



MINUTES OF THE C-FACULTY SENATORS COUNCIL MEETING OF MARCH 10, 2016

The New York University Continuing Contract Faculty Senators Council (C-FSC) met at noon on Thursday, March 10, 2016 in in the Global Center for Academic & Spiritual Life at 238 Thompson Street, 5th Floor Colloquium Room.

In attendance were Senators Becker (by audio-conference), Borowiec, Burt (by video-conference), Carl, Cittadino, Elcott, Fefferman, Gold-Von Simson, Killilea, Mooney, Mowry, Rainey, Renzi, Sacks, Stehlik, Stewart, Williams; Alternate Senators Bianco, Casey, Herman (for Slater), Ritter (for Halpin), Sahin, Smith, White, Williams, and Youngerman. Anne Dempsey from the Silver School attended as an observer.

APPROVAL OF THE AGENDA

Upon a motion duly made and seconded, the meeting agenda was approved unanimously.

APPROVAL OF THE MINUTES OF THE MEETING HELD FEBRUARY 11, 2016

Upon a motion duly made and seconded, the minutes of the February 11, 2016 meeting were approved unanimously.

REPORT FROM THE CHAIRPERSON: FRED CARL

See attached Document A: C-FSC Chair Update

Chairperson Carl reported the Council will host a retreat on Wednesday, May 25, 2016 from 10:00 am – 5:00 pm. A call will be sent for representatives to serve on a retreat planning committee.

The report was accepted into the minutes.

COMMITTEE REPORTS

See attached Document C: Committee Reports

No questions were submitted on the following reports:

Educational Policies & Student/Faculty Relations: Ben Stewart
Faculty Committee on NYU's Global Network University: Vince Renzi
Senate Ad Hoc Committee on Work-Life Issues: Vince Renzi

Global Network University: Amy Becker

Senator Becker reported on the materials distributed concerning the global network professorship and the language to be inserted into the Faculty Handbook that describes the global network and the global network professorship.

Last year, T-FSC and C-FSC representatives worked with the Provost GNU committee on developing the global network professorship.

Becker asked the Council to review this material, which will be discussed and voted on at the next meeting.

The Senator from Abu Dhabi stated the global network professorship title is automatically given to tenured and tenure track faculty members at Shanghai or Abu Dhabi, but not to continuing contract faculty. He noted there are options at the discretion of the Provost in Shanghai or Abu Dhabi with the agreement of both the department and the school in New York for continuing contract faculty to receive this title. It was noted there is ongoing discussion on this.

Governance Committee: Ezra Sacks

Senator Sacks reported on the draft of the shared governance questionnaire. The Committee developed 10 questions.

A Senator recommended that research professional work responsibilities be added to question 9.

A Senator suggested adding department name.

The Governance Committee will take the Council's comments into consideration as they develop the final version of the survey.

Personnel Policies and Contract Issues: John Halpin

Discussion of 21 Principles document regarding issues to consider during formulation of School policies for Appointment, Reappointment and Promotion

See attached Document B: 21 Principles

A Senator explained the principles are designed to assist in the review of the guidelines being developed by each School.

The Council approved the document by general consensus.

University Senate SCOG: Vincent Renzi

Senator Renzi reported with the addition of Global Public Health and the College of Nursing, there is a need to add representatives to the University Senate.

The original proposal by SCOG was to increase the size of the Council by two faculty seats for nursing and global public health. With the increase, other schools seats would be reapportioned. For instance, Faculty of Arts and Science would go from 5 seats to 4 seats and Tisch Schools of the Arts from 3 seats to 2 seats.

Chairperson Carl reported the next Senate Executive Committee meeting is tomorrow. He noted it seems while the question of the size of the Senate remains an issue, the increased size of the Senate does not seem to be a problem. The issue will be discussed at the meeting.

Finance Policy and Planning: Susan Stehlik

See attached Document E: Report and Comments on the Faculty Budget, 2016-17

Senator Stehlik reported on the Report and Comments on the Faculty Budget, 2016-17 to be sent to the University Senate Financial Affairs Committee.

She noted a Senator commented the recommendation for an additional specific allocation of 1% for professional development is modest. She suggested requesting a minimum Professional Development allocation for each continuing faculty member in all schools and not less than what each School may have allocated in previous years.

Another Senator suggested de-coupling the professional development allocation from Annual Merit Increase (AMI).

Another Senator recommended adding service as another factor for AMI.

Senators also discussed the need for transparency in the process for determining and distributing the AMI.

The report, with the addition of the discussed revisions, was approved by general consensus of the Council.

Diversity, Equity, & Inclusion Committee: David Elcott

Senator Elcott discussed the Committee's attention on issues brought up at the retreat last year and the Committee's own deliberations, which focused on the three areas listed in the committee report.

He highlighted the discussion at the retreat regarding socio-economic and class issues faced by first generation students.

A Committee member discussed the idea of privilege and the importance of incorporating all groups into the discussion, particularly those of privilege who may feel they have no role in the conversation.

Provost Search Committee: Fred Carl

A Senator asked for updates on the Provost search. Chairperson Carl suggested this question be addressed by President Hamilton.

The reports were accepted into the minutes.

SPECIAL GUEST: PRESIDENT ANDREW HAMILTON

Chairperson Carl provided a brief history of the Continuing Contract Faculty Senators Council.

He noted following the spring of 2013, the Board of Trustees formed a special committee on governance. The T-FSC passed resolutions in support of the continuing contract faculty being eligible for representation in university governance. In the spring of 2014, the Planning Committee on Full-Time Contract Faculty Representation in the Senate distributed their report and recommendation to the University Senate. The University Senate voted in favor of formally accepting the proposal set forth by SCOG, and voted in favor of recommending that the University Board of Trustees amend the Bylaws of the University to implement SCOG's recommendations. The amended Bylaws became effective on September 1, 2014, creating the Continuing Contract Faculty Senators Council.

President Hamilton noted he met with the C-FSC Steering Committee earlier in the semester and expressed his views regarding the important role of the continuing contract faculty in all universities, but especially at NYU. He noted the scale of NYU and its vast distribution of intellectual activity, in addition to the international dimension of the University. He remarked that his prospect in working with the Council is to be informed on and tackle issues faced by the continuing contract faculty. He stated an absolutely critical part of NYU's operations are activities carried out by the continuing contract faculty.

Hamilton highlighted three pressing issues. He noted he is pleased with the momentum of the university senate task force on diversity and inclusion. He expects the taskforce to develop strong and challenging recommendations this spring.

The second issue is affordability. He noted the frequency this issue came into conversation from students, but also faculty and staff regarding the challenges of affordability in the community. He noted short term steps include holding tuition to the lowest level of increase and freezing room and board costs. Longer term recommendations include potential options for offering students a less traditional pathway and time to degree.

The third issue regards the competitive landscape in New York, and the challenges NYU faces. He noted one of NYU's greatest competitive advantages is being in New York City, but this also means other universities are coming to New York to compete, such as Cornell Tech.

Hamilton stated that continuing contract faculty members are a key part of NYU's framework and he looks forward to working with the Council and addressing issues that continuing contract faculty face.

Chairperson Carl presented the Council's questions to the President.

Question 1: Liberal Studies Program

University resources are already limited, as we know. With your announcement about upcoming housing cost freezes, modest increases in tuition, and budget restrictions on non-personnel-related matters, and with much discussion nationwide about increasing resources for STEM departments and reducing resources for Liberal Arts departments, those of us in the Liberal Studies Program who teach Liberal Arts courses worry about the impact these financial matters might have on LSP. Will your Administration plan to improve salaries, opportunities for research and travel, and overall expenses related to delivering and improving Liberal Arts instruction to our NYU undergraduates? Would you talk about your plans with regard to Liberal Arts funding at NYU in general over the next few years and, if possible, talk specifically about how LSP might figure in your plans?

Hamilton noted the budget challenges of a University are the direct result of new initiatives, degree programs, and opportunities, all of which demand resources and funding.

He stated he is meeting with the Liberal Studies faculty tomorrow. He noted given his experience at Yale, Oxford, and Princeton, he appreciates and is a strong supporter of the important role of a liberal arts education in a twenty-first century university.

He noted he cannot be too specific about budget at this time, but commented he thinks this is an area NYU can strengthen and believes NYU is extremely well positioned in terms of quality of students coming to the Liberal Studies programs and through liberal arts in FAS, Shanghai, or Abu Dhabi.

Question 2: Role of Contract Faculty

From the broad perspective of the university as a whole and its future, what do you see as the most serious concerns related to the maintenance (and possible expansion) of a two-tiered faculty system, i.e., tenure/tenure-track and full-time non-tenure-track? (This is not to mention other categories of contingent faculty, such as the large number of adjuncts employed in some schools.)

In your opinion should all faculty members in a university, regardless of rank or job title, be expected to carry on active research and/or scholarship and/or performance-related activities? If so, should that expectation be a part of their job descriptions?

