit and Promotion | Public Scholarship and Engagement (ucdavis.edu)](#)

         Literature: Provost Work Group Report (UC Davis)

      Interim Provost Allison Pease, polled eligible voting members for support on the creation of a Public Scholarship subcommittee. By show of hands, 19 (out of 31) voted in favor. The subcommittee will review FPPG Scholarship Criteria for Tenure and Promotion. Interim Provost Allison Pease appointed

Angela Crossman as chair with 4 additional members to be appointed. The committee is expected to have a report ready by next FPC 4/21/23 meeting (or no later than FPC 5/12/23 meeting). The committee has the option to request an extension.

IV. **New Business and Announcements**

Upcoming FPC/FPAC Meetings

Spring 2023
Full FPC   Friday, February 10, 2023 (*as needed, chaired by Provost*)
Faculty Personnel Appeals Committee   Friday, March 10, 2023**
Faculty Personnel Appeals Committee   Friday, March 17, 2023**
Full FPC   Friday, April 21, 2023
Full FPC   Friday, May 12, 2023
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Zoom Link: https://jjay-cuny.zoom.us/j/87882869624?pwd=YUVmbUJRZHhDK21UMDc2eDBoTlZoQT09

Mobile Access: (929) 205-6099

Meeting ID: 878 8286 9624   **Meeting Password**: 258577

FPC Ad Hoc Subcommittee: Public Scholarship
Spring 2023

Ad Hoc Subcommittee Members
Rosemary Barberet, Angela Crossman, Maria Haberfeld, Nivedita Majumdar, Robert Till

Background
In the December 9, 2022 Faculty Personnel Committee (FPC) meeting, the issue of public scholarship in the personnel process was discussed in broad terms. During the meeting, Provost Pease asked the Interim Dean of Faculty to chair an ad hoc subcommittee of the FPC to follow up on the discussion. The Provost invited FPC volunteers and additional faculty members to participate. The subcommittee charge was to consider whether to alter the Faculty Personnel Process Guidelines (FPPG) to offer guidance on how to assess public scholarship in a candidate's record and make a recommendation to the FPC in April or May 2023.

Process
Subcommittee members received background information on public scholarship, including links to a report and website of the University of California, Davis addressing the question of public scholarship and engagement (see *Resources* below). Further, committee members reviewed the existing FPPG that address teaching, scholarship, and service. They met in February 2023 to discuss the material and further steps. They circulated, responded to, and revised a draft recommendation in March 2023. Drawing on the material reviewed, we provide the recommendation below for the FPC, followed by details about the subcommittee goals, definitions, and rationale for the recommendation.

Recommendation
No alterations are recommended to the current FPPG.

Goals
Subcommittee goals included: (a) defining what we mean by public scholarship; (b) retaining the generation of original scholarship/creative works (appropriate to one's discipline) as a key criterion for tenure and promotion decisions; and (c) exploring whether greater clarity is needed in the consideration of public scholarship beyond what is available already in the FPPG to guide faculty and the FPC, in light of (a) and (b).

Definition
Public scholarship could be broadly defined as research/creative work, teaching, and learning that has a public impact (UC Davis).

Rationale.
- Relying on the broad definition above (research/creative work, teaching, and learning that has a public impact), it is clear that many John Jay faculty members engage in public scholarship that informs scholarship, pedagogy, practice and/or practitioners in their fields.

