Parsons Faculty Assembly Meeting – September 23, 2014
Visit from Bryna Sanger and Tim Marshall
GREEN PAPER – pose questions
10:35—Craig opened the meeting by welcoming us and new members of the faculty:
AMT – Data Visualization profession
AA Associate Director

Agenda:
Introduction to PFC representatives per school.
Introduction of reps for each school and open seat for Fashion needs to be filled this year for Steven Faerm.

NEXT MEETINGS
October 28, PFA meeting
November 25, PFA – Tuesday, the 25th – open block may not be open that day because that day is prior to Thanksgiving Holiday so we will be following the Thursday instead of Tuesday and it may clash with people’s schedules. Meeting will be held in Formerly Tishman Auditorium

Craig also did an informal poll at the request of the Dean’s Council to shift our PFA meeting on Tuesdays so that we allow others meetings to be scheduled. People preferred the later time slot on Tuesday. Start would be 10:30-12:00 – later is better.

Agenda:
Supplement – Faculty Handbook –
David Brody is on Provost’s Office Committee and is will work to create continuity between Parsons and The New School —per meeting yesterday—other New School divisional supplements deal with promotion, tenure and reappointment process. They were surprised that it wasn’t there. All divisions have a committee to oversee the consistency of the supplement. When possible and necessary and consistency with the faculty handbook. Truly supplement to the faculty handbook. We may be farther along than other divisions. The university task force to make sure that there is consistency when possible across divisions. Parsons is not repetitive and make reference to the faculty handbook in our supplements. We make reference in the supplement to the handbook. We elaborate when there are differences between University and Parsons processes. Some of those are missing from our current draft. Those policies are being developed by APT—BUT they have not been folded into the supplement. The APT has gotten backed up because there are too many reviews currently. The APTs addition will be added. RTA procedures are available in the supplement. The most recent draft of RTA that was available. Supplement committee. We need to pull all the pieces in a cohesive way into the document. Originally this was called a Charter. We asked: is this a stand-alone document? Or supplement? It will be published with the Faculty Handbook as a supplement. We don’t want the supplement to be as large as the faculty handbook.
Policy RTA? There are some revisions going on to the RTA policy. The updates will happen as soon as possible. Workload document will be inserted into the supplement. This will take a while until we have a full-fledged supplement.

We will continue to work on workload. This is why Bryna and Tim will be speaking to us. The Service Green Paper will be reviewed. These policies will be folded into the workload document.

We will also address RSCP.

Faculty governance instead of advisory body to the Dean we will move toward governance. What are Joel’s thoughts to where we might best move forward. Implement them in terms of a day-to-day actions.

Benefits-exploring the benefits. HR Next meeting will be a presentation about benefits. Questions about benefits at the university.

Faculty compensations—how that relates to budgeting—a better understanding of that.
Christian is part of that group. Chris said that we map our salaries and other institutions. What are the parameters that establish our salaries? Our previous experience. What are the impacts on our salary situation. How compensation evolves? Will this influence our salaries?
Realities at our institutions?
How it compares at other institutions?
We all heard that the Salary Freeze was an investment? How does the investment make profit?

How are salaries determined?
Are there issues that we are not addressing? We want to hear from you to address issues that we are not addressing this academic year. (crickets) If you think of anything, email Thomas or me.

If you think of anything – email Thomas or Craig.

Sounds really great and productive.

Planning meeting at the beginning of the year to plan our agenda for the rest of the year - This was a very helpful meeting.

PFA – meeting in November – we will have a Concur briefing for expense reporting. Update all off

For spring: Dean’s budget report—useful information. More detail please?

Peer Mentoring update.
John Roach—bring to this group—
BFA/ BBA – midst of transition – there is a lot of work being asked from the fulltime faculty. It touches on everybody.

Peer Mentoring update in the spring.

What is CUE—curriculum impact and bridge that in the context of PFA? Curriculum workshop is happening in the spring
Curriculum bridging – SOPHOMORE TO THE JUNIOR YEAR—how could people in this room to become involved in that? John Roach would love to have a larger conversation about CUE.

CUE is not a shadow group working at the margins. It is going through all of the schools. Updates about the CUE could be announced at the PFA.

Committee meeting news and updates the rest of the PFA.

--MEMO on Annual Reviews. Just a reminder, there is no annual review for last year. The review will be done next year. You can report things from the prior year making it essentially a two-year review.

