

Faculty Senate Minutes #337

Thursday, February 5, 2009

3:20 PM

Room 630 T

Present (35): Simon Baatz, Elton Beckett, Adam Berlin, Teresa Booker, Marvie Brooks, Erica Burleigh, Elise Champeil, Edward Davenport, JoEllen Delucia, Virginia Diaz, Janice Dunham, DeeDee Falkenbach, Beverly Frazier, Gail Garfield, P. J. Gibson,, Richard Haw, Maki Habersfeld, Jay Hamilton, Kim Helmer, Heather Holtman, Karen Kaplowitz, Erica King-Toler, Ali Kocak, Tom Litwack, Vincent Maiorino, Evan Mandery, Michael Pfeifer, Raul Romero, Francis Sheehan, Richard Schwester, Staci Strobl, Robert Till, Shonna Trinch, Thalia Vrachopoulos, Joshua Wilson

Absent (14) : Michael Alperstein, Andrea Balis, Shuki Cohen, Kirk Dombrowski, Marcia Esparza, Amy Green, Ping Ji, Allison Kavey, Mickey Melendez, Nicholas Petraco, Tanya Rodriguez, Arthur Sherman, Roberto Visani, Valerie West

Invited Guest: Provost Jane Bowers

Agenda

1. Adoption of the agenda
2. Approval of Minutes #336 of the December 12, 2008, meeting
3. Announcements & Reports
4. Review of the agenda of the February 11, 2009, meeting of the College Council Committee
5. Discussion about the proposed "Guidelines for the Assignment of Faculty to Multiple Departments and/or Undergraduate Programs"
6. Invited Guest: Provost Jane Bowers

1. Adoption of the agenda. Approved.

2. Adoption of Minutes #336 of the December 12, 2008, meeting. Approved.

3. Announcements & Reports [Attachment A]

CUNY Vice Chancellor for Fiscal Affairs Ernesto Malave has created a budget newsletter: the most recent issue, dated January 2009, is attached [Attachment A].

A University report, "Instructional Teaching Staff: Fall 2005 through Fall 2008" [Attachment B] shows that in 2005 John Jay had 294 full-time faculty members and in 2008 had 375 full-time faculty members; this is an increase of 81 faculty (the largest increase of all the colleges) and a 27.6% increase, (the largest percentage increase of all the colleges).

4. Review of the agenda of the February 11, 2009, meeting of the College Council. Noted.

The agenda includes: a proposal from the Faculty Senate on the Honorary Degree process; a proposal for a B.A. degree in Gender Studies; a proposal to revise the International Criminal Justice Major; a proposal to revise the Forensic Science Major; a proposal to revise the Minor and Program and in Puerto Rican/Latin American Studies; three new Accounting course proposals and one Counseling course proposal; Accounting, Government, Ethnic Studies, and Sociology course revisions.

5. Discussion about the proposed "Guidelines for the Assignment of Faculty to Multiple Departments and/or Undergraduate Programs" [Attachment C]

The "Guidelines for the Assignment of Faculty to Multiple Departments and/or Undergraduate Programs" [Attachment C] was drafted by a subcommittee of the Provost's Advisory Council and will be adopted by the Provost after she consults with the Faculty Senate and the Council of Chairs. The document has already been vetted by CUNY's Office of Legal Affairs. [The discussion about these guidelines carried over to the Senate's meeting with Provost Bowers: see Agenda item #6.]

6. Invited Guest: Provost Jane Bowers [Attachment C]

In response to questions about the new CUNY community college which will be housed on the land that North Hall now stands, Provost Bowers called Chancellor Goldstein's proposal for a new community college exciting and innovative. She said that there are no plans for the new community college to use John Jay's library or other facilities, as is rumored. She said the rumors may have arisen because the new community college has no plans for its own library but this is because it is planning a curriculum which is less library based than traditional CUNY campuses.

Senator P. J. Gibson asked about the danger of the new community college depriving John Jay of expansion space in a renovated North Hall. Provost Bowers said she knows that President Travis is working assiduously to obtain more expansion space for our College. Senator Marvie Brooks asked whether John Jay could not obtain some of the money the Gates Foundation is planning to put into colleges. The Provost said that John Jay is, in fact, looking for an appointment with the Gates Foundation to obtain some money for our partnerships with the six CUNY community colleges.

