Welcome

New PFC Members
Christian Schneider (SDS) and Kerry McNaughton (SCE)

Bylaws Revisions Update
- Presented revisions to sub-committee and PFC; in the next round of school meetings, reps will present updates, and voting to follow;
- They were revised 1.5 years ago, but there wasn't a quorum for voting.

Supplement to the Faculty Handbook
- Formerly The Charter, turned over to PFC to develop; a one year timeline was granted; there are nine sections to supplement it is an "add on" to handbook;
- Sections are: 1) Introduction and Mission of Parsons, 2) History of Parsons, 3) Parsons Organization, 4) Employment/ Faculty, 5) Review/ Faculty, 6) Workload, 7) Governance, 8) Grievance and Appeal, and 9) Revision of the Charter;
- The document is available on website under Faculty Resources
- PFC will bring to School meetings, then to PFA for vote, hopefully early part of spring semester;
- Concerns expressed over voting due to low PFA turn-out; acknowledge quorum needed (50% plus 10); there are approximately 164 FTF and 83 are needed for quorum; online voting may be one option; PFA averages 60-80 FTF in attendance;
- Suggestion made to hold meetings in same room; in one year, they were held at 8am, same room; unfortunately classes trump meetings/room and this may shift even at the beginning of the semester; suggestion made to speak with Joel to obtain permanent location; new building in Spring may alleviate the current situation; School meetings may be best for bylaws voting process.

Workload – Service Component
- Faculty Affairs Committee, Dean's Office, and PFC are working on this; attempt is to find ways to quantify/quality workload and scale it back to the 8 hour Service-load; policy can't be just on paper, but must be widely disseminate to all (e.g. Dean's Office, APT Committee, etc); we must find ways to obtain clarity and share this, to define appropriate workload;
- Research workshops: sub-committee met with Robert Kirkbride to discuss intentions to build a more consistent community across all faculty;
- Kirkbride is looking within the APT committee (e.g. mutual mentoring grants previously focused on what it meant to be a senior mentor); this year APT is focusing across categories: what is peer review, along with The Scholarship of Teaching for spring meetings/event;
Assessment criteria: we must define how we fit in individually in our fields, and how we fit in the university and community; we're all assessed in categories of excellence and good through RSCP, Teaching, and Service; some FTF may be approached to be involved in planning process, and those who can participate in the spring events.

Goal is to create a more open dialog in our community.

Advising Subcommittee Report / AMT and Fashion Models
presented by Anezka Sebek, sub-committee Chair

- PFC has been working on the idea of mentoring for about 1 year to understand how to make a stronger faculty-mentoring model (first job discussed);
- Differences are made between Staff Advisor and Faculty Mentors;
- Faculty mentors: to infuse these into faculty life and student life; to make this currently informal mentoring tangible; to formalize the model, a discussion was begun last year; a few models were proposed; to phase-in faculty involvement in order to supplement and enhance Advising;
- Currently there is discussion with AMT and Advisors to see how to best do this; to amplify and enhance what mentors do;
- Guidance through curricular choice, learning community, learning portfolio mentorship, better understanding of learning pathways and professional goals/opportunities;
- Advisors have high workload, they must be supported;
- Service/Teaching?; AMT is choosing to do this through a Service assignment; Schools may decide on the local level where this component may fall (Service, Teaching, etc). Model AMT is adopting is a model where faculty begins mentorship role in first year and continues through 4 years with same student cohort; all FTF rotate through these roles; this is one of many models; Orientation, Major Choice, Internships, Transfer Students, Study Abroad, Professional Preparation;
- How do we create this integration between faculty and student life?
- Chart presented diagramming AMT model: First Year: One faculty liaison for each Program (i.e. Fine Arts, etc.); Second Year: Faculty liaison supported by areas such as University Learning Center, Career Services, Program Director, Advisor; Third year: Faculty liaison with student support; Final year: Faculty advisor directing students to thesis faculty, alumni, Career Services;
- Comment made if something is established in first year, there will be different expectations (aside from informal mentoring that is happening currently); peer-mentorship can be expanded upon (e.g. upperclassmen mentoring incoming students);
- Comment made faculty/advisor role needs to be fleshed out, and the role of peer-mentor to be fleshed out; mentorship is in the culture of the program;
- Comment made there are few touch points for students' personal issues; a suggestion is that when FTF member meets with students, a set phrase such as "How is it going?" can be used to assess where they should direct students (e.g. financial aid, counseling, etc); FTF to separate this from mentorship and act as a link, so student finds appropriately trained person/office;
- Acknowledgement made regarding the diagramming of this role; some flexibility may be needed owing to complexity of the role, students' needs, etc.;
Comment made IDC was a mentorship model in place, and it was successful due to mentoring system; students began in Sophomore year, until graduation and even after; it was also 10 students per faculty--and this scale created success; feeling was that it was not too complex, but just enough to succeed; it included reporting structure; if we consider implementation, PTF would need to be involved owing to the ratio of FTF to students and this is not possible; numerical relationship is problematic and the idea of PTF involvement has come up, and this could be costly; yet, PFT involvement also creates vested faculty; we need to be careful about pulling the professional practice discussions out of the curriculum since this should be part of it, and the mentorship should be more personal discussion