- John Jay has a history of valuing public scholarship/creative work and applied work that has meaningful public impact in the personnel process.
- Yet, this definition of public scholarship is extremely broad, heterogenous and encompasses efforts that are already accounted for in existing categories described in the FPPG, included in the Form C, and evaluated for personnel actions.
- Indeed, because public scholarship is common at John Jay, existing language in the FPPG accounts for its inclusion in the personnel process, described primarily as scholarship/creative work and/or service, obviating the need for additional, specialized guidance for this type of work alone.
- Moreover, because public scholarship would still be expected to comport with standards for robust scholarship/creative work, teaching and/or service, specialized language is not necessary.
- Introducing additional language specific to public scholarship risks diminishing the perceived weight accorded to scholarly and creative works in the personnel process in a manner that could be confusing and ultimately undermine candidates' success.
- Finally, existing language in the FPPG also recommends that candidates (and Chairs) provide context and highlight the impact of a candidate's work, in addition to documenting their scholarly/creative excellence and productivity, which often go hand-in-hand with impact. This provides an opportunity to explain the import and impact of one's public scholarship that will be unique and tailored for each candidate, helping each review committee to understand the impact of that candidate's public scholarship.

Conclusion

John Jay is a public institution with a rich history of faculty members producing scholarship with robust public impact that is applied in nature and focus. This is common among our faculty and is typically recognized and appreciated in the personnel process. Though still requiring evidence of scholarly/creative productivity, public scholarship is accounted for in existing FPPG categories (teaching, mentoring, scholarship/creative activity and service) and on the Form C in various ways. As noted in the existing FPPG, this includes the opportunity for Chairs and candidates to explain the impact of a candidate's work in and for the public throughout the personnel process. *Hence, no revisions are recommended, as they would not improve existing guidance for candidates*.

EXISTING LANGUAGE (blue font for emphasis of relevant sections)

I.B. The Form C

I.B.3. The **_Publication_** category should be divided and clearly labeled as follows. The list below is not intended to convey a hierarchy of importance of types of publications, and the list is **not exhaustive**.

- Peer reviewed scholarly books
- Peer reviewed articles or equivalent works (such as peer reviewed performances, exhibitions etc.)
- Creative works in peer reviewed literary journals;
- Law review articles
- Peer reviewed book chapters
- Edited books
- Scholarly articles published in non-refereed journals
- Reviews
- Translations
- Other books
- Encyclopedia articles
- Articles in non-scholarly print (i.e. magazines, newsletters, non-scholarly journals, etc.)
- **Reports (in-house, for agencies, etc.)**
- Custom published works/self-published works (must be so identified)
- Reprints or performances
- **Other scholarly technological products or creative works.**
  …

I.B.4. Candidates are strongly encouraged to review the Form C with their department chair before submitting it to the Provost's Office for inclusion in the personnel file.

I.B.5. The self-evaluation section of the Form C should be complete but concise, normally about 5 pages, single-spaced. The candidate's self-evaluation may address, but is not limited to, the following topics as appropriate to his or her case:

- the candidate's activities and accomplishments during the previous year, and **how those activities and accomplishments contribute to the success of the department and the college**;
- the candidate's **accomplishments** in the three areas of evaluation presented in section III herein: teaching, scholarship, and service;
- how the candidate's scholarship satisfies departmental or disciplinary criteria explained in II.B. Department Personnel Committees (P&B) and II.C Review Committees of the FPC;
- extraordinary circumstances;
- **significant aspects of service, scholarship, or teaching that a reviewer might not otherwise understand**;

- when the candidate is being considered for reappointment, an explanation of the candidate's plan or vision for the remaining years before tenure consideration; and
- when a candidate is being considered for tenure or promotion, a summary of accomplishments and contributions since initial appointment at John Jay or since the last promotion.

NOTE: Content of the self-evaluation section of the Form C is echoed in nearly identical guidance to chairs on providing annual evaluations - see section **I.D. The Annual Conference and Annual Conference Memorandum**.

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.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.C.3. Standards for Scholarship: Promotion to or Appointment as **Associate Professor**

As stated in the CUNY Code of Practice Regarding Instructional Staff Titles an Associate Professor must "possess a record of significant achievement in his/her field or profession, or as a college or university administrator. There shall be evidence that his/her alertness and intellectual energy are respected outside his/her own immediate academic community."

The expectations of candidates for promotion to or tenure as an Associate Professor are, of course, not as rigorous as those for subsequent promotion to full Professor. Candidates for promotion to Associate Professor can demonstrate **significant scholarly achievement and outside recognition through such publications as** a scholarly book, articles in peer reviewed journals based on original research, and other scholarly and/ or **professionally recognized publications and activities** during the time the candidate has been an assistant professor.