President Kaplowitz told Provost Bowers that the Senate was just discussing the guidelines for people appointed to more than one department or program [Attachment C], and she asked the Provost whether there is a timeline for implementing these new guidelines. The Provost said that the University does not officially permit joint appointments; rather, the University requires every faculty member to have a "home" department. She added that there is specific language in the proposed document for handling SEEK appointments.

Senator Gail Garfield asked whether these proposals apply mainly to new hires and she asked how they affect existing hires. The Provost spoke about the case of ISP having difficulty sharing faculty with other departments as one of the motivating factors in the development of this document.

Senator Edward Davenport asked about professors, such as he, who were told 35 years ago that they were jointly appointed in two departments and that they would receive tenure in both departments, professors who did equal service in both departments, and who were reviewed for tenure by both departments. He said as such a professor, having fully participated as a member of the English Department and as a member of the SEEK Department, he does not understand what if anything he is supposed to do or what his status is. Provost Bowers said we will have to make it clear that faculty members can have tenure in only one department; those professors who were voted tenure in two departments (which is impossible according to CUNY Central) will have to choose which of the two departments is to henceforth be their home department, that is, which department they hold tenure in. Senator Davenport said that if there are rules for deciding one's home department, these rules should be publicized widely. VP Sheehan also raised the issue of how much choice a faculty member has about a dual assignment. The Provost said that faculty members would not be told where to teach but would, of course, have a choice about a dual appointment.

The Provost responded to another question by VP Sheehan by saying that departments are evaluated on the basis of their full-time teaching coverage. She said that the home department receives the teaching credit for dually assigned faculty which should encourage departments to share faculty with other programs and departments. Senator Teresa Booker asked how service is to be allocated and measured by each department or program for dually assigned people. The Provost said this is being worked on. It was suggested that language be added to the document about the voting rights of faculty who have dual appointments when they serve on college wide committees.

President Kaplowitz raised an issue mentioned on pages of 3 and 5 which troubles her: the document seems to require *more than annual evaluation* and *she suggested this could lead to grievances* if the chair of the sharing program does not meet with dually assigned faculty more than yearly. VP Sheehan asked for clarification of a passage on page 4. The Provost said she would obtain clarification.

The meeting was adjourned at 5:00 PM.

Financial Disclosure

Budget Bulletin from the CUNY Office of Budget and Finance

Ernesto Malave, Vice Chancellor

Vol. 2 No. 1 January 2009

Governor Paterson Presents FY2009-2010 State Executive Budget

On December 16, Governor David Paterson released the 2009-2010 State Executive Budget. With New York State facing its largest budget deficit in state history—a \$1.7 billion shortfall this year and \$13.7 billion in 2009-10 the budget recommends a series of actions to generate savings and raise additional revenues.

Impact on Senior Colleges

For the CUNY senior colleges, the proposed budget recommends an overall increase in funding of almost \$51 million over the current year. This increase in funding reflects a reduction of almost \$65 million in state support. The decrease is offset by over \$115 million in additional tuition and fee revenue, based on a tuition increase of \$300 per semester for full-time resident undergraduates at CUNY.

In a break from the traditional approach to funding higher education, the Executive Budget for the first time proposes a tuition policy which would allow a portion of the revenue from a tuition increase to be returned to the University to fund an investment plan. This initiative is consistent with the principles of the CUNY Compact.

Under the governor's proposal, for FY 2009-10, CUNY would retain 20% of



Inside This Issue

- Governor Paterson Presents 2009-2010 Executive Budget Plan
- Board of Trustees Approves 2009-2010 Budget Request -- Approves Tuition Increase with Investment Plan
- Mayor Bloomberg and City Council Reach 2009 Budget Agreement and Restore \$5.1 Million in Planned Cuts
- Mayor Bloomberg Calls for \$12.7 Million in Budget Cuts in 2010
- College First Quarter Financial Report Shows Robust Enrollment and Increase in Full-Time Faculty Hires
- Board of Trustees Approves Change in CUNY Investment Policy
- 2008 Audited Financial Statements

the additional revenue (\$22 million) for investment purposes. In the future, the state will seek to raise the level of the investment from tuition to 50%.

The proposed budget also finances all of CUNY's mandatory cost increases. Combined with the investment funding, this budget will permit CUNY to maintain current service levels while making targeted investments in critical areas as outlined in CUNY's budget request.

New Loan Program

Based on the recommendations of the New York State Commission on Higher Education, the Executive Budget would establish the New York Higher Education Loan Program (NY HELPs).

