

CHAPTER 1:

MISSION, GOALS, AND INTEGRITY

STANDARD 1: The institution’s mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

STANDARD 6: In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

To demonstrate how Queensborough Community College (QCC) fulfills its mission and goals and upholds the highest level of integrity, this chapter begins with a discussion of the Mission Statement and its implications for academic integrity, critical thinking, professional development, and, most importantly, student achievement. Next, the chapter focuses on the relationship between the CUNY Master Plan and the QCC Strategic Plan, as well as on the various programs and initiatives implemented in accordance with the Strategic Plan and the Mission Statement. After a brief review of initiatives (including program review and assessment, curriculum development, annual reports, collaborative learning projects, faculty development, and institutional transparency), the discussion focuses on the degree to which the goals set forth in the Mission Statement are realized. Finally, the chapter concludes with a discussion of institutional integrity with regards to administrative transparency, contractual procedures, and various audits and assessments. The integrity of post-secondary educational institutions is rooted in the maintenance of ethical standards and in the transparency with which the institution operates in the fulfillment of its mission and goals.

MISSION AND GOALS

Background

The Mission Statement of QCC is grounded in two fundamental principles. First, the Mission Statement emphasizes the importance of ethical integrity, effective pedagogy, and academic freedom. Second, the college recognizes its unique status as an urban public community college in the most culturally diverse county in the United States, and it takes seriously its role as an institutional leader in providing post-secondary educational opportunities to “non-traditional” college students and service to the community. The Mission Statement is printed in the College Catalogue and is on the College Website. There have been faculty conferences with workshops and presentations that have made references to these elements of the College Mission. As the College’s president, Dr. Eduardo Martí, pointed out during his interview, “The title of the fifth conference of the college, *Focus on our Mission Statement*, demonstrates our commitment to promulgating its pedagogical emphasis.” (For the complete text of the Mission Statement, see Appendix 1.)

A revised Mission Statement was approved in the Academic Senate meeting of April 12, 2005. Drafted by the College Committee on the Mission Statement, a subcommittee of the College Advisory Planning Committee, the revised mission better reflects the emphasis on diversity, academic achievement, pedagogy, academic freedom, and institutional integrity; better articulates the context in which the College operates as an open admissions institution serving an incredibly diverse student

population in the most culturally diverse and most densely populated urban community in the United States; and better reflects the College’s commitment to faculty scholarship, pedagogical research, and professional development and the importance of providing educational, recreational, artistic, and cultural resources to the community it serves. Specifically, the new Mission Statement emphasizes:

- The unique nature of the college as an urban, public, open-admissions, post-secondary educational institution maintaining a commitment to academic achievement and excellence, while serving a highly diverse community to succeed in an increasingly globalized society
- The importance of “individualized” educational opportunities and the many ways in which student “success” is defined at QCC, from the granting of the associate degree to preparation for transfer into four year colleges, to successful remediation and preparation for college-level work and various opportunities for continuing education and vocational training
- The contemporary pedagogical shift away from the conception of learning as a process of “fact-based memorization” and toward a pedagogy that recognizes the learning process as a lifelong commitment to inquiry, one grounded in a rich core program of study in the general education and in the promotion of critical thinking and decision-making skills
- The extensive qualifications of its faculty and its commitment to innovative discipline-based research (for discussion of faculty credentials, see chapter 5; also see *Fact Book 2008*)
- An overall commitment to ensuring student success through its stated goal of engaging in innovative pedagogical research, continuing assessment of courses, facilities, and student support services. (For a discussion of the faculty support provided by the Center for Excellence in Teaching and Learning, see chapter 6 on educational offerings.)
- The College’s goal of serving the community as a whole by providing support for individuals, businesses, non-profit organizations and other institutions in the area as they respond to changes in technology and in the global marketplace, as well as “accessible and affordable educational, recreational, and job training opportunities”
- Access to the arts, history, and culture through its world-class Art Gallery, Kupferberg Holocaust Center and Archives (currently under reconstruction), and the over-800-seat Queensborough Performing Arts Center

Indicators

The College’s Mission Statement guides the everyday functioning of the institution. Examples of the impact of the mission on programs and initiatives include:

1) **“The College is dedicated to academic excellence and to the development of