What are your thoughts on the uneven integration of contract faculty across departments and schools?

President Hamilton reiterated his opening statement that both groups of faculty are absolutely vital to the University. He noted different types of faculty play different, but valuable roles, and roles that should be recognized and respected for the critical contributions they make.

As for the second question on whether all faculty members regardless of title should be expected to carry out research and scholarship, Hamilton stated it depends on the role they are playing within their academic domain. Continuing contract faculty may have significant involvement in research and their involvement in scholarship may be valuable in the functions they carry out in their schools, which should be encouraged and recognized. Other schools may be different, because every faculty has a different role to play.

Chairperson Carl followed up on the question asking how research plays a role in teaching.

Hamilton responded for certain continuing contract faculty members, the scholarly dimension will have great benefits for the work they carry out, and if there is a benefit in the development of the faculty member and improvement on their teaching, then that should be encouraged.

A Senator asked if the President had thoughts on how to diffuse the perception or reality of the tiers.

Hamilton commented one of the roles of a body such as the University Senate is to communicate these issues and examine what steps and improvements can be made so that a level of respect exists between different parts of the University.

Chairperson Carl inquired on the President's thoughts on the uneven integration of continuing contract faculty.

Hamilton commented on the need for openness and discussion on these issues. He recognized that different schools and departments have different cultures and histories.

Chairperson Carl inquired on the fears concerning the dissolution of tenure.

Hamilton commented there is often a concern about changes in the ratio of faculty. He commented the current ratio reflects an increase in the number of continuing contract faculty as the number of students increases and as research activity increases, which is happening at all leading universities. He noted he does not see a threat to tenure at NYU, but noted it is a timely discussion given the political interference that is starting to become more acute at many large state institutions.

A Senator asked about the number of and hiring of adjunct professors.

Hamilton responded every appointment is for a purpose. He noted the hiring of adjuncts may be allowing a school to offer a course or expertise that it does not currently have, and an expertise for which it would not have the resources to recruit a full-time continuing contract faculty or tenured/tenure track faculty member. He stated it is important to ensure the University is not compromising academic quality or the quality of the career structures offered to full-time faculty and staff.

Question 3: Global Network University

Traditionally, study abroad meant enrolling in a foreign university and immersing oneself in the local language and culture. For the individual student do you see any pedagogical advantage in NYU's global network of satellite campuses with their protected enclaves, often staffed by contingent faculty, as opposed to the traditional model?

Hamilton commented he recently returned from Abu Dhabi and Shanghai and found open enclaves and engagement with the community. He stated in NYU Abu Dhabi, the largest national group is nineteen percent of the study body. He noted NYU Shanghai is 50% Chinese students and 50% American. He also noted the structure of the faculty is similar to New York in terms of tenured/tenure track and continuing contract faculty. He noted in other sites, such as London, Prague, Madrid, there is interaction with the community and the influence of language and culture. He noted the GNU is powerful and longstanding, and far ahead of its time. A Senator expressed his concerns about the safety of LGBTQ students and faculty in Abu Dhabi. Hamilton stated there have been no reported incidents concerning LGBTQ university members in Abu Dhabi.

Question 4: Uneven Academic Excellence

As with most large universities, NYU has real locations of excellence in departments, schools and centers, while also having locations in need of improvement. Can you share your thoughts on addressing that reality?

Hamilton commented there will be areas of excellence and areas of weakness and noted these change over time. He noted the vast changes in the School of Medicine. He stated a university should always be striving for improvement and moving forward, which includes renovation, building new space for performance, and new accommodations for students and faculty.

Question 5: Pedagogy/Teaching

Can you share any thoughts you have on 21st-century pedagogy and how NYU is and could be better placed to be a leader? How will your thinking on the above influence your decision in selecting the next provost?

Hamilton stated he cannot comment at this time on the selection of the Provost.

Hamilton remarked he is pleased that across NYU there are various means of assessment and uses of technology and many exciting initiatives for different parts of the academic landscape. He noted there is not a simple one size fits all model regarding technology and the most important question is the academic purpose.

He noted technology-enhanced education is not necessarily a less expensive option. For instance students, especially in specific introductory courses, need support readily available. This would require online 24-hour available support, which can be very expensive.

Question 6: University Senate

Do you have any comments on the structure of the university senate?

Hamilton stated he is pleased to see the renovation of the governance structure and the input across the university from staff, students, faculty, and administration. He noted the critical role played by tenured/tenure track and continuing contract faculty and the stated success of the governance structure of any university is a reflection of the university's engagement with the faculty.

NEXT MEETING

Chairperson Carl announced the next meeting of the Council will take place on Tuesday, April 26, 2016, 12:00 pm – 2:00 pm.

ADJOURNMENT

The meeting adjourned at 2:00 pm.

**C-FSC—Chair's Report
Chairperson Fred Carl**

Report as of March 7, 2016

1. Committee Updates

Our Personnel Policies and Contract Issues committee is continuing to develop recommendations to school policies for Gallatin, the Center for Urban Science and Progress (CUSP), the Law School and, most recently, the Institute for the Study of the Ancient World (ISAW). The committee, along with the Steering Committee, has developed a list of 21 principles, guidelines and benchmarks for continuing contract faculty in the development of their school policies. This set of guidelines is included in the Chair's Report for discussion at the meeting on Thursday, March 10th.

The Provost's Advisory Working Group, charged to develop recommendations for disciplinary policies and grievance procedures for continuing contract faculty not related to appointment, reappoint and promotion, is expecting to hold two more meetings on March 10th and March 29th.

The Governance Committee has developed a questionnaire for continuing contract faculty as the beginnings of our understanding the state of joint shared governance, with particular attention on continuing contract faculty. This questionnaire, included in the Governance Committee report, will be discussed at the Thursday, March 10th meeting.

Because President Andy Hamilton will be attending the meeting from 1:00pm-2:00pm, I will suggest on Thursday that we place discussion of the 21 Principles, the Governance Committee questionnaire and the report from SCOG at the top of committee reports.

2. C-FSC Retreat

Our Retreat has been set for Wednesday, May 25, 2016, 10:00am-5:00pm. All Senators and Alternates interested in serving on a committee to plan the retreat should contact Karyn via email, with a copy to Fred.

3. Elections

Schools will be notified of upcoming elections for Senator and Alternate Senator seats. Election results should be known and certified by the final C-FSC meeting on April 26, 2016. At that final meeting nominations and elections will be held for the C-FSC Steering Committee for AY 2016-2017.

4. Andy Hamilton

President Andy Hamilton will join us at our meeting for the second hour, 1:00pm-2:00pm. I will invite him to make introductory comments and then to address questions, including the following submitted by C-FSC:

a) University resources are already limited, as we know.

With your announcement about upcoming housing cost freezes, modest increases in tuition, and budget restrictions on non-personnel-related matters, and with much discussion nationwide about increasing resources for STEM departments and reducing resources for Liberal Arts departments, those of us in the Liberal Studies Program who teach Liberal Arts courses worry about the impact these financial matters might have on LSP. Will your Administration plan to improve salaries, opportunities for research and travel, and overall expenses related to delivering and improving Liberal Arts instruction to our NYU undergraduates? Would you talk about your plans with regard to Liberal Arts funding at NYU in general over the next few years and, if possible, talk specifically about how LSP might figure in your plans?

b) 1. From the broad perspective of the university as a whole and its future, what do you see as the most serious concerns related to the maintenance (and possible expansion) of a two-tiered faculty system, i.e., tenure/tenure-track and full-time non-tenure-track? (This is not to mention other categories of contingent faculty, such as the large number of adjuncts employed in some schools.)

2. In your opinion should all faculty members in a university, regardless of rank or job title, be expected to carry on active research and/or scholarship and/or performance-related activities? If so, should that expectation be a part of their job descriptions?

3. Traditionally, study abroad meant enrolling in a foreign university and immersing oneself in the local language and culture. For the individual student do you see any pedagogical advantage in NYU's global network of satellite campuses with their protected enclaves, often staffed by contingent faculty, as opposed to the traditional model?

c) Do you have any thoughts on the purpose and structure of the University Senate?

What are your thoughts on the uneven integration of contract faculty across departments and schools?

d) As with most large universities, NYU has real locations of excellence in departments, schools and centers, while also having locations in need of improvement. Can you share your thoughts on addressing that reality?

e) Can you share any thoughts you have on 21st-century pedagogy and how NYU is and could be better placed to be a leader?

How will your thinking on the above influence your decision in selecting the next provost?

5. Next Meeting

Our next meeting, the final C-FSC meeting of the semester, will be held on Tuesday, April 26, 2016, 12:00pm-2:00pm.

Our End of the Year Celebration will take place on Thursday, April 28, 2016, 6:00pm-9:00pm, at the Torch Club.