This initiative would provide, on an annual basis, a minimum of \$350 million in loans to 45,000 resident students enrolled in a degree-granting program at a college or university in New York State. The expected rate of interest on the loans is 8%, which is up to 10 percentage points lower than conventional private loans.

Board of Trustees Approves FY 2009-2010 Budget Request and Changes to Tuition Charges for Fall 2009

In its December meeting, the CUNY Board of Trustees approved the University's FY2009-2010 Budget Request.

The request for fiscal year 2009-2010 represents year four of the CUNY Compact, the University's innovative multi-year financing approach.

This strategy offers an economically efficient way to finance CUNY by delineating shared responsibility among partners and creating opportunities to leverage funds.

The CUNY Compact would ordinarily have called for additional public resources to cover the University's mandatory costs and a share of the investment plan. The remainder of the investment resources comes from philanthropy, productivity, restructuring and efficiencies, targeted enrollment growth, and increased revenue from tuition increases.

However, given the extraordinary financial

crisis facing the State and City of New York, with projected budget deficits at the state level of up to \$15 billion in FY2010 and \$50 billion through FY2012, CUNY's budget message this year seeks to finance the majority of the University's ongoing obligations and investment program through continued budget restructuring and efficiencies, philanthropy, revenues from enrollment growth, and an increase in tuition of up to \$300 per semester for undergraduate resident students at the senior colleges and up to \$200 per semester at the community colleges.

The fiscal year 2009-2010 cost of the plan is \$175.7 million: \$90.6 million (51.5%) for the University's Investment plan and \$85.1 million (48.5%) for the University's mandatory needs. (See table 1 on page 7 for details of requested increases.)

The FY2009-10 CUNY Investment Program will build upon the Master Plan initiatives:

- increasing full-time faculty ranks by 350 which will strengthen undergraduate and graduate programs
- expanding "Decade of Science" research opportunities which will bolster academic and student support
- enhancing workforce and economic development
- upgrading information management systems and facilities

Go to: <http://web.cuny.edu/administration/budget.html> for the full text of the budget request.

Student Financial Aid Initiative

As part of the budget, CUNY is establishing a new Student Financial Aid Initiative to assist students who will be placed at risk of continuing their matriculation due to higher tuition rates, as well as to drive down the cost of textbooks for CUNY students. This

last year to support faculty hires and other investments. (See Table 3 on page 9.)

The overall FTE increase at the senior colleges was 4.2%. The community college gain was a very strong 7.3%.

Among the senior colleges, City College posted the largest increase at 7.5%, an increase of 769 FTE. NYCCT and Lehman colleges also showed solid gains of 7.2% and 7.1%, respectively.

Among the community colleges, BMCC's FTE shot up by nearly 16.5%, followed by Hostos at 8.3% and Kingsborough at 5.3% (See Table 4, page 10.)

CUNY Board of Trustees Adopts New Investment Policy

The Board of Trustees approved a new Statement of Investment Policy at its meeting on December 8, 2008. The new policy, which was developed with CUNY's investment consultant, Cambridge Associates, governs both investments and spending for the CUNY Long-Term Investment Pool (the "Portfolio").

There are several key changes represented in the new investment policy. First, the policy establishes an average annual real (inflation-adjusted) return target of 5%, net of management fees.

The policy also establishes CUNY's first formal spending policy in order to preserve the Portfolio's long-term value and enable predictable and stable annual spending. Under the new policy, CUNY will make available to be spent each year up to 5% of the Portfolio's average market value for the preceding 12 quarters.

In order to achieve these objectives over the long-term, CUNY has adopted an asset

allocation that gives the option to invest in emerging markets, alternative investments, and real assets. Increasing the diversification of the Portfolio will enable higher return, lower risk, and a Portfolio that is attractive to our participants and enhances the prospect of further co-investment.

Finally, the new policy gives the Subcommittee on Investments the authority, within the guidelines set forth in the Investment Policy, to make decisions in concert with the advice of the Investment Consultant and the University's Investment Staff. Further, it provides for greater efficiency and flexibility in decision-making by permitting the Vice Chancellor for Budget and Finance, after consulting with the chairperson of the Subcommittee on Investments, authority on portfolio issues requiring immediate action. The Statement of Investment Policy has been posted on the CUNY website.

