CUNY Faculty Affairs Advisory Board
Meeting Minutes
December 5, 2016
205 East 42nd Street, Rooms 818/819 (8th floor)
2:00 – 4:00 pm

In Attendance: David Allen, CSI; Julissa Alvarez-Diaz, CCNY; James Berg, BMCC; Terrence Blackman, Medgar Evers; Kay Conway, BMCC/UFS; Angela Crossman, John Jay; Francine Egger-Sider, LaGCC; Madeline Ford, Hostos; Michael Guy, OAA; Julia Jordon, City Tech; Karen Kaplowitz, John Jay; Farida Lada, OAA/Research; Sharilyn Levy, Brooklyn; Luis Montenegro, BCC; Annemarie Nicols-Grinenko, OAA; Allison Pease, John Jay; Ralf Peetz, CSI; Moses Phillips, Medgar Evers; Vita Rabinowitz, OAA; Albert Robinson, BCC; Cheryl Smith, Baruch; Jim Stimpson, SPH; Alexandra Tarasko, QCC; Greet Van Belle, York; Vincent Walker, BCC; Michael Wolfe, Queens

1) Approval of the minutes of the September 9, 2016 meeting
   • The minutes were approved.

2) Announcements – Annemarie Nicols-Grinenko
   • New features of the Faculty Affairs website (http://www2.cuny.edu/academics/faculty-affairs/)
     o Upcoming deadlines for faculty opportunities are posted on the homepage under “News & Announcements”.
     o Faculty accomplishments are featured on the rotating carousel on the homepage.
       – FAAB members were asked to send faculty accomplishments - in the areas of scholarship, teaching or service – for the carousel.
     o The “Faculty Resources” page lists all CUNY-wide programs – from the Office of Academic Affairs, Office of Research, RFCUNY, PSC-CUNY, CUNY Academy – all in one place
   • There is now a website for the Chancellor’s Research Fellowship Program under “Faculty Resources” – and another round of funding was just announced, with a February 7th deadline.
   • FAAB members were asked to send suggestions for making the site more useful to faculty – and to consider linking their college’s faculty page to the Faculty Affairs page.
3) **Research Compliance Education and Awareness** – *Farida Lada, Associate University Provost for Research Administration & Compliance*

- FAAB were asked for help in raising awareness about research compliance education among faculty.
- Training is especially needed in the areas of being a good faculty mentor to student researchers, export controls, collaborative agreements, project management and compliance with funder requirements,
- The Office of Research Administration & Compliance offers training in these areas, but it is often difficult to get faculty to attend the training sessions. FAAB members offered the following suggestions:
  - Webinars
  - Associate Univ. Provost Lada could present at various upcoming events, including a UFS meeting where FR indirect costs will be discussed, the C3IRG event in January and the RFCUNY NSF day in the spring
  - Conduct training in the boroughs
  - Offer online multi-media or presentations with graphics; a decision tree that outlines compliance decisions during the research process would be particularly helpful
  - Highlight the consequences of not following through – perhaps using a Q&A format
  - Offer faculty development opportunities – with certificates
  - Develop training units and offer them ‘just-in-time’
  - Training would be more effective if it is offered by the college, not the central office.
    The central office should convey the importance of offering this type of training at the colleges.

4) **Discussion: Adjunct Support/Issues** – *James Berg, Associate Dean of Faculty at BMCC and Ralf Peetz, Associate Provost for Undergraduate Studies and Student Success at CSI*

- Prior to the meeting, FAAB members were asked to consider the following issues, which guided the group’s initial discussion
  - Existing support structures/policies at colleges that are directly directed at adjuncts (handbooks, committees, offices, policies/guidelines other than contract, etc.)
  - Adjunct needs assessments – has anyone conducted one, does anyone have an instrument to recommend?
  - Immediate past and current efforts addressing adjunct concerns
  - Near and medium future plans and/or strategic plan elements addressing adjunct concerns
  - Multi-year contract challenges for departmental planning
- Existing support structures/policies
  - Much of the current support is at the departmental level, and the level of support and integration into departments varies widely
    - Compensation for adjuncts attending faculty development efforts is an issue, since many colleges don’t have the resources and adjuncts find it difficult to attend without compensation; offering food at events can help
Many colleges struggle with providing support on weekends and in the evenings, when many offices – including departments – are closed

**Adjunct needs assessment**
- John Jay did a needs assessment that surveyed both adjuncts and department chairs and found that most adjuncts teach at John Jay for 5 or more years
  - As a result of the assessment, John Jay started offering college-wide orientations for adjuncts (with food, but no compensation) and formed an adjunct faculty committee
  - John Jay is willing to share its needs assessment

**Making adjuncts feel welcome**
- CCNY’s Provost Office and HR Offices work together to offer an annual adjunct welcome reception, to make sure that adjuncts get paid on time (another big issue at many schools) and to provide “after hours” office support

**Suggestions for improving the situation for adjuncts at CUNY**
- Reconceptualize from “adjunct issue/problem” to “student success issue/problem”
- The university could initiative a line-item budget allocation for adjunct support – sending the message that support of our adjuncts is critical to our students’ success
- “Support for adjuncts” could be added to the PMP – again sending the message that this is critical to student success
- Data should be collected/analyzed on the different types of adjuncts at CUNY (e.g., grad students, professionals with full-time jobs who teach on the side, PhDs looking for f/t academic positions) because their needs are different
- The university should consider another round of adjunct conversion lines, establishing a clinical track or “professors of practice” for faculty who don’t want to do research; hiring more lecturers
  - At several colleges, there is opposition to a “two tiered” faculty system in which some conduct research and teach and others just teach
  - The university should think about different types of faculty, with different teaching loads, not a “two tiered system” and teaching should be celebrated

5) **Discussion: COACHE follow-up – Support for mentoring** – Katherine Conway, Professor of Business Management at BMCC and UFS Chair
- 2015 COACHE results indicate that university-wide, faculty value mentoring, but don’t receive enough support for it.
- To gather more information about this issue, a survey (see page 4) was distributed to all FAAB members prior to the meeting, but only a few responses were received given the short timeline. Remaining members were asked to return the survey, which was sent out again after the meeting.
- There will be a follow-up discussion at the FAAB once more surveys are completed and a subcommittee will be formed, with the goal of identifying best practices across the university and then modeling them.
Mentoring at CUNY

Results from the COACHE survey suggest that while faculty find fulfillment being a mentor and believe that mentoring is effective, they are less satisfied with support for faculty to be good mentors. What form of support is needed is less clear. We hope to identify best practices across the University. Send your responses to the questions below to kconway@bmcc.cuny.edu by December 2nd. Further discussion will ensue at the Dec. 5th Faculty Affairs Advisory Board.

How does your college ensure that junior faculty (pre tenure) benefit from a mentoring relationship?

Is the mentoring process formal or informal?

If your campus has a formal mentoring program please describe:

Is the mentoring program assessed, and if so, how?

Have you explored the relationship between mentoring and… turn-over? …promotion? …scholarship? …student evaluations? …grants applied for/funded? ...increased cross-disciplinary work?

How are faculty selected to be mentors?

Do faculty mentors receive training? If so, please describe:

Is there a mentor handbook or any materials provided for guidance?

What is the expected term of the mentoring relationship?

Are faculty permitted to request another mentor?

Do faculty mentors receive compensation? (pay, reassigned time etc.)

Do faculty mentors receive other acknowledgement?

Are you aware of any mentoring programs that exist across institutions (perhaps offered by discipline related groups)?