In the School of Fashion, the model was brought up in Coordinator meetings; Francesca Sammaritano serves in this role for over 800 students (100 students per FTF member); big implications for FTF workload; Sammaritano is the Student Liaison and works closely with student council and School Advisors, along with internships and professional placement;

Goal is to have something in place by March;

Comment made, caution to FTF: to not teach students how to fish, rather than simply giving them the fish dinner; these are skills we must build within students; we should not create dependency on the system by students;

Comment raised of concern; these functions happen organically; slicing and dicing faculty roles create bureaucracy of student experience, and what we are called upon to do; concern over an administrative agenda; if Advising is understaffed, FTF should not be given such workload; FTF should instead be advocating for increased Advising support; comment made this is excessive;

Comment made this system is to enable students access to FTF outside of the classroom; there is concern students do not have adequate access to FTF;

Question asked: Why was this placed in Service, rather than Teaching?; response: It was suggested by AMT Dean, and is up for discussion; some feel this is best placed in Teaching;

Q: Will there be a model that is put forth and voted upon by FTF?  A: Yes, there will be. We, as FTF, can examine this and decide together; there is tremendous stress on Advisors and we must discover solutions to this;

Agreement made this is increasing bureaucracy and may throw the onus onto the faculty; this is a Parsons-wide issue, not a School-based issue; concerns over faculty adopting this responsibility;

Comment made that in many liberal arts institutions student choose their advisors base on the faculty member's profile, and may switch should student's pathway shift; in some models there is a distinction between the Faculty Advisor ("Super Advisor") expected to all the systems and those that are experts in their individual area.

PFC vacancies
- 2 new reps needed from ADHT; voting to be conducted

NASAD and Middle-States Reviews
Next PFA meeting, presentation/update given to FTF regarding the upcoming reviews

**First Year Update/Shared Capacities Initiative**  
presented by John Roach

- Shared Capacities Initiative, in Parsons connection: What all undergraduate students should develop regardless of Program, School, etc.; most talk has been around liberal arts thus far, some concern we must also include broad spectrum of all the Divisions; what are the specifics (e.g. Parsons, Lang, etc) and how do they intertwine?
- First Year has been launched (fall 2013); we are to assess how things are rolling out, how to assess the curriculum, and plan for the future; What are the student and faculty experiences?; there must be continual, ongoing success; we must also conduct mid-stream and "end product" assessments; What is curricular-based? What is facilities based?; there is great desire for faculty to share best practices (e.g. through Canvas, brown bags, etc.); building a community on faculty-side and student-side; faculty are encouraged to meet with John and discuss further.

**Faculty Senate Report**

- November 20th, visit from Middle-States
- Nov 11 5-7 pm town hall, parsons colleagues encouraged to attend, open to all NS students, faculty, staff, etc

**Next meetings:**

- PFC – November 5
- PFA – November 19 (Wollman Hall)
- PFC – December 3

**Adjourn (11:15)**