TWENTY-ONE PRINCIPLES REGARDING SCHOOL POLICIES FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION FOR FULL-TIME CONTINUING CONTRACT FACULTY – Recommendations/Requirements for Continuing Contract Faculty contracts & policies (NYU)

Endorsed by the C-FSC Personnel Policies and Contract Issues Committee and the C-FSC Steering Committee

1. FACULTY GOVERNANCE

The New York University Guidelines for Full-Time Continuing Contract Faculty, issued June 12, 2014, revised December 15, 2015, page 1, Section II. Formulation of School Policies, paragraph 2, sentence 1, state:

“In response to these guidelines and as appropriate thereafter, schools shall formulate or amend their policies in accordance with existing school governance processes and with the expectation that FTCCF shall participate in formulating and/or amending the school policy to the extent and manner in which school governance policies permit.”

Clarify specifically and explicitly the process of consultation with the Continuing Contract faculty.

We strongly recommend that any development of this policy follow the letter and the spirit contained in the above quote from the New York University Guidelines for Full-Time Continuing Contract Faculty, allowing the Continuing Contract faculty, acting, according to the school’s governance structure (e.g., its Faculty Assembly or similar body, faculty meeting, etc.) an active, essential and meaningful role in forming and approving any new policy, which policy must necessarily include the grievance/appeal process.

Mechanisms for timely distribution to the faculty, faculty discussion, as well as the ability for faculty to present amendments, make recommendations to and vote on the Policy in a regularly scheduled faculty meeting following procedures outlined in the school’s governance structure, should be included and stated explicitly.

2. CHANGES TO POLICY

The policy should follow the letter and the spirit contained in the New York University Guidelines for Full-Time Continuing Contract Faculty, issued June 12, 2014, revised December 15, 2015, page 1, Section II. Formulation of School Policies, paragraph 2, sentence 1, which state:

“In response to these guidelines and as appropriate thereafter, schools shall formulate or amend their policies in accordance with existing school governance processes and with the expectation that Full-Time Continuing Contract Faculty shall participate in formulating and/or

amending the school policy to the extent and manner in which school governance policies permit.” Add the following:

“Mechanisms for timely distribution of any amendments to the Policy to the faculty, faculty discussion, as well as the ability for faculty to present amendments, make recommendations to and vote on the Policy in a regularly scheduled faculty meeting following procedures outlined in the school’s governance structure, should be included and stated explicitly.”

3. CONTINUING CONTRACT FACULTY AND TENURED FACULTY DISTINCTION

Since Continuing Contract faculty are exclusively non-tenured, add language describing the differences between tenured faculty expectations and non-tenured faculty expectations. This is important because in some schools, Continuing Contract faculty primarily have teaching responsibilities, while in other schools Continuing Contract faculty are expected to maintain an active scholarly, research, creative and/or professional life.

For faculty in schools without continuing research/creative expectations for Continuing Contract faculty, continued creative, intellectual, and scholarly engagement in their fields can be encouraged, though not required, as appropriate to the area of the appointment. For those schools, a model might be the following (adapted from the FAS Website, “Recruitment of New Faculty, Section 1.7, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professors, Overview,” <http://as.nyu.edu/object/aboutas.pp.assocdean.recruitment.html>):

“Continuing Contract Faculty lines differ from tenure-track lines. Although continuing contract lines are without tenure, they are typically multiyear and research is not part of their formal responsibilities, and hence teaching loads are greater.”

For faculty in schools with continuing research/creative expectations for Continuing Contract faculty, a model might be the following:

“Continuing Contract Faculty lines are typically multiyear and differ from tenure lines at the School in the following ways: **[enumerate those differences]**.”

4. ADMINISTRATIVE DUTIES -- REAPPOINTMENT OR PROMOTION

Include for consistency that for faculty whose responsibilities are primarily administrative, greater weight will be given to performance in this area in reviews for reappointment or promotion.

5. ONE-YEAR APPOINTMENTS

The University Guidelines for Full-Time Continuing Contract Faculty, page 4, states:

“Continuing Contract Faculty appointments that provide for the possibility of extended periods

of employment support continuing involvement with students and colleagues and provide an appropriate and desirable element of job security. Thus, wherever possible, schools are encouraged to reduce reliance on one-year contracts. However, in addition to providing schools with an essential degree of flexibility, one-year contracts may be programmatically and academically desirable in a number of schools and academic programs within schools; school policies shall include a rationale for a Continuing Contract Faculty title(s) that carries a one-year appointment.

Full-time contract faculty members are to be hired within the context of the school's long-term strategic planning for faculty academic programming, which is approved by the Provost. This is true for one-year as well as multi-year contracts."

"If a one-year contract is adopted, the Dean will provide a justification, similar to the hiring plan submitted annually to the Provost, based on programmatic and academic considerations, to the faculty through the formal governance structure established at the school (the Faculty Assembly, Faculty Senate, etc.)"

6. ONE-YEAR APPOINTMENTS

To prevent the establishment of a permanent group of continuing contract faculty on one-year appointments, add language allowing for a transition to an appointment of at least three years for faculty on one-year appointments who successfully complete a formal review, such as:

"Faculty members on continuous one-year appointments who successfully complete their formal review shall move to at least a three-year appointment."

7. PROMOTION & SUBSEQUENT APPOINTMENTS

When promoted to a three-year contract (Assistant Clinical/Arts/Music Professors—the titles should be consistent titles in place for Continuing Contract faculty at the school), subsequent appointments shall be for at least three years.

When promoted to a five-year contract (Associate Clinical/Arts/Music Professors—the titles should be consistent titles in place for Continuing Contract faculty at the school), subsequent appointments shall be for at least five years.

When promoted to a XX-year contract (Full Clinical/Arts/Music Professors—the titles should be consistent titles in place for Continuing Contract faculty at the school), subsequent appointments shall be of at least the same length.

8. FULL CLINICAL/ARTS/MUSIC PROFESSOR (the titles should be consistent titles in place for Continuing Contract faculty at the school)

As an appointment of at least five years is the norm for Clinical Associate/Associate

Arts/Associate Music Professor, provide an increase in term of appointment for Clinical/Arts/Music (Full) Professor; this is the case at certain schools (e.g., The Gallatin School).

9. PROFESSIONAL ACTIVITY—PROFESSIONAL DEVELOPMENT FUNDS AND RESEARCH LEAVE OR SABBATICAL

In schools where professional, scholarly and/or creative is either required or encouraged for reappointment and promotion, professional development funds and research leave or sabbatical should be provided to further support professional, scholarly, or creative work. A description of that eligibility, and the process governing it, should be added.

In schools where the Continuing Contract faculty's responsibilities are exclusively teaching, professional development funds that support that faculty member's continued growth in teaching their field should be provided.

10. CRITERIA FOR ASSESSMENT

Specify how "performance" will be assessed. For example, the following factors might be considered: course materials (e.g., syllabi, lecture notes, assignments), course development and innovation, instructor development, collegial observations, self-presentation, samples of student writing, evidence of continuing influence upon students, examples of learning beyond the classroom, student evaluations, etc.

11. TERMINATION DUE TO CURRICULAR NEEDS

The policy should indicate that curricular or structural changes do not automatically warrant a denial of reappointment. Instead, the denial should have a rational basis, and it should include a process for determining whether the professor can or cannot teach under the new curriculum or structure.

Add the following language (paraphrased from the Tisch Arts Professor Policy, 2013, the Tisch Teach Policy, 2014, and the Gallatin Contract Faculty Policy, 2015),

"In such event, the review would focus on whether the faculty member would be able to teach in the revised curriculum and/or new academic structure and, if so, in what capacity."

12. MEMBERSHIP OF COMMITTEE FOR REAPPOINTMENT AND COMMITTEE FOR PROMOTION

The majority of the committee should be made up of elected, not appointed, members; additionally, the majority of committee should be made up of Continuing Contract faculty members.

13. PROCESS FOR COMMITTEE FOR REAPPOINTMENT AND COMMITTEE FOR PROMOTION

The Committee should choose its own chair, who then coordinates the creation of the committee's report and recommendation for reappointment, which is then submitted to the Dean. The duties of the chair should be included in this paragraph, as well as the process of evaluating the review material. The process of the creation of the committee's report should be explicitly stated with language similar to the following (from the FAS Website, "Recruitment of New Faculty, Section 1.7, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professors, Overview," <http://as.nyu.edu/object/aboutas.pp.assocdean.recruitment.html>):

"The committee will prepare a written review for the Dean evaluating and summarizing the evidence of accomplishment, noting areas that require improvement, and making a recommendation regarding reappointment, and promotion and contract length (when applicable)."

14. VOTING: COMMITTEE FOR REAPPOINTMENT AND COMMITTEE FOR PROMOTION

Specify that a majority vote of the Reappointment Committee and the Promotion Committee shall be required for a successful review for a recommendation for reappointment or promotion, and that all votes of both Committees shall be by secret ballot. In the case of a split opinion, the minority opinion should also be included in the report as an appendix.