FISCAL YEAR 2008 AUDITED FINANCIAL STATEMENTS

The City University of New York has issued its financial statements for the 2008 fiscal year. The statements, which received an unqualified opinion from the University's auditors, KPMG, LLC, provide information on the financial position of CUNY's business-related activities.

For financial reporting purposes, the University's reporting entity consists of 11 senior colleges, six community colleges, three graduate and professional schools, a School of Professional Studies, a School of Biomedical Education, and an Honors College.

The University's financial statements also include the financial activity of the following other related organizations: Research

Table I

City University of New York
2009-2010 Budget Request
Summary Requested Increases (\$ millions)

Program	Senior	Community	Total
Creating a Flagship Environment	30.000	8.000	38.000
Fostering a Research Environment	10.000	1.000	11.000
Student Services	16.000	10.000	26.000
Workforce Development	3.000	3.350	6.350
Information Management Systems	3.000	1.000	4.000
Upgrading Facilities Infrastructure	3.750	1.500	5.250
Total Program Needs	65.750	24.850	90.600
Mandatory Needs			
Fringe Benefits	36.118	7.499	43.617
Energy	9.772	3.628	13.400
Building Rentals	5.048	3.529	8.577
Salary Increments/OTPS Inflation	12.843	6.694	19.537
Total Mandatory Needs	63.781	21.350	85.131
Total Request	129.531	46.200	175.731
Funding Sources			
Tuition Increase	103.200	28.000	131.200
Enrollment Growth	6.331	1.811	8.142
Restructuring	4.000	1.750	5.750
Philanthropy	4.000	1.000	5.000
State / City Support for Philanthropy Matching Program	12.000	3.000	15.000
Community College State Aid Increase/Enrollment Growth	0.000	10.639	10.639
Total	129.531	46.200	175.731

Tuition Revenue Summary (\$000)

Table 3

	FY 2008 Actual	FY 2009 Projection	Tuition Revenue Change FY 2008 - 2009
Baruch	83,424	85,055	1,631
Brooklyn	65,190	66,200	1,010
City	58,637	62,507	3,870
Hunter	91,938	93,390	1,453
John Jay	59,860	59,389	(471)
Lehman	40,894	42,594	1,700
Medgar Evers	19,340	20,404	1,064
NYCCT	47,406	49,267	1,861
Queens	75,192	77,983	2,791
CSI	46,731	48,326	1,595
York	23,516	25,392	1,876
Graduate School	19,878	19,355	(523)
Law School	4,402	4,074	(329)
School of Journalism	597	777	179
School of Professional Studies	1,792	2,706	914
Senior College Total	638,798	657,419	18,621
BMCC	54,611	59,227	4,616
Bronx	22,538	22,003	(535)
Hostos	12,122	12,943	821
Kingsborough	29,747	30,818	1,070
LaGuardia	33,061	34,845	1,785
Queensborough	32,340	32,708	368
Community College Total	184,419	192,544	8,126
University Total	823,216	849,963	26,747

The City University of New York

Facts & Figures

2008-09 Adopted Budget (\$ millions)		
Senior Colleges		
State Aid	1,141.0	62.6%
City Support	32.3	1.8%
Tuition	<u>649.1</u>	35.6%
Total	1,822.4	
Community Colleges		
State Aid	177.1	29.4%
City Support	234.4	38.9%
Tuition	<u>191.1</u>	31.7%
Total	602.6	
Total University		
State Aid	1,318.1	54.4%
City Support	266.7	11.0%
Tuition	<u>840.2</u>	34.6%
Total	2,425.0	

Tuition (Fall 2008)	
Senior Colleges	
Undergraduate resident full-time	\$4,000
Per credit resident	\$170
Per credit non-resident	\$360
Graduate resident full-time	
Per credit resident	\$270
Per credit non-resident	\$500
Community Colleges	
Resident full-time	\$2,800
Per credit resident	\$120
Per credit non-resident	\$190

Enrollment (Headcount) Fall 2008				
	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>	<u>% P-T</u>
Senior				
Undergrad	90,011	41,744	131,755	31.7%
Graduate	8,717	22,263	30,980	71.9%
Total Senior	98,728	64,007	162,735	39.3%
Community	46,109	35,409	81,518	43.4%
Total	144,837	99,416	244,253	40.7%

Enrollment (Full-time Equivalent) Fall 2008		
<u>Senior</u>	<u>Community</u>	<u>Total</u>
119,675	58,297	177,972

Adult & continuing Education Enrollment 2007-08		
<u>Senior</u>	<u>Community</u>	<u>Total</u>
138,656	134,253	272,909