Kirkbride: Associate Deans—Deans office—if faculty are coming up for reviews as well as faculty who are coming off sabbaticals. In SCE, we are meeting with people this is a mentoring opportunity for those who are coming up for reviews. Annual Evaluation reflects on the year, we want to equip those faculty now.

Recommend—Faculty may not have proper support for next year to get their materials together. What kind of simplified format would be appropriate? What is essentially the key information that needs to be included for mentoring processes? Selected faculty--
The Dean’s office is considering what is the simplified format.
This was a PFC issue—
Is there going to be consistency across schools in terms of a template and individual schools that are developing their own processes.
We’ve done this for a few years now.
Bullet points, simplified summing up of what we’ve done over the past year.

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Jamer Hunt
PUT MENTORING on promotion on agenda—We have a new structure now.
Promotion – new wheels in motion—Those who have served on APT—now evolving with the Associate Dean’s structure. We need to assess whether these various mechanisms are working? From the COACHE survey…there needs to be discussion.

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Executive Summary for the COACHE Survey is posted on the faculty tab of the my.newschool.edu, click on faculty you will find near the bottom the executive summary of the COACHE survey. PFC has been looking at that closely.

Subramanian—
There is no particular mentorship for the RTA faculty. RTA does not have a body of oversight. Worked with Robert Kirkbride—very revealing. Circumstances for APT are different for RTA. There are two tiers of faculty.

Kirkbride
What is evolving is that the position of the Assoc. Deans to mentor Fulltime faculty. It was developed to work in concert with one another. RSCP components at each school. The Associate Deans have been meeting over the past few weeks.

This has just begun to link the activities with supporting the localized reviews for faculty funding, research assistants for Sheila Johnson galleries. Then gather the information to develop workshops to support those areas on a local level then send that information along. For example, there were VERY FEW applications for SCE faculty research funds. This had to do with the cycles of the semester. Trying to develop tactics to support that in a different way.

Subramanian—appreciates this.
However, RTA fac. is different

Kirkbride-
It could be possible that the deans report periodically. The most Important point is how do we gather that information about RTAs locally and then transmit that to the deans group. Contact your Assoc. Deans. Know your associate deans.

Lawson: Bylaws committee (could not quite hear her)

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Tim and Bryna—
Green Paper updates

Tim—general things to bring us up to date on but the time should be spent primarily on the green paper.

Bryna—
I. Mentoring discussion addition: central to address feedback from the COACHE survey to address the findings of the survey.

They didn't feel mentored. Some felt that they were not mentored at all.
We have two major bodies
PROMOTION AND RANK—for the RTA faculty UT RC
And the UP RC

These bodies take reviews and certify the process that the procedures were done well and feedback to provost what was not done well. Sometimes the review will be sent back, sometimes reversing the findings.

Those bodies—enormous amount of information. Strengths and weaknesses and evidence gathering to make the case in one or another.

Simone Douglas—UPRC chair, will lead out the development of broad-based policy on mentoring.

She will hopefully reach out to the UPRC—develop some universal mentoring plan
The faculty affairs committee in Provost’s Office—by end academic year—there will be something to present around that. We heard loud and clear from the COACHE survey.

II. Transparency and clarity in expectations in process and procedures.

Review all of procedures and practices—brought together all practices and then see where the gaps are.
Working on this with the faculty affairs committee in the Provost’s office so that we do understand the PROCESS understanding

III. Divisional supplements—more detail will be in div. supplements – referred to by the faculty handbook. To help each of the divisions with the reappointment process.
University wide faculty task force—supplement needs to be in conformity with university-wide policy. Help each div. really understanding its
Promotion reappointment process
What is the appropriate evidence for excellence or good in performance?
Not to make lists but instead a format that people can understand.

Jim Miller—is heading up this task force.
Mandate to get those Div. Supp. Finished by the end of this year.

We hope that some of this work will allay the concerns reflected in the COACHE survey.

GREEN PAPER—
People felt unhappy about fac. Service levels. That they were onerous and unfair.

This is very hard –We don’t have a not a good enough data or evaluative system.
Decided to use as a lens to get into the committee service

1. How committee service varies by division, by Fac. Employment category—Rank? Are we doing all the service on the backs of Jr. or sr. fac?

2. Does not provide the ad hoc service

3. Able to count the service with all the flaws that the data provided.

4. There was much less variation

5. People are doing a lot of service.
6. What people cared about is whether we should evaluate the quality of the service. Some of the committees require an enormous amt. of time.

7. Work on Review committees?

Do we have a way to evaluate the effort?
8. How service is counted in people’s promotions and reappointments through their careers.

