

Welcome

ADMINISTRATION vs SERVICE, Ombudsman

PFC & PFA Meetings

- PFC October 8
- PFA October 22 (Wollman)
- PFC November 5
- PFA November 19 (Wollman)
- PFC December 3

Note: PFC open seat on ADHT

Updates

- First year 120 credit structure running successfully;
- Fashion moving downtown Spring 2014;
- 25 East "Making Center" up and running;
- NASAD and Middle States reviews, upcoming May 2014

Bylaws

- Ongoing changes/revisions, hope to bring to next PFA, supplement to faculty handbook (which is ongoing work), mentoring proposal to likely be presented at next PFA.

Service Workload

- Complex topic, PFC focusing on *Service* for now. What are the hours like? Survey is being considered to survey colleagues at external institutions to learn more; we can also consider the data given by faculty on their annual evaluations; perhaps COACHE survey will provide further data.

Faculty Research Workshops (PFC)

- Faculty-centric research workshops to support FTF (e.g. how to publish, discussions about research, presenting successful project examples, funding proposals, etc.); possibly 1-2 per semester, brown-bags, for faculty support/development.
- If you wish to host an event please email PFC

Technologies for Tracking and Transparency - Ted Byfield

- Re: Faculty handbook changes, we are looking at prototypes and approaches that allows faculty to communicate more fluidly, creating an "open record" for addressing concerns,.
- Proposal for committee structures:
 - The Senate affairs Committee
 - The professional affairs Committee
 - The academic affairs Committee
 - The scholarly Communications Committee

- The Learning Environments Committee

Moving forward, reps from the various committees will be invited to speak at PFA for updates, sharing information, etc, including the Senate at PFA.

Tim Marshall and Byrna

Welcome

Updates:

- Launch of new UG curriculum is a tremendous achievement; the committee began 10 years ago to rethink curriculum, contact time, etc; mapped backwards from the desirable undergraduate experience and then how many credits would allow this experience;
- Green papers/white papers to address policy issues, formal structures to feed in; participation of faculty easier, more transparent, holds institution more accountable, general direction over time has been to build up the processes, and significance of these bodies (e.g. the Senate); UFS and Faculty committees (e.g. PFA) working on having closer relationship.

Q/A Session

Question about committee structure to Ted Byfield (above)

- These are working groups, an approach towards governance;
- Request made from faculty member for including larger faculty involvement

What is the role of the handbook?

- Peer institutions are considered for context, but very few are similar to us (e.g. introducing tenure after 100 years of existence), so it's a challenge;
- Handbook is not a contract, but are a set of policies and guidelines that are a review (e.g. to expect the university to live up to the handbook); the literal contract is the individual's letter of appointment, while handbook is a broader framework for faculty member and university to abide by.
- A letter of appointment is the individual's contract listing teaching, research, etc. See your Dean if you do not have one. Contract review is based on this letter/job description.
- One's contract letter supersedes/trumps the handbook. Handbook is a set of guidelines. Handbook lays out the general criteria on a university level, and divisional supplements articulates- will articulate more clearly the evidence that can demonstrate you met the criteria for successful review. There is a need for clarity to articulate in divisional supplement the nature of the evidence that supports excellence in teaching/service/rsc. Division can develop this supplement collaboratively with Provost's Office. Goal is to get each division to grapple with, these criteria across the university. Trustees have final approval of the Faculty Handbook and divisional supplements.
- A general example of contract questions: For those FTF hired before first handbook/2006, contract letters are likely very diverse. If you do not know your status, is there an independent person you can speak with? Perhaps an audit on everyone could be done to get everyone "up to speed."

We are searching for a sustained community of fairness. Do we have mechanisms in place for an "ear" to obtain fairness?

- We need to be vigilant on this. How can we do better on this? How could we work in a different way for faculty to have more confidence? It's a never-ending process. Tenured faculty play a role in working with faculty on their concerns owing to job security. HR does too. Some faculty do not know where to go. The inconsistencies, historically, has created some fear (2006 handbook creation, faculty going "this way" or "that way"--the "breaking" of a faculty). It broke faculty into different "paths" yet handbook was designed to create *increased* job security.