15. REPORTS: COMMITTEE FOR REAPPOINTMENT OR COMMITTEE FOR PROMOTION

Add language detailing the process governing the creation of the review committee's report, similar to that found on the FAS website, "Procedures for Reappointment and/or Promotion" for clinical faculty (<http://as.nyu.edu/object/aboutas.pp.assocdean.recruitment.html>) adapted as follows:

"The review may be written by one or more member of the Review and Reappointment Committee, but all members of the committee should read the review before it is submitted to the Dean. The review should represent a collective judgment of the committee or, in the case of a divided opinion, a majority of the committee. If there is a division of opinion, the minority opinion should be appended to the majority review."

16. REAPPOINTMENT COMMITTEE OR PROMOTION COMMITTEE

Add detailed information: "The Dean will provide the faculty member with a written summary that includes suggestions for professional development and a recommendation regarding appointment, and will meet with the candidate to discuss the committee's evaluation, as well as his or her own assessment and continuing programmatic need for the appointment.

"In the event that the Dean follows the recommendation of the committee to reappoint and/or for promotion, the summary letter to the faculty member with notification of intent to reappoint or for promotion should include the length of reappointment/appointment, and a signature block for the faculty member."

17. RECORD OF REAPPOINTMENT OR PROMOTION PROCESS

In the case of schools where a division dean receives the committee report and passes that report with a recommendation to reappoint or to promote to a school Dean, add language to ensure that the school Dean receives the full record and recommendation of the Review Committee, as well as the recommendation of the divisional dean, similar to the following:

“The divisional dean must forward the review packet to the school Dean along with the Review/Promotion Committee's full report, including its recommendation and any comments from the faculty.”

18. PROCEDURES FOR DEANS – REAPPOINTMENT OR PROMOTION

Add the following as a new paragraph (adapted from the FAS website, “PROCEDURES for Reappointment and/or Promotion” for clinical faculty:
<http://as.nyu.edu/object/aboutas.pp.assocdean.recruitment.html>):

“If the school Dean's decision is contrary on appointment, title, or length of contract to that of the Review and Reappointment Committee or the Promotion Committee or the divisional dean, the Dean will provide the committee with the reasons. The committee members will then have ten days in which to provide further information or counter-argument before the Dean's decision is finalized.”

19. APPEAL OF A NEGATIVE DECISION REGARDING REAPPOINTMENT OR PROMOTION BY THE DEAN

Add language similar to the following:

“In all cases of an appeal to a negative related to reappointment or promotion by the Dean, the candidate will have access to the Review/Promotion Committee's full report, including its recommendation and any comments from the faculty.”

20. PROCESS AND TIMETABLE

Add language similar to:

“During the first week of the academic year in the penultimate year of an appointment, faculty member receives notification that she/he is up for review.”

Specify the grounds for and process of stopping the contract clock by adding language satisfying the following from the New York University Guidelines for Full-Time Continuing Contract Faculty, issued June 12, 2014, revised December 15, page 6:

“Each school process for review of full-time multi-year contracts of three years or more,

including promotion reviews, must include: ... the grounds for stopping the contract clock for reasonable cause, e.g., medical, personal, as primary caregiver for child, spouse, parent, same-sex domestic partner, or by contractual stipulation or negotiation;”

21. SCHOOL GRIEVANCE/APPEAL PROCESS – REAPPOINTMENT OR PROMOTION

The grievance/appeal process, of crucial importance to the faculty, should be developed by the faculty and added to the Policy document before the school sends the policy to the Provost. The process should be identified and explicitly described in this document.

We recommend that the grievance/appeal process closely follow the principles elaborated in the University Guidelines that specify that all members of the committee, including the senior continuing contract faculty member, be elected: “Unless otherwise authorized in the school’s policy and approved by the Provost, each school shall either establish a new standing faculty committee for Continuing Contract Faculty grievances, which will include senior Continuing Contract Faculty and T/TTF elected by the voting members of the faculty; or shall expand its existing standing grievance committee for T/TTF to include (elected) senior Continuing Contract Faculty who shall participate in hearing and evaluating only those grievances that are filed by Continuing Contract Faculty .”

Additionally, The New York University Guidelines for Full-Time Continuing Contract Faculty note numerous requirements and procedures for the school grievance process, including specifying who may grieve, the grounds for grievances based on non-reappointment, as well as grievances related to other issues, the process of requesting the convening by the dean of the grievance committee, and the accessibility of that grievance policy to the faculty.

The development of this grievance process should be undertaken with full participation by the Continuing Contract Faculty and submitted to the faculty for discussion and a vote by the faculty. The process of consideration must include the right to offer amendments, and the vote may occur during a regular faculty meeting or by electronic ballot, as the faculty governance body may determine.

The Diversity, Equity, & Inclusion Committee includes Susan Stehlik, Marco Williams, Ethan Youngerman, Jamie Skye Bianco and David Elcott. Taking cues from issues brought up at the retreat last year, information about what the University task force is doing (Jamie serves as a conduit for that) and our own deliberations, we have decided to focus on three areas.

1. Socio-economic/class issues faced by first generation students as they are underserved and often not seen by the university. This group has needs beyond admission and funding as they often have few or no supports from family, friends or university programs. While we know that there are often intersections with race and ethnicity, we are interested in adding this layer to understand student needs better.
2. Pedagogies of inclusion and equity as a defining norm for teaching. Often we do not realize that the case studies we use or the examples we provide feed stereotypes or ignore the identity issues that are at the core of the examples we use. Awareness and changing norms will take training and interventions.
3. The Continuing faculty hiring process may open more possibilities for diversity that tenure track since getting tenure-possible candidates reflects a reality that in terms of diversity, underrepresented grad students lead to fewer tenure possibilities. So we want to encourage seeking other than white male C-Faculty.

We hope that you will give us feedback if these areas make sense as our focus at this time and any ideas, recommendations or concerns you have. Please let us know. David Elcott is acting as secretary for the group and you can send any ideas to him.

Report of the C-FSC Educational Policies and Faculty/Student Relations Committee

Committee members: Neal Herman, Brian Mooney, Peggy Morton, Jon Ritter, Ben Stewart (chair).

- The committee met on Thursday, March 3rd.
- We spent the meeting discussing the resources we'd found on the problems with evaluations (from low reporting rates to the confounding factor posed by grade inflation to gender and racial bias).
- After spring break we'll set up a joint meeting with our T-FSC counterparts to explore their concerns with evaluations
- Before that time, Ben Stewart will meet with David Vintiner to explore the issue of how the coming changes to NYU's evaluation system will change how evaluations are reported and displayed.

Submitted by Ben Stewart

Report of the
C-FSC Global Network University Committee
March 8, 2016

Committee Members: Amy Becker (chair); John Burt; Mary Killilea; Vincent Renzi; Larry Slater

The C-FSC GNU Committee will meet on March 10 with members of the Provost's office and the two faculty GNU committees to discuss mobility across the GNU. A report will follow at the next C-FSC meeting.

The Committee reviewed new amendments to the Faculty Handbook—paragraphs on the Global Network and Global Network Professor title. The Committee recommends the C-FSC discuss and vote on the inclusion of this new language at our next meeting.

Senator Becker will attend a meeting in early April organized by Global Programs and the Provost's office. The goal is to bring the Chairs of the various GNU committees together with the Chairs of the site-specific committees to discuss the philosophical underpinnings of the GNU and overlapping interests across these governing bodies.

Submitted by Amy Becker.

Dear Awam, Eliot, Una,

I write in response to the request by the Faculty Committee on the Global Network and the T-FSC Global Network University Committee to add text to the Faculty Handbook about the global network and about the Global Network Professor title. We agreed that I would draft language for your input. Following, our protocol for amending the Faculty Handbook, I will also share the text we finalize with the T-FSC and C-FSC for its input.

I propose to add the following two new paragraph sections, adopting the sparse and straightforward tone of the Faculty Handbook, and providing links to websites with more information.

NEW The Global Network, to be added as a final new paragraph section under the listing **THE UNIVERSITY, ORGANIZATION AND ADMINISTRATION which you can see here: <http://www.nyu.edu/faculty/governance-policies-and-procedures/faculty-handbook/the-university/organization-and-administration.html>**
The Global Network.