Undergraduate Profile (Fall 2007)		
	<u>Senior</u>	<u>Community</u>
Work 20+ hours per week	46.2%	44.0%
Attended NYC Public High Schools	70.2%	65.7%
Age 25 or older	30.5%	33.1%
Household Income Less than \$30,000	48.7%	60.2%
Born outside U.S. Mainland	35.5%	40.5%
Native Language not English	40.8%	46.3%
Ethnicity/Gender		
Black	27.3%	31.2%
Hispanic	24.0%	33.2%
Asian	17.0%	15.5%
White	31.6%	19.9%
Native American	0.2%	0.2%
Female	60.1%	60.4%

Instructional Teaching Staff: Fall 2005 through Fall 2008

ATTACHMENT B

Senior Colleges	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2008 # Change over 2005	2008 % Change over 2005	2008 # Change over 2007	2008 % Change over 2007
Baruch	424	427	434	451	27	6.4%	17	3.9%
Brooklyn	458	459	467	479	21	4.6%	12	2.6%
City	453	461	457	493	40	8.8%	36	7.9%
Hunter	565	572	602	616	51	9.0%	14	2.3%
John Jay	294	321	352	375	81	27.6%	23	6.5%
Lehman	301	311	334	339	38	12.6%	5	1.5%
Medgar Evers	155	153	166	174	19	12.3%	8	4.8%
NYCCT	289	300	328	368	79	27.3%	40	12.2%
Queens	513	517	555	564	51	9.9%	9	1.6%
CSI	306	304	319	322	16	5.2%	3	0.9%
York	165	164	171	190	25	15.2%	19	11.1%
Graduate School	331	331	339	348	17	5.1%	9	2.7%
Law School	32	32	36	37	5	15.6%	1	2.8%
School of Journalism			8	19	19	NA	11	137.5%
School of Professional Studies			4	1	1	NA	(3)	-75.0%
Sr Sub Total	4,286	4,352	4,572	4,776	490	11.4%	204	4.5%
Community Colleges								
BMCC	354	351	362	368	14	4.0%	6	1.7%
Bronx	234	234	245	248	14	6.0%	3	1.2%
Hostos	138	148	156	151	13	9.4%	(5)	-3.2%
Kingsborough	284	284	275	286	2	0.7%	11	4.0%
LaGuardia	245	249	262	265	20	8.2%	3	1.1%
Queensborough	273	270	282	286	13	4.8%	4	1.4%
CC Sub Total	1,528	1,536	1,582	1,604	76	5.0%	22	1.4%
Grand Total	5,814	5,888	6,154	6,380	566	9.7%	226	3.7%

GUIDELINES FOR THE ASSIGNMENT OF FACULTY TO MULTIPLE DEPARTMENTS AND/OR UNDERGRADUATE PROGRAMS¹

Version 1.9

a. INTRODUCTION

The “Guidelines for the Assignment of Faculty to Multiple Departments and/or Programs” (hereafter “guidelines”) establish a mechanism for the assignment of faculty members to programs and to “secondary departments,” while retaining the faculty members’ formal relationship to a single academic department (the “home department”) as required under CUNY Bylaws.² The guidelines introduce the concepts “Program-Assigned Faculty,” “Program Assignment,” and “Joint Assignment.” These concepts, as explained below, provide a formal process to define responsibilities and expectations with respect to teaching, service, and participation in program and departmental administration and activities. The process protects the faculty member and also provides stability and predictability to the home department and to the secondary department or the interdisciplinary or non-departmental academic program to which the faculty member is assigned.

b. PROGRAM-ASSIGNED FACULTY

Program-Assigned Faculty are full-time members of the John Jay faculty who are appointed to one academic department (the home department) and are assigned to teach and/or provide service to a second department or to an undergraduate interdisciplinary or non-departmental program (hereafter “program”).

c. FACULTY ASSIGNMENT LETTER

When a faculty member agrees to be assigned to a program or to a secondary department, beyond occasionally teaching a class, the relationship should be defined in a Faculty Assignment Letter (FAL), addressed by the Provost to the faculty member, copied to the chair of the home department and the director of the program or the chair of the secondary department. The FAL should describe the nature and duration of the assignment

¹ These guidelines do not apply to graduate programs.