Generally the best way for candidates for promotion to or tenure as an Associate Professor to demonstrate significant scholarly achievement is through publication of peer reviewed articles. As an alternative, a scholarly book published by a reputable academic publisher may by itself establish the necessary record of "significant achievement." In the absence of either a scholarly book or peer reviewed articles, **other scholarly publications or creative works, or other significant academic contributions from among those listed below for full Professor may serve to demonstrate a record of scholarly achievement to be considered for promotion to Associate Professor.** The burden is on the **candidate to demonstrate the significance of her/ his contributions in the Form C** self-evaluation section. Reputation in the field will be documented in part by the letters of external evaluation.

III.C.4. Standards for Scholarship: Promotion to or Appointment as **Full Professor**

General criteria for promotion to full Professor are stated in the CUNY Code of Practice Regarding Instructional Staff Titles. The CUNY Code of Practice Regarding Instructional Staff Titles requires of a full Professor, a "record of exceptional intellectual, educational, or artistic achievement and an established reputation for excellence in teaching and scholarship in his/her discipline." The burden is on the candidate to demonstrate that excellence by a substantial and ongoing quantity and quality of research/publication.

III.C.4.a. For scholars (as opposed to creative artists), a scholarly book or the equivalent in scholarly peer-reviewed publications, based on original research is generally expected.

III.C.4.b. To assess the quality of the scholarship put forth by the candidate for promotion to full Professor, the following will serve as guidelines for evaluation:

- The **topic of the publication is significant to the academic community or the discipline** involved.
- The research is **original** and/or the work contains **new (original) ideas** or significant **new interpretations**.

- The work meets **appropriate scholarly standards**: surveys the literature, uses serious methodology, contains complex ideas, moves the field or discipline ahead.
- The publisher has a reputation for scholarly publishing and subjects manuscripts to a pre-publication review process.
- While the length of a piece of work is not, by itself, an indication of quality, the burden is on the candidate to demonstrate that his/her body of work is "substantial."
- Scholarly or professional reviews, citations of work in the discipline, and scholarly funding are several ways of judging scholarly contribution. If a book has received reviews, either pre- or post-publication, these should be part of the candidate's file. Similarly, citations of one's work may be noted, both in the self-evaluation part of the Form C and, if desired, in an addendum to Form C called *Citations*.

If the work, at any stage, has been funded by a scholarly funding agency, a government or private grant, or a practitioner group, this should be noted in the file.

III.C.4.c.   For candidates for full Professor, an "established reputation for teaching and scholarship" can be demonstrated by publications other than a scholarly book. Guidelines regarding quality will be the same as those asked about a book. In terms of quantity, the equivalent of several substantial scholarly pieces since the last promotion is a general guideline. Work considered appropriate in this category **might include but are not limited to**:
- book chapters;
- co-authored books (It is the responsibility of the candidates to explain their role in the co-authored work);
- scholarly articles, including articles in the scholarship of teaching (substantial articles published in journals in the candidate's field with a national reputation and external review process);
- edited books (nature of the editing should be clearly stated and address the questions of originality of conception, editor's role in conceptualizing the project, integration of the articles with an introduction, extensive editing, etc.);
- textbooks in the candidate's field (The appropriate weight given to a textbook can be established through evidence in the form of either pre-publication or post-publication reviews attesting to the book's quality, demonstrated familiarity with the literature in the field, and/ or innovative approaches and/ or through a record of adoptions of the text by significant academic institutions and/ or inclusion in major university libraries and/ or through publication of later editions.);
- scholarly and educational grant applications (information on the outcome of the application and the narratives from the application should be included in the file. For applications that were not funded, the candidate may wish to supply positive reviews).