New York University, which is primarily located in downtown Manhattan and Brooklyn in New York City, encompasses a [global network](#) that consists of degree-granting campuses at NYU Abu Dhabi and NYU Shanghai, and [global international academic centers](#) in Africa, Asia, Europe, North America, and South America. These include Accra, Ghana; Berlin, Germany; Buenos Aires, Argentina; Florence, Italy; London, England; Madrid, Spain; Paris, France; Prague, the Czech Republic; Sydney, Australia; Tel Aviv, Israel; and Washington, D.C. [The global-is academic network offers NYU faculty a range of international and multi-disciplinary opportunities for research, teaching, and scholarly collaboration.](#)

NEW Faculty Appointments in More than One Unit, to be added as a final new paragraph section under the listing **THE FACULTY, FACULTY POLICIES APPLICABLE TO ALL OR MOST MEMBERS OF THE FACULTY, INCLUDING TENURED/TENURE-TRACK FACULTY, FULL-TIME CONTINUING CONTRACT FACULTY, AND OTHER FACULTY which you can see here: <http://www.nyu.edu/faculty/governance-policies-and-procedures/faculty-handbook/the-faculty/other-faculty-policies.html>**

Faculty Appointments in More than One Unit

Faculty appointments in more than one school (cross-appointments) may be made in one of three University approved categories, Joint, Associated, and Affiliated, which carry designated [rights, privileges, and responsibilities](#). Terms of appointment, including recruitment and review for reappointment, promotion, and tenure, are governed by University policies and school procedures. Cross-appointments between the University's global network of degree-granting campuses in New York, Abu Dhabi, and Shanghai use the [Global Network Professor title](#), which is conferred as an additional secondary title upon eligible faculty based in NYU Abu Dhabi and NYU Shanghai, and may be conferred upon eligible faculty based in New York.

Best wishes for happy holidays and a healthy new year,
Carol

Carol Klaperman Morrow, Ph.D.
Senior Associate Provost
Chief of Staff to the Provost
New York University

Comment [AB1]: The T-FSC voted to approve the original language (without the minor edits the C-FSC committee suggests below). Subsequent conversation with our T-FSC GNU counterparts led to agreement that the C-FSC should make the below recommendations.

Comment [AB2]: Committee comment: Preferred university nomenclature

Comment [AB3]: Committee comment: More precisely describes the topic being defined ("global network").

THE FSC-GNU REPORT: OBSERVATIONS AND RECOMMENDATIONS

The FSC-GNU Committee (now jointly convened with the NTC-FC) has over the last year met to deliberate on the role of faculty in various aspects of the GNU and the global network's goals of enhancing the capacity and quality of knowledge production and dissemination within NYU. The committee has also focused on the development and management of coherent curricula structures that buttress faculty governance. As indicated in our preliminary report to the FSC on December 11th 2014, our committee has established two important relationships—one with the appointed advisory committee on the GNU, and the other with faculty governance structures at NYUAD and NYUSH. These consultative relationships continue to foster better communication and offer broad means for pursuing a coherent campaign of faculty advocacy.

The idea of the Global Network University takes NYU into an uncharted territory within which we have confronted, or contended with differences in the worlds of scholarship, teaching and research, and will continue to do so. While we fully recognize the GNU's promise for promoting our university's academic mission, a key faculty concern and matter of vigilance centers upon the question of academic freedom: how is such freedom advanced, rather than hampered by the university's broader spheres of operation? Faculty are committed to freedom of inquiry and expression as well as to shared governance in our institution across the multiple locations where its vision of excellence and exchange in the realms of knowledge production and dissemination has unfolded. Our innovations and institutional enhancements should, in our committee's opinion, remain true to these principles.

In this report we will highlight some observations, make some recommendations and propose a motion we hope the FSC will further develop.

OBSERVATIONS

- We observe and commend the detailed work and recommendations by the GNU Advisory Committee.
- The issue of connectivity and its translation into the academic culture of the GNU continue to challenge our institution. We support the assertion by the Provost that:

“The processes that govern searching, hiring, reviewing, and tenuring faculty at the portal campuses embody University – wide “core and essence” principles that ensure appropriate input by the leadership of NYU, the leadership in NYU Abu Dhabi, and the leadership in NYU Shanghai. These principles, which must be reflected in school-level processes, focus on points of “both/and” decision-making, that is, points at which both an approval by the portal campus and New York are required.”

We continue to hope the connectivity promised by the GNU also warrants ensuring the basic rights and responsibilities of faculty at the Portal and academic sites to further

enhance this important goal. Collaborations and interactions among the sites guarantee our academic standards as well as enhance each section of the university.

A more overtly developed and strategically integrated university with distinctive and connected portals and academic sites will go a long way in stemming 'silo' mentalities across the university. Such mentalities, if allowed to proceed unchecked, will have a direct impact on shared governance and create obstacles to the movement of faculty, student and ideas across portal sites.

- Our committee recently received a recommendation for deliberating on the idea of a 'GNU faculty' designation from the GNU Advisory Committee. We support the idea, raised questions on governance issues, and have recommendations on the topic. We have reservations about the limited scope of the proposed designation, and have developed a set of recommendations to complement the concept. We will state these shortly.
- Fair Labor Conditions

While we observe the complex and unusual contexts within which NYU has to function in different parts of the world, we continue to be concerned that fair labor conditions are not fully met in all places in which NYU has operations. The recently released Nardello report on the labor conditions during the construction of the Saadiyat campus of NYUAD, while highlighting clear and groundbreaking achievements for 65-70% of the workforce in terms of labor practices and benefits, also illustrated several troubling shortcomings with regard to an unduly complex compliance regime that led to the *de facto* exemption of a third of workers from the compliance regime, miscommunication and lack of clarity among the key parties, as well as failures to deliver on promises in the area of recruitment fees and passport retention policies.

The committee welcomes the NYU's institutional response and the plan to compensate workers that were either exempt or not covered by the labor standards and strongly supports a timely implementation of Nardello's recommendation.

The committee also applauds the comprehensive and multi-faceted efforts by NYUAD faculty, staff and students that have, in cooperation with its administration, led to the creation of a robust labor committee and compliance infrastructure over the past year to build a truly inclusive community after the move to the new campus and the end of the construction phase.

The committee will continue to deepen the dialogue with the various faculty labor committees both in NYUAD and NYUSH and we would recommend the establishment of a similar committee in NYUNY. In addition to these local bodies, we would also propose a more integrated university-wide forum whose mandate goes beyond advisory roles and which would help predict, trouble shoot and forestall the variety of challenges across all of NYU's portals and sites.

The GNU Representative from NYUAD will give a brief report on how the faculty is responding to the subject of labor conditions as well as share a summary response to the recent Nardello Investigative Report.

We refer you to NYUSH website information on the same remit and processes being put in place about labor issues. (<http://shanghai.nyu.edu/about>)

LABOR AS AN OBJECT OF SCHOLARLY INQUIRY / OPPORTUNITY

We observe NYU's construction projects will be long term and call for 'labor' to be a well supported object of scholarly inquiry across the GNU.

The Sites committees

- Course Approval and Hiring Processes for the Academic Sites

We applaud the impressive procedures for engaging departments and schools in the Square with the academic sites. We however note fundamental shortfalls in the procedures outlined.

Firstly, the procedures are somewhat ahistorical and they do not sufficiently articulate the genealogies of each site and their possible relationships with current iterations of global education even when suggesting better strategies for ensuring wider departmental participation. NYU Paris and NYU Madrid are cases in point. Departmental and programmatic oversights are indeed most important but they should engage more firmly with the histories and residual developments of the sites.

The provision of greater opportunities for the circulation of students among New York, NYUAD and NYUSH in the sites has not been fully addressed within the 'connectivity principle' of the GNU.

- Our committee sought information on labor laws relevant to faculty hiring at the academic sites so that we can develop a common understanding of the basic rights of such faculty consistent with NYU's traditions and make appropriate recommendations to the FSC's Governance committee.

RECOMMENDATIONS

The FSC-GNU committee recommends the following:

- A revision of the Faculty Handbook to recognize NYUAD and NYUSH as well as the academic sites as parts of NYU, and to accord them the same rights and responsibilities under a common Faculty Handbook.

- We affirm the recommendation of the Advisory Committee on the GNU that a new faculty designation called 'Global Network Faculty' be developed. Our position, however varies from that of the advisory committee in that we propose that such a designation be awarded as an added value to the status of faculty hired at Abu Dhabi, Shanghai and New York.

The designation should reflect the recipient's scholarship and teaching profile, and serve to connect portals to each other as well as sites, thereby illustrating the circulation of people and ideas, and promoting collaborative curriculum development across the university.

We strongly recommend that the designation 'GNU Faculty' be granted post-tenure in cases of tenure track faculty. In cases of long-term contract faculty, it should indicate recognition of such faculty during re-appointment. The conferment of the status should be collaborative between schools, portals and approved by Deans and Provosts. If deemed necessary, rankings through Associate to Full GNU Professorship should be considered to reflect a broad spectrum of faculty.

The review process and grievance procedures for GNU Faculty/ Professorships should be similar to that of other faculty positions.

We recommend that GNU Faculty/ Professors should have voting rights and governance responsibilities in the units they serve. They should, like other faculty, play roles in the academic lives of their collaborative units.

A critical mass of such faculty (GNU Faculty) will constitute a core group that would continue to endow and sustain the principles of connectivity, collaboration and exchanges across the university.

The GNU Faculty/Professorship should be distinguishable from the already recommended 'Joint Faculty Hires' between portals.