Decision-making is attached to position (e.g. Dean, Chair of Committee, etc), and we need this, but they become management positions. We are depending on this old model 12 departments/12 chairs, the point of decision....We've come a long way, but we are going back to that model in the School model. "To influence without authority" does not happen.

There is a concern over how Service is structured. To what extent can Parsons learn from/accept guidance from other divisions that do this better than we/Parsons does? Learn from other divisions.

Question of Service: little time to do impactful committee work due to "-ships" of Coordinatorship, Directorship, etc.; demanding roles associated with these, thus preventing ability to contribute adequately on committees. Much energy is simply spent "keeping the machine running" which is impacting such areas as this.

Workload is primarily about Service. (Teaching is set at 5, and RSCP is the time carved out). It is acknowledged that faculty are working very hard in Service and it's taxing. We cannot make everyone the same, but we can create comparable loads across the university.

Are admin duties sometimes confused with service duties?

- To "regularize" these policies: look at admin roles/workload, and when workload exceeds normal service, compensate people by adjusting overall load (e.g. course release, supplemental pay, etc). There must be fairness in treating those with excessive admin loads. At Parsons we do count Directorships (for example), as service. And, there are different categories under Service (e.g. Service to the Profession).

Do advising programs interact with each other sufficiently? Students appear under-informed.

- A new position (currently interviewing candidates) will greatly aid with this; there is acknowledgement that this is not happening sufficiently and it needs support.
- Students are moving across programs/divisions much more between now. Faculty are getting more mixed populations of students. The course descriptions were an initial attempt that now need to be supported/strengthened.

Will the self-report be a tool to help understand and manage Service loads, understanding amounts, etc.?

- Service estimates provided on previous year's Self-Report (optional) question were very diverse; more reliable data is needed. Hopefully this year's will inform future assignments, etc. We need to take Service more seriously, and what is considered "excellence" in service. It falls very unequally. There are no clear ways to assess Service, how to evaluate in reviews, how to distribute it across faculty.

Time on campus needs to be considered. We are the only division that enforces the June date we must remain on campus.

- Inequities exist, but we can't keep "divisionalizing" ourselves; each division has dramatically different ideas about what it means to be a faculty member. Some may be available 12 months. Each division has its own respective needs.

Service to the Profession, will this be looked at/considered?

- It is taken into account in reviews, as part of Service. (e.g. professional committees, journal reviews, etc).

We need to be sensitive about making divisional differences; RSCP is primary the promotion process for many during their review, and is a significant portion of workload.

There is a feeling for RTA faculty that they are 'reapplying' for one's job during their contract renewal period; these RTA FTF need support/mentoring when going through the review process. A sense of "adequate" work is unclear.

Salary freezes, will this continue? Compensation for a cost of living increase?

- We almost there about an announcement coming out articulating a general cost of living increase, stay tuned.

Will raises be retro-active to compensate faculty for the freeze?

- No

There is a feeling that the more one steps up in Service and people know you are good at it--you get over-used. Our workload should allow us to become leaders in the field (e.g. speaking at conferences, producing more creative work that is disseminated, etc.), but this is not happening. Faculty are over-worked. Support is needed--rather than regularly being made exhausted--to run a program. If we are committed to our practices (and pushing the university to become a more research drive institution), there must be a reexamination into the current situation.

- It is acknowledged that needs considerable work; how to organize and distribute the workload across faculty. We must keep learning from other division/institutions.

A request made to look at PTF's scholarship when assigning courses/workloads; rather than granting courses based on length of teaching. How can we advance a program successfully, with the most informed faculty? To be the most forward/academically supported program?

- There is an acknowledgment of Union contract.

Final announcements

- A Scholarship of Teaching Conference/Symposium coming this Spring 2014
- Middle States Report Draft is out (links provided in email, last week) will take you to the chapter drafts, focusing on academic vision, to infrastructure, assessment, etc.

Adjourn