III.C.4.d. In addition to the above, **other evidence** of scholarly achievement might include but **not be limited to**:
- presentations of scholarly papers at conferences in candidate's field;
- editorship of a scholarly or professional journal;

- positions as discussant or chair of panel at regional, national, or international meetings in the candidate's field;
- papers included in conference proceedings (note if proceedings were refereed);
- professional positions in one's field, i.e. officer of national or regional association;
- **leadership in training workshops in candidate's field**;
- **invited talks** in candidate's field (these should be included in file to be considered);
- **special exhibits** organized by the candidate;
- **organization of scholarly conferences**;
- **research notes, published letters to editors of scholarly journals, reviews, newsletter articles, media appearances, etc.**;
- **instructional material or techniques** that incorporate new ideas or scholarly research.

III.E. Service

III.E. 1. Department, college, and university service, as well as service to students outside of teaching and mentoring, is recognized as important in considering a candidate for reappointment, tenure, C.C.E. or promotion to either Associate or full Professor. The expectation for service increases as one moves up the ranks. While candidates for C.C.E., tenure, and Associate Professor are expected in their first year and in subsequent years to provide effective service that supports students, departments, the college, and/or university, candidates for full Professor should have an established record of continuing and increasingly significant service and leadership to the college community and/or university as well as the **candidate's scholarly or professional community of practice**.

III.E.2. 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. 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. Service that supports the college may include, but is not limited to, serving as a 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.

III.E.3. Candidates should clearly document the nature and time commitment 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. Service is evaluated in terms of level of work involved, attendance, participation, and contribution.

III.E.5. A candidate may offer evidence of **pertinent and significant community and public service** in support of reappointment, tenure or promotion. 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;
- 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.

Resources

Faculty Personnel Process Guidelines:
https://www.jjay.cuny.edu/sites/default/files/u1372/fppg_2021-2022_v3.0f.pdf
https://www.jjay.cuny.edu/full-time-faculty

Blanchard, L., & Furco, A. (2021). Faculty engaged scholarship: Setting standards and building conceptual clarity. East Lansing, MI: Academy of Community Engagement Scholarship. Doi: https://doi.org/10.17615/0xj1-c495

University of California, Davis Working Group Report on Public Engagement:
https://publicengagement.ucdavis.edu/sites/g/files/dgvnsk5056/files/inline-files/PWG_Recommendation_Report.pdf

Provost's Task Force on Engaged Scholarship in Promotion and Tenure (2016). Task Force on engaged scholarship in promotion and tenure. academicpersonnel.unc.edu/files/2020/05/PT-Final-Report-092016.pdf

University of Minnesota. (2004). Accountable to U: 2003–04 university plan, performance, and accountability report. Office of the Executive Vice President and Provost. leg.state.mn.us/docs/2004/mandated/040111.pdf

University of Minnesota. (2016). Faculty tenure. regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_faculty tenure.pdf

University of Minnesota-Twin Cities (2012, June 22). 7.12 Statement: Statements required by Section 7.12 of the Board of Regents Policy: Faculty tenure. Department of Family Medicine and Community Health, School of Medicine. faculty.umn.edu/sites/faculty.umn.edu/files/familty_medicine_and_community_health.pdf

University of Minnesota-Twin Cities. (2018). Assessment of community-engaged scholarship. engagement.umn.edu/ sites/ope.umn.edu/files/umn_pes_criteria_11.08.18_1.pdf

University of North Carolina at Chapel Hill. (2009). Taskforce on future promotion and tenure policies and practices. provost.unc.edu/taskforce-future-promotion-tenure-policies-practices/

University of North Carolina at Chapel Hill. (2011). Academic plan: Reach Carolina. oira.unc.edu/files/2016/06/ academic-plan-2011.pdf

University of North Carolina at Chapel Hill. (2020a). Carolina next: Innovations for the public good. carolinanext.unc.edu/

University of North Carolina at Chapel Hill. (2020b). The faculty code of university governance. facultygov.unc.edu/ files/2020/01/FacultyCode_2020-April15.pdf