The GNU Faculty/Professorship should not replace the principle of collaborations between departments and schools in hiring, retaining and developing faculty within the GNU. Rather, it should enhance a broad spectrum of collaborations among NY, AD and SH.

The Faculty Handbook should include the status of GNU Faculty/Professorships under a category describing the GNU and its faculty governance structures and review processes.

- Our committee deliberated on the need for a Vice Provost for GNU Academics as an extension of the Advisory Committee's recommendation for a 'GNU Dean'. Such a person should work with a faculty advisory committee. We

believe GNU curriculum, faculty movements, hiring and review processes and grievance procedures should be the focus of such a position.

- We strongly recommend a review of GNU administrative personnel with clear designations and mandates that reflect an organic university administration.
- We recommend a significant information hub that includes information on processes and procedures for faculty research, travel and collaborations across the GNU.
- Academic Freedom: The FSC-GNU committees have consulted with all elected representatives at NYUAD (FCSC as well as Senators) who have collectively confirmed that until now there has been no infringement of their academic freedom as they discharge their duties and continue to engage in diverse forms of research. We hope this continues and hold strongly to the assertion of the president and provost that NYU is fully committed to the principles of academic freedom foundational to our educational mission.
- We join the Advisory Committee on the GNU is recommending an “Inter-Portal Faculty Forum” to provide a context for sharing information and developing strategies for faculty governance between the Portals.

The recent Nardello investigative report should be an opportunity for a commitment to radically overhaul the GNU vision and to forestall the emergence of a fragmented university.

We conclude our statement by re-stating the importance of the recent FSC resolution on academic freedom and freedom of movement within NYU.

DAVID W. MCLAUGHLIN
Provost

Office of the Provost
Elmer Holmes Bobst Library
70 Washington Square South, Room 1221
New York, NY 10012-1091

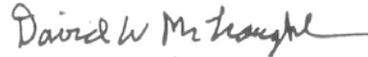
P: 212 998 3077
F: 212 995 3190

david.mclaughlin@nyu.edu

August 10, 2015

Memorandum to: Vice Chancellors and Provosts, NYU Abu Dhabi, NYU Shanghai
Deans and Directors, NYU New York

From: David W. McLaughlin, Provost



Subject: Global Network Professor Title

As you know, connectivity across the global network is an essential component of the academic development of NYU Abu Dhabi and NYU Shanghai. Toward that end, we have insisted that all tenured/tenure track faculty, Arts Professors, and Music Professors hired at NYU Abu Dhabi and NYU Shanghai must have an affiliation with a unit in New York that grants them eligibility to teach and mentor graduate students in the New York unit. In addition, we have an established process by which full-time NYU faculty in New York participate in Abu Dhabi and Shanghai as Affiliated Faculty.

At this time, acting upon your authorization, the University is introducing a new faculty title - Global Network Professor - that clearly identifies full-time members of a faculty at one campus as participants in the research and teaching activities at a second campus, and clarifies their roles and responsibilities. The title was first proposed by the [Faculty Advisory Committee on NYU's Global Network](#) in its [June 2014 report](#). In December 2014, the proposal for the Global Network Professor title was presented to the Deans by Committee co-Chairs, Professors Una Chaudhuri and Eliot Borenstein, together with Professor Awam Amkpa, co-Chair of the T-FSC Global Network University Committee (jointly convened with the C-FSC). In May 2015, at University Common Days, the leadership of NYUAD and NYUSH and the New York Deans and Directors enthusiastically authorized the new title.

Effective September 1, 2015, *Global Network Professor* will be conferred as an additional title upon all full-time tenured/tenure track faculty, Arts Professors, and Music Professors at NYUAD and NYUSH. This title may also be offered to other select full-time non-tenure track/contract faculty at NYUAD and NYUSH upon the recommendation of the provost of the particular campus and with the consent of the New York school and department. The New York unit that confers the title thereby confers eligibility on NYUAD and NYUSH faculty to teach and mentor graduate students in New York, with the New York department making specific assignments in accordance with its own policies. The New York unit participates in the appointment, third-year, tenure, and promotion review of the tenured/tenure track faculty member (for Arts and Music professors, appointment, reappointment and promotion review) at their home campus. The title does not confer rights or obligations, either upon the faculty member or the New York unit, with respect to tenure or department governance in the New York unit.

Global Network Professor may also be offered as an additional title to select tenured/tenure track faculty members, Arts Professors, and Music Professors based in New York who have deep sustained and continuing commitments at NYUAD and/or NYUSH as “affiliated faculty.” The recommendation to confer the title is initiated by the provost at NYUAD and/or NYUSH, must be endorsed by the school/department in New York, and is conferred at the consent of the individual faculty member. New York-based Global Network Professors are eligible to participate in the faculty governance of NYUAD and/or NYUSH in accordance with the eligibility provisions of each respective campus. NYUAD and NYUSH are not involved in promotion, reappointment, and tenure review processes of these faculty members in their NYU home campus.

The Global Network Professor title can be held concurrently with Joint, Associated, and Affiliated appointments in additional departments across the global network.

The Global Network Professor title, including provisions with respect to eligibility, terms of service, responsibilities and privileges, will be re-assessed by the Office of the Provost in Fall 2017.

More detail about the title and the administrative procedures for rolling out the new faculty title are outlined in the following pages. Please feel free to seek assistance and consult [Carol Morrow](#), Senior Associate Provost and [Peter Gonzalez](#), Assistant Provost for Academic Appointments.

Cc: Deputy Provost Katherine Fleming
Linda Mills, Vice Chancellor for Global Programs and University Life
Senior Associate Provost Carol Morrow
Assistant Provost Peter Gonzalez
(Senior) Vice Provosts
School Deans/Directors of Faculty Appointments
Professor Una Chaudhuri, Co-Chair, Faculty Committee on NYU’s Global Network
Professor Eliot Borenstein, Co-Chair, Faculty Committee on NYU’s Global Network
Professor Awam Ampkpa, Co-Chair, T-FSC Global Network University Committee
Professor Arvind Rajagopal, Co-Chair, T-FSC Global Network University Committee
Professor Allen Mincer, Chair, T-FSC
Professor Fred Carl, Chair, C-FSC

Attachments:

Global Network Professor Titles: Fact Sheet and Guidelines for Administrative Processing
Appendix A: Summary of Cross Appointments at NYU
Appendix B: Request for Global Network Professor Title

GLOBAL NETWORK PROFESSOR TITLES

FACT SHEET AND GUIDELINES FOR ADMINISTRATIVE PROCESSING

I. Eligibility

The Global Network Professor title:

- i. Is conferred upon all full-time tenured/tenure track faculty, Arts Professors, and Music Professors at NYUAD and NYUSH by a New York school and department;
- ii. May be conferred upon other select full-time non-tenure track/contract faculty at NYUAD and NYUSH upon recommendation of the provost of NYUAD and/or NYUSH and with consent of a New York school and department;
- iii. May be offered to select tenured/tenure track faculty members, Arts Professors, and Music Professors at NYU New York who have deep sustained and continuing commitments at NYUAD and/or NYUSH as 'affiliated faculty' upon initial recommendation of the provost at NYUAD and/or NYUSH, with agreement of the school/department in New York, and at the consent of the individual faculty member;
- iv. For the New York-based faculty, the title of Global Network Professor will typically be for the duration of the professor's appointment at NYU. For the Abu Dhabi and Shanghai-based faculty, the title of Global Network Professor will typically be for the duration of the professor's teaching assignment at that campus. Under rare circumstances the title may be revoked upon the request of the faculty member or by NYUAD and/or NYUSH and/or NYU New York;
- v. May be held concurrently with additional Joint, Associated, or Affiliated appointments across the global network.

II. Format

The Global Network Professor title:

- i. Is conferred as an additional secondary title;
- ii. Has Assistant/Associate/Full Professor ranks, matching the rank of the home unit;
- iii. Designates the campus and may designate the discipline; and
- iv. Is listed in websites and catalogues of both campuses.

III. Examples of Titles

- For NYUAD-based faculty: Assistant Professor of Biology, NYU Abu Dhabi; Global Network Assistant Professor of Biology, Faculty of Arts and Science, NYU.
- For NYUNY-based faculty: Professor of Cinema Studies, Tisch School of the Arts, NYU; Global Network Professor of Cinema Studies, NYU Abu Dhabi.
- For NYUNY-based faculty: Professor of History and French, Faculty of Arts and Science, NYU; Global Network Professor of History, NYU Shanghai.

IV. Rights, Duties, and Privileges

For a Global Network Professor title conferred upon a faculty member at NYUSH and/or NYUAD by a unit in New York:

- i. The probationary timetable of the tenure track professor is the timetable of the home unit – NYUAD or NYUSH.
- ii. The Global Network Professor is eligible to teach and mentor graduate students in the New York unit.
- iii. The Global Network Professor participates in faculty governance in the home campus only (at NYUAD or NYUSH) and has no rights or obligations with respect to tenure or governance in New York.