² The home department is the department in which the faculty member’s tenure is located and in which the faculty member enjoys voting rights. Each faculty member can have only one home department. Even if a majority or all of the faculty member’s teaching and service is done in a department other than the home department, that other department is always the secondary department.

and the responsibilities and expectations with respect to teaching, service, and participation in program/department committees and activities.

While providing protections for the faculty member, the FAL also provides stability and predictability to interdisciplinary programs and to the participating departments.

d. LINE ALLOCATIONS TO INTERDISCIPLINARY AND NON-DEPARTMENTAL PROGRAMS AND TO MULTIPLE DEPARTMENTS

In assigning new and replacement faculty lines to departments, which then conduct searches, the Provost may assign faculty lines to programs and may jointly assign lines between departments.

a. Line allocation and search process

If a line is assigned to a program for recruiting, the program director will organize a search committee and conduct a formal search. As a finalist emerges, the program director will identify one or more appropriate academic departments for the candidate and offer the line to one of the departments. If one of the departments, through its Personnel and Budget Committee, agrees to accept the line and the candidate, and if a satisfactory FAL can be negotiated, the candidate is advanced to the Provost for appointment.

If a line is to be shared between two departments (joint assignment), one department must be identified as the home department. This is the department to which the candidate will be appointed, with assignment of some portion of teaching and service to the secondary department. The department chairs will organize a search committee representative of both departments, with at least one member of each department's Personnel and Budget Committee on the search committee. The finalist must be approved by the Personnel and Budget Committees of both departments before being advanced to the Provost for appointment. Like the FAL, the appointment letter for a joint assignment will describe the nature of the assignment to the secondary department and the home department and the responsibilities and expectations with respect to teaching, service, and participation in the administration and activities of the secondary department and the home department.

In accordance with CUNY Board of Trustees policy, "SEEK faculty employed and appointed in the academic departments . . . and the appointment and reappointment of such faculty, shall be made in consultation with the SEEK Director. If after consultation, the SEEK director elects to enter a formal objection to a particular designation or appointment or reappointment, the designation, or the personnel action in question shall be reviewed by the President. . . ."³

³ Board of Trustees Minutes, 1994, 06-27, 007,_D)

b. Annual Conference Memorandum and Personnel Process

The Chair or a member of the Personnel and Budget Committee designated by the chair of the department to which a faculty member is appointed (the home department) must conduct the annual personnel review in accordance with the PSC-CUNY Contract. In arriving at his or her assessment of the candidate, the chair or his/her designee shall confer with the program director or secondary department chair. The program director or secondary department chair cannot be present at the annual evaluation conference or at the deliberations of the Personnel and Budget Committee of the home department unless he or she is a duly elected or appointed member of that committee. The home department chair presents the faculty member to the College Committee on Faculty Personnel. As a statutory member of the College Committee on Faculty Personnel, the secondary department chair may contribute to the College Committee's discussion of the faculty member.

The program director or secondary department chair will meet regularly with the faculty member for the purpose of mentoring and guiding him or her and will keep a written record of these meetings and of the guidance given to the faculty member in each meeting. A copy of this written record shall be given to the faculty member.

The written record shall be included in the personnel file with all contractual safeguards and provisions.⁴

c. Annual Conference Memorandum for Faculty Jointly Appointed to SEEK

"Faculty designated to teach developmental courses and employed in the SEEK Department shall be evaluated by the SEEK Department, but also reviewed separately by the pertinent academic department with the academic department report being submitted both to the SEEK Department and to the Dean of Faculty [Provost]. Faculty who are so designated or appointed and employed in an academic department shall be evaluated by the appropriate academic department, but also reviewed, separately, by the SEEK Department, with the SEEK Department report being submitted both to the appropriate academic department and to the dean of faculty [Provost]. . . . The reviews by both the SEEK Department and the academic department shall include reference to teaching effectiveness and

⁴ "No materials shall be placed in the employee's file until the employee has been given the opportunity to read the contents and attach any comments he or she may so desire. Each such document shall be initialed by the employee before being placed in his or her file as evidence of his or her having read such document. This initialing shall not be deemed to constitute approval by the employee of the contents of such document. If the employee refuses to initial any document after having been given the opportunity to read the same, a statement to that effect shall be affixed to the document" (Agreement between The City University of New and the Professional Staff Congress/CUNY, November 1, 2002 – September 19, 2007, p. 35).

sensitivity to the learning patterns of disadvantaged students and reference to the academic content and substance taught.”⁵

e. COURSE SCHEDULING FOR INTERDISCIPLINARY AND NON-DEPARTMENTAL PROGRAMS

Current course scheduling procedures provide for departments and graduate programs to be authorized “section allocations.” These are numbers of course sections authorized for scheduling to a department or graduate program to be staffed by regular and adjunct faculty members. In accordance with these procedures, undergraduate programs shall be authorized section allocations associated with courses routinely offered as part of the program’s curriculum. The administration of these sections, with respect to departmental appointment authority, shall function in the same manner as graduate program course scheduling.