9. How is the evidence amassed?
10. Are people penalized for service?
Faculty reflection on how we like this to be treated in an overall policy?

Now we took the Green Paper down? We kept it up this fall. Was not up long enough but a week ago Fri we took it down. We asked the divisions and Senate—all the feedback they have amassed. Bryna’s intention is to go through the feedback to develop a memo to share the collective feedback…to shop this around a bit to the Senate and the deans. Then pull together a draft of a white paper—a policy position paper. There will be disagreements but we’ll try to listen and reflect in the paper what the faculty is saying and the administration needs in order to manage a service policy. What those principles are represented in the white paper.

We’re essentially passing legislations—Do the “regs”

Evaluate the service and reviews-
MERIT increases?
What is the system we use?
We’re going to have to implement to have us develop a policy like that.

That service ought to count in promotions and rewards.

There is a desire. (from few comments) There is a tension between flexibility and using judgment to balance peoples loads with wanting to count and having a rigorous system to count and having a rigorous system.
We’re going to have to have some trust.

Then, there should also be a grievance mechanism for faculty. There will be some balance between expectations and flexibility. There will be Trade-offs—balance between service and all the other things that faculty have to do and how we evaluate the trade-offs in that balance.

This has led to fairly robust university wide discussions.

We’ll improve people’s confidence that we are dealing with concerns the faculty have.
Concerns that faculty are being heard.

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Kirkbride-
Concern—spoke to Simone-mentoring group from the Provost’s office. My concern is that using that set-up the group becomes caught in its own bubble. The group has to connect with the various groups—across the structure.

Bryna agrees—there is no substitute for on-the-ground knowledge and appreciation for the local. A university-wide policy on mentoring will not solve everything. There will be divisional variation.

Her mandate is to reach out.

Kirkbride
For example: Assoc. Deans from school to school very different. Job descriptions – the way they are deployed in the field is very different. Reconcile the local conditions amongst ourselves. Differences and hooks.

Sven
Two areas—
Reported/evaluated
Too much of a burden
How do you lessen the burden on faculty? Especially when you see that the service is relatively even.

Bryna—
We depend on faculty to do big admin service. Over the long haul the solution to that is to try to build up a more robust administrative infrastructure that takes some of that load off the faculty.

Tim—
If you are getting course release—then that takes it out of the equation.

Five courses plus—
Course releases supplements—
$3M—a year is what the university spends on supplemental pay—what would happen if we make that admin support?

It takes a complex microanalysis. This is very complicated to figure out. Because of the part time faculty...economic way of managing the process of admin.

Rama
There are different measures. For example: What is a course at the Parsons level?

Tim
3 cr
6 cr

Tim is scarred by previous university where every minute was counted up.
Weighting of courses. The kind of teaching – how much prep—variables? On line has different labor attached.

Fairness around workload and how far one wants to go in what mode?
Generalize? Broad? And leave it to local admin.
Or regimented process?
Different cultures in different divisions.

RTA—complicates it. More of this and more of that. Teaching and scholarship.
Different than tenure track fac. There are different expectations. We have to take that into acct.

Tim
15 wk semester/ smaller 8 week semesters? Different rhythms. So you don't have extreme burnout at the end of the year.
At end of the year every body looks trashed.

Lang-advising load
Lot of variation.
How we want to manage workload.

--Geyer
Where does the service load lie for all of us.

Pedagogy – radically evolving and extra work that needs to be dedicated to that, pragmatic stuff to fill in the gaps. When we are doing service do we do service in expertise?
Organizational stuff where someone would be better?

Service – pedagogy in our fields? This is our bread and butter and there is often no space for his to happen.
Tim
$3M—take some of that money—employ people to do that kind of work. Service—
More ft faculty—so that service is better distributed. There is a decision that needs
to be made around fairness and workload. This is what we need your help on.

Bryna-sometimes contractual arrangements for RTA faculty that governs their
relative load. This might be different from tenured faculty. We have to take this into
account.

Tim: There has been discussion to change the rhythm of the semester. Should we
have an 8 week semester? At the end of May, everyone looks trashed. There is a lot
of variation. Just coming up with the principles on how we manage that is really
important.

Andrea—development of pedagogy in the CUE. There is a lot of work that needs to
be dedicated in the work with student. We are doing a lot of pragmatic stuff to keep
the whole thing going. Can we do service in our areas of expertise? We should be
competitive with our close neighbors considering. We have to constantly develop
given how much tuition we charge. Sometimes there is no space for that.