For a Global Network Professor title conferred upon a New York faculty member by NYUAD and/or NYUSH:

- i. The Global Network Professor is typically an affiliated faculty member at NYUAD and/or NYUSH with teaching responsibilities.
- ii. Global Network Professors are eligible to participate in the faculty governance of NYUAD and/or NYUSH in accordance with the eligibility provisions of each respective campus, but are only eligible to represent their home school in the University Senate, as outlined in the Faculty Handbook.

The chart attached as Appendix A to this document summarizes the rights, duties, and privileges associated with the Global Network Professor title, as compared with traditional cross appointments at NYU.

V. Coordinated Appointment, Third Year, Reappointment, Promotion, and Tenure Review

NYUNY units that confer Global Network Faculty status participate in the appointment, third-year, tenure, and promotion review of the tenured/tenure track faculty and the appointment, reappointment and promotion review of Arts and Music Professors, as described in the Provost's memo regarding [Both/And Decision Making in Searching for, Hiring, and Tenuring Faculty at NYU Abu Dhabi and NYU Shanghai](#)), consistent with existing procedures in the schools and campuses for cross appointments, and in accordance with the New York department's policies.

NYUAD and NYUSH do not participate in reappointment, promotion, tenure, or salary review of the New York-based Global Network Professor.

A full statement about coordinated appointments across the global network may be viewed at [Faculty in the Global Network](#).

VI. Appointment Procedures

All faculty titles at NYU New York, Abu Dhabi, and Shanghai campuses are officially processed through the [NYU Office of Academic Appointments](#) (OAA).

For NYUAD and NYUSH faculty receiving the Global Network Professor title:

- i. The process typically begins in the recruitment phase, when, in accordance with [Both/And Decision Making](#), relevant academic units in New York, Abu Dhabi, and/or Shanghai cooperate in formulating search plans for approved faculty lines and considering candidates. To propose Global Network Faculty status for a prospective faculty member, NYUAD and/or NYUSH (through the appropriate chair and/or dean) provides the candidate's full professional dossier to the relevant New York unit. Following its own procedures, the New York unit conducts a discussion, initiates procedure to confer the status of "Global Network Professor" on the candidate, and makes a recommendation to the New York Dean.
- ii. Going forward, NYUAD and NYUSH coordinate with NYU New York to submit the [Request for Global Network Professor Title](#) (included as Appendix B) for each new appointment. This request form requires signature approvals from NYUAD, NYUSH, and NYU New York. The appointment is not final until it is officially processed in OAA with the request form.

For 2015 only, for existing faculty at NYUAD and NYUSH, NYUAD and NYUSH are asked to:

- Confirm the existing tenured/tenure track faculty, Arts Professors, and Music Professors to receive the additional Global Network Professor title;
- Consult with the relevant New York departments; and
- Submit to the Office of Academic Appointments for each faculty member a [Request for Global Network Professor Title](#) by September 15; OAA will officially process the appointments as of October 15, 2015.

For NYUNY faculty receiving the Global Network Professor title:

- i. NYUAD and/or NYUSH initiates the nomination of selected full time members of the New York faculty to receive the Global Network Professor title at that portal. Upon agreement of the New York department, the offer of the appointment is made to the New York faculty member.
- ii. NYUAD and/or NYUSH coordinates with the relevant New York school/department to submit a [Request for Global Network Professor Title](#) for each appointment. The appointment is not final until it is officially processed in OAA with the request form.

APPENDIX A
SUMMARY OF CROSS APPOINTMENTS AT NEW YORK UNIVERSITY

**Cross Appointments:
Rights, Privileges, Responsibilities**

	Traditional			Global Network Professor	
	Joint	Associated	Affiliated	Conferred on Portal-Based Faculty	Conferred on NY-Based Faculty
1. Additional Title	Yes	Yes	No	Yes	Yes
2. Probationary timetable per primary unit only	Yes	Yes	Yes	Yes	Yes
3. Voting rights for University senatorial representation in primary unit only	Yes	Yes	Yes	Yes	Yes
4. Participation in faculty governance of both units	Yes	No	No	No	Yes*
5. Listing in all units' catalogs and websites	Yes	Yes	Yes	Yes	Yes
6. Expectations for teaching/training/mentoring in both units	Yes	Yes	No	Yes	Yes
7. Shared third year, promotion, tenure review	Yes	No	No	Yes	No

*Subject to the eligibility provisions of each respective campus

Office of Academic Appointments
726 Broadway, Room 711
New York, NY 10003-9580
P: 212 998 2282

REQUEST FOR GLOBAL NETWORK PROFESSOR TITLE

Faculty Name:

Current Rank/Discipline/Department/School/Campus: Tenure Status:

Faculty Member's New Title (Showing Rank, Discipline, Department/School/Campus):

Participating Schools/Departments:

1. NYUAD NYUSH Division: _____
2. NYU NY School/Department: _____

Effective Date of Global Network Title: _____

Approvals:

NYUAD/ NYUSH Division Head	Signature	Date
----------------------------	-----------	------

NYUAD/NYUSH Provost	Signature	Date
---------------------	-----------	------

New York Department Chair/Director	Signature	Date
------------------------------------	-----------	------

New York Dean	Signature	Date
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March 6, 2016

The Continuing Contract Faculty Governance Committee's report is a draft of questions for the C-FSC questionnaire on shared governance followed by some general notes for discussion. The committee's membership is Ezra Sacks, Ronald Rainey, Gene Cittadino, Joseph Foudy and Patrick Ying.

DRAFT DRAFT DRAFT ----- 3/6/2016

CONTINUING FACULTY COUNCIL SHARED GOVERNANCE QUESTIONNAIRE

With the changes in shared governance at the University over the last two years the Continuing Contract Faculty Council would like to know to what extent you are aware of the changes and to what extent they have been implemented at your college or division. (A link to the University Bylaws will be inserted here.)

Please name your school or division:

1. Do you know if your school has established policies governing the appointment, review, and reappointment of Continuing Contract Faculty?
2. Have you received a written contract or letter specifying the term of the contract, signed by you and your Dean, and filed with the school dean and University Office of Academic Appointments prior to commencement of employment?
3. Does your school have a governance body, e.g., Faculty Assembly, Faculty Council, etc. and do you participate in it?
4. How are those faculty members selected: are they elected or appointed?
5. Is the appointment and/or election to your school's governance bodies different for Continuing Contract Faculty and Tenure/Tenure Track Faculty?
6. Does your school hold joint (Continuing Contract Faculty and Tenure/Tenure Track Faculty) faculty meetings?
7. Are all members (Continuing Contract Faculty and Tenure/Tenure Track) of the faculty permitted to vote on all school matters, except those that specifically involve tenure decisions?
8. Are Continuing Contract Faculty included as members in departmental committees?

9. In addition to teaching responsibilities, do Continuing Contract Faculty hold any administrative positions (e, g., deanships at any level, departmental/divisional leadership positions, etc.)? If so, please list those positions.

10. Please add any additional comments you think are pertinent.

Notes to Council Members from the Governance Committee:

The Governance Committee felt that there should be no more than 10 questions.

This survey is meant for Continuing Faculty only.

There will be a “sliding scale” for the participant’s answers to the questions (e.g. from “I am fully aware “ to “I’ve never heard of this”)

The survey will posted on “Survey Monkey.” Susan Stehlik has graciously volunteered to advise the committee on preparing this.

Report of the
C-FSC Personnel Policies and Contract Issues Committee
Mar. 7, 2015

Committee members: Amy Becker, Nancy Fefferman, John Halpin (chair), Brian Mooney, Heidi White

The Committee continues to work on drafts of our reviews of the Appointment/Reappointment/Grievance documents for Gallatin, CUSP, ISAW, and the School of Law. Since our last report we have met twice (Feb. 8, Feb. 29) and our next meeting is scheduled for Monday, March 28. We expect to complete our review of the Gallatin document at that upcoming meeting and will then seek to meet jointly with the T-FCS committee.

Respectfully submitted by John Halpin

Report of the C-FSC Representatives to the Senate Committee on Organization and Governance

Meeting of March 1, 2016

Present for the C-FSC: Eugene Cittadino, Vincent Renzi, Larry Slater

The committee met to consider proposals for the integration of the College of Global Public Health and the College of Nursing to the Senate. In lieu of the proposal presented, which sought to make the accommodation without increasing the size of the Senate, the C-FSC representatives suggested the committee examine the possibility of increasing the number of faculty senators. The Student Senators Council and the Administrative Management Council also suggested adding senators. The committee asked the General Counsel's office therefore to model the following proposal—

- adding three deans (Faculty of Health, Nursing, Global Public Health)
- adding four faculty senators (one T-FSC and one C-FSC each for Nursing and Global Public Health)
- adding two student senators (one each for Nursing and Global Public Health)
- adding one AMC senator

Respectfully submitted,

Vincent Renzi

Report of the C-FSC Representative to the Provost's Faculty Committee on the Global Network

President Andrew Hamilton was the committee's guest at its meeting on February 17, 2016. In order to provide him with the broadest sense of the committee's history and its current deliberations, also invited were past members of the committee and its precursor.