For graduate programs, when a regular faculty member teaches a graduate course, the section involved is added to the section allocation of the faculty member’s department so that the departmental allocation is not reduced. As with the scheduling of graduate classes, the scheduling and recruiting of instructors for interdisciplinary and non-departmental undergraduate courses shall not place the undergraduate program director in a position to make requests for class sections and faculty assignments that would appear to a department chair to diminish the undergraduate course schedule for the department involved.

f. FACULTY WORKLOAD REPORTING AND PROGRAM ASSIGNMENT

The official workload reporting requirements and the college metrics by which departments are credited for full time faculty coverage shall credit the teaching of program-assigned faculty to departmental workloads and other measures of instructional performance such as full-time/part-time teaching ratios. In other words, the teaching hours of faculty assigned to programs or secondary departments shall be credited to the home department.

g. A FRAMEWORK FOR LONG TERM AND SHORTER TERM PROGRAM ASSIGNMENTS TO INTERDISCIPLINARY AND NON-DEPARTMENTAL PROGRAMS

The guidelines provide for long term, medium term, and short term assignment of faculty to programs.

a. Long Term Assignments

Interdisciplinary and non-departmental academic programs require faculty who can commit the time and effort to assume primary responsibility for program continuity and administration and the delivery of the program curriculum.

⁵ Board of Trustees Minutes, 1994, 06-27, 007,_D)

Faculty already appointed to departments may make long-term commitments to programs, and the expectations and supports associated with those commitments shall be specified in an FAL. The extent and duration of assignment shall be reflected in the metrics considered by the Provost in line allocation, so that a department assigning a faculty member to a program can identify the assignment as an additional basis for requesting a new faculty line or a substitute line.

Through Long Term Assignments, programs can assemble “core faculties” capable of committing the time and effort to assume primary responsibility for program continuity and administration and the delivery of the program curriculum.

II. Medium Term Assignment of Faculty

Faculty may be assigned fully or in part to teach and provide service to a program for a semester, a year, or several years. Although participation in programs can enhance the individual faculty member’s experience and thus ultimately benefit the department, such assignments must be made in consultation with the faculty member’s department chair. Such a reassignment is not intended to be permanent. However, a commitment beyond a single year shall be explicitly recognized in the form of a FAL spelling out its terms. The extent and duration of reassignment shall be reflected in the metrics considered by the Provost in line allocation, so that a department reassigning a faculty member to a program can identify the reassignment as an additional basis for requesting a new faculty line or a substitute line.

For faculty members with long-term and medium-term assignments to programs of more than a year who are still subject to personnel actions, the program director shall meet regularly with the faculty member for the purpose of mentoring and guiding him or her and shall keep a written record of these meetings and of the guidance given to the faculty member in each meeting. A copy of the program director’s written record shall be given to the faculty member. The written record shall be included in the personnel file with all contractual safeguards and provisions.⁶ The faculty member’s department chair can consult the program director in conducting his or her annual evaluation of the faculty member.

c. Short Term Reassignment/Occasional Faculty

⁶ “No materials shall be placed in the employee’s file until the employee has been given the opportunity to read the contents and attach any comments he or she may so desire. Each such document shall be initialed by the employee before being placed in his or her file as evidence of his or her having read such document. This initialing shall not be deemed to constitute approval by the employee of the contents of such document. If the employee refuses to initial any document after having been given the opportunity to read the same, a statement to that effect shall be affixed to the document” (Agreement between The City University of New and the Professional Staff Congress/CUNY, November 1, 2002 – September 19, 2007, p. 35).

Programs need faculty to teach courses on an occasional or a regular basis. Such teaching assignments must also be made in consultation with the faculty member's department chair, in the same manner as is currently the case for graduate programs.

Sections taught by faculty teaching on behalf of programs should not be deducted from departmental section allocations. Therefore, programs shall have their own section allocations for courses routinely scheduled to implement the program's curriculum.