Tim: agrees-assign the work to people who have expertise in these areas.

Craig
Service at many institutions includes: to the institution, profession, the community
at other universities using your expertise.

We seem to be focused on service to the institution.

Bryna—COACHE survey—focus is on service to the institution.
FEEDBACK; service to the profession and the community. We have to address that in
policy.

Kirk
Fac. ability to reflect ton their experience in service and have that be recognized.
Community Service needs to be recognized in the evals.

Tim

Certainly that is the point of doing a policy paper. We put a lot of effort giving value
to research— processes, criteria, measures—service is in there as a criteria of work.
We need to get the feedback.

--Andrea
George-Question service to the institution in the development of pedagogy.
Serv. To the profession—
Invited to be on boards.

--Kirbride
When you have gone through review, you have to contribute to the network of reviews.
--faculty is asked to do menial admin tasks. Assoc. Dean—our ops person was moved and not replaced. This means that it changes our definition that are many nitty gritty things that we didn’t sign up to do.

Coordinator, Director, positions.
How do we optimize? Visioning and pedagogical mission in the schools
Tony Aziz
Service to the community—saying no more often—external letter writing. To get people to do that work.

This becomes one of the corner stones of the workload.

--Tim
Constant work and attention—
Universities are changing—developing, revising, technology—pedagogically.

--Andrea/George
Service to the profession. I cannot do that. Cross load of part time faculty through addl duties—pt faculty were emotionally and passionately involved. In the short run—pt timers—very specific tasks.

Kirkbride—changing definitions and job descriptions.

Aziz Service to the community—and recognition.

Geyer—can we include part time faculty? Funds could be found to involve the pt timers in very specific task.

--Tim
The basic structure of service has not changed but the university has. Everyone is also desperate for new lines. The university is in pretty decent shapes. We’re not growing. The growth that used to be in the system...instead now shifting—money around. Should we slow down on fulltime faculty hiring? Should we hire administrative workers? Dilemma—request-for lines.

--Course release question. Shari Diamond-BFA Dir. Of Photo (very difficult to hear)
--Ramer—institution—we feel like the institution in the whole world. There are other institutions who manage this more effectively than we do. Internally—how do we do this tenure process? Are there like institutions? Workload/service issues?

Are other universities struggling like we are?

We are Educational Advisory Board Members-Bryna
Best Practice research
Acad, affairs—finance-student services. We always go to them first to see what work they have done. See what the best practices are like. We have learned a lot from this. These are issues all universities are facing.

Lots of institutions are struggling—
We are idiosyncratic in certain ways.

Institutions that are like us? We are very idiosyncratic.
Very few universities. Big design school
Tuition driven
Most universities have a history of tenured faculty—and are now moving away—they are using more contingent faculty. We have done just the opposite. We are still mostly pt fac.

We are idiosyncratic.
There is enormous variations among universities. So many points that you do. How many people are in your class—when you teach—so many points. How many students do you teach?

How much money are you earning for the institution?

Dept Chairs—teaching and workload—varies enormously—science faculty is treated very different.

We thought that CMU—was most like us.
Provost of CMU—Bryna knew—and he also came here for 5 year review for Middle States. We thought it would be useful—
He told us about the negotiating power of deans and resources. There are systems going on at other universities that re so diverse. Reflects history and incentives that central admin wants us to do.

We always go to learn—

Tim—zero incentivize for BFA teaching and MFA is incentivized.

Bryna—I have to say in many of these areas. We have learned a lot from this kind of research.
Tim-Columbia—another tenure institutions—great language—ready to be dropped in. Somebody out there has already put very good work into the language.

Looking at Harvard Grad School of Design in architecture is one version of how people look at design. The reviewers only looked at process—to get to the final building. What were the actual intellectual issues that were being addressed and the processes that went into that. It is interesting to look at because it does give you different ways of looking at the review process. This will help us determine what happens at our institution.

--Tim—
Another round of branding. Rebranding – of The New School—liberates Parsons from the run-on—research behind this.. is sobering.

There is no name recognition of the New School, Lang is not wellknown. Parsons is not well-known outside certain regions. – we are better known in Latin America and Asia—**The biggest huge gap in the US undergraduates.** There is a tremendous opportunity for TNS in that space. How to think about design in liberal arts context—this is the big question—Right sizing and shaping the university more intentionally Ultimately, it should get us to a place where we are not up against the pressure of the Academic quality versus enrollment. Parsons is very important to this picture. There is a very interesting market out there that is not being tapped.