Minutes of the committee's meetings are available on its website—

<http://www.nyu.edu/about/university-initiatives/faculty-advisory-committee-on-nyus-global-network/meeting-schedules-and-summaries.html>

The next meeting is scheduled for March 10th.

Respectfully submitted,

Vincent Renzi

Report of Representatives to the Senate Ad Hoc Committee on Work-Life Issues

(1) The committee held its second meeting on February 18, 2016. Present for the C-FSC were Vincent Renzi and Diane Mirabito.

In response to a request made at the previous meeting, Trish Halley, Director of Global Benefits, brought the committee some preliminary demographic data on full-time University staff and faculty. The committee discussed what additional data would help inform its discussions, and this will be provided at subsequent meetings.

The committee also reviewed surveys on work-life issues conducted at other universities and plans to conduct its own survey of the NYU community later in the spring term.

(2) The committee held its third meeting on March 3, 2016. Present for the C-FSC were Vincent Renzi and Diane Mirabito.

Sabrina Ellis, the new (as of March 1st) Vice-President for Human Resources was the committee's guest. Discussion ranged broadly over her experiences with work-life programs at her previous institutions (NYU, City College, George Washington University).

Trish Halley provided more detailed demographic data on full-time employees and their dependents. The committee also asked whether employee residential data could be mapped, at least for the New York metropolitan area.

The committee began revising the draft survey. Work on the survey will continue off-line and at the next meeting.

(3) The committee's next meeting is scheduled for March 24th.

Respectfully submitted,

Vincent Renzi

Questions for President Hamilton Submitted By C-FSC Members

Liberal Studies Program

University resources are already limited, as we know.

With your announcement about upcoming housing cost freezes, modest increases in tuition, and budget restrictions on non-personnel-related matters, and with much discussion nationwide about increasing resources for STEM departments and reducing resources for Liberal Arts departments, those of us in the Liberal Studies Program who teach Liberal Arts courses worry about the impact these financial matters might have on LSP. Will your Administration plan to improve salaries, opportunities for research and travel, and overall expenses related to delivering and improving Liberal Arts instruction to our NYU undergraduates? Would you talk about your plans with regard to Liberal Arts funding at NYU in general over the next few years and, if possible, talk specifically about how LSP might figure in your plans?

Role of Contract Faculty

From the broad perspective of the university as a whole and its future, what do you see as the most serious concerns related to the maintenance (and possible expansion) of a two-tiered faculty system, i.e., tenure/tenure-track and full-time non-tenure-track? (This is not to mention other categories of contingent faculty, such as the large number of adjuncts employed in some schools.)

In your opinion should all faculty members in a university, regardless of rank or job title, be expected to carry on active research and/or scholarship and/or performance-related activities? If so, should that expectation be a part of their job descriptions?

What are your thoughts on the uneven integration of contract faculty across departments and schools?

Global Network University

Traditionally, study abroad meant enrolling in a foreign university and immersing oneself in the local language and culture. For the individual student do you see any pedagogical advantage in NYU's global network of satellite campuses with their protected enclaves, often staffed by contingent faculty, as opposed to the traditional model?

University Senate

Do you have any thoughts on the purpose and structure of the University Senate?

Uneven Academic Excellence

As with most large universities, NYU has real locations of excellence in departments, schools and centers, while also having locations in need of improvement. Can you share your thoughts on addressing that reality?

Pedagogy/Teaching

Can you share any thoughts you have on 21st-century pedagogy and how NYU is and could be better placed to be a leader?

How will your thinking on the above influence your decision in selecting the next provost?

TO: NYU Faculty Senate Finance Committee

From: NYU Full Time Continuing Contract Faculty Senators Council

Prepared by: CFSC Committee Members

Susan Stehlik, Chair, Stern

Jamie Skye Bianco, Steinhardt

Joseph Carter, School of Medicine

Tommy Lee, Tandon School of Engineering

Jon Ritter, Faculty of Arts and Science

Date: March 8, 2016

Re: Report and Comments on Faculty Budget for 2016-17

As requested by the Committee, our Council submits the following comments on the 2016-17 budget.

Preface:

Last year we stated an overriding principle to guide our process of reviewing any budget matters. We would like to reiterate that it holds today and add to it.

As continuing contract faculty under various contract terms and status, we feel that any Annual Merit Increase factors referenced in determining the increase, such as productivity measurements or administrative responsibilities, should be directly correlated with sound and competitive pedagogical guidelines that sustain and expand the reputation of this global University in all of its Schools.

And, we are requesting that Professional Development Funds be added as a part of the Annual Merit Review process to support continuing faculty contributions to the university and their ability to stay current in their respective academic fields.

In the spirit of transparency we request that these AMI and PDF budget allocations be communicated to all of the faculty as well as the rationale for their per capita distribution.

In preparation for this year's recommendations, we conducted a survey of all continuing full time faculty in all schools, including Abu Dhabi and Shanghai. The summary results of that survey are attached in the powerpoint file. Based on this survey which collected 851 responses or about 32% of all continuing faculty and close to 40% or more from most of the schools, we have prepared the following recommendations.

Recommendations:

1. Annual Merit Increase: 2.5% with an additional 1% for Professional Development Funds

Survey Summary: Last year we recommended a formula for AMI directly related to inflation and cost of living, along with a review for compression issues. This year is no different. Our concerns, based on the survey is that the definition of a "merit" based salary increase seems to be unclear and ill-defined across the university, and that faculty are not satisfied with their current base compensation. 48% expressed dissatisfaction and only 31% expressed satisfaction with the remainder being neutral. 52% of faculty believe there is or may be a compression problem. A majority 53% felt the AMI did not adequately compensate them on an annual basis.

The majority responded that the following factors should be considered in the annual merit review process:

- 83% Collaborative work
- 82% Service to the University
- 80% Administrative responsibilities
- 80% Creative additions to course content and delivery
- 68% Research activity
- 66% Outside activities that promote the School/university
- 57% Student evaluations
- 57% Student engagement
- 50% Peer evaluations

Recommendation: Based on these findings we are requesting a 2.5% annual increase budget with an additional specific allocation of 1% for professional development. Given the wide range and distribution of professional development funds available in all the schools, switching to a percentage basis would place more equity in the administration of these funds and lend a clearer definition to the policy for the use of these funds. The professional development fund could be further defined by allocating a portion for well-defined merit factors or achievements tied to job descriptions and contract terms and a remaining portion for equal distribution at a minimum level to support excellence in performing at the highest standard expected by the Schools. The professional funds would also save the University the required benefit costs associated with a similar salary increase.

Another factor that weighed heavily in our request was the fact that organized labor has secured a 3% increase. While we understand, sympathize and support the need for the university to tackle the larger issue of affordable education, we also strongly feel our professional continuing faculty should be compensated at least to the level of organized contracts.

2. Request for Professional Development: specific budget, policy, procedure and transparency

Last year we recommended a specific budget for professional development. This year, the survey results suggest we need a clearer commitment to professional development.

- While 45% indicated they had a professional development budget, 7 % said they didn't have one and 45% indicated they "didn't know if they had a budget" for professional development.
- Over 60% of the faculty did not know if there was a budget to reimburse them for any necessary updating of professional credentials.
- 42% indicated sufficient resources to do their best in the classroom; 26% indicated they were not.
- 58% felt they were given full support to be intellectually challenged in their work.

If our faculty feel they work in an intellectually challenging and supportive environment, how can we not support their professional development in a way that is meaningful, tangible and public? If we claim to be in a competitive environment as a global university, how can we not support our faculty to continually update their thinking and teaching strategies?

We strongly reiterate last year's request to specifically allocate a budget for professional development in all schools and to fully explain the budget, how funds may be used, who is eligible and for how much. ***This should be a fully transparent policy and procedure for all faculty.***

The faculty is clearly engaged, but not informed. By not specifically allocating a professional development fund in all schools, we invite the perception that some faculty are valued over others. And, if that holds true, the follow-up question is necessarily, "why".

3. Training and Development: more budget targeted at diversity

Given the results of the November 18, 2015 Listening session and the concern for diversity and inclusion at all the campuses in the United States, we surveyed our faculty on their desire for additional training to adequately prepare for the ever changing issues in this area. ***The majority of the faculty fully supported more training for managing diversity issues in the classroom, more budget for hiring diverse faculty and more scholarships for diversity in our student population.***

Continuing Faculty Senators Council Voice

As we approach our second year as a Council, we view the opportunity to share best practices with each other and offer our voice in the governance of the University to be a golden opportunity for managing this ever complex, global university. It is with this intent that we offer our recommendations for consideration for the 2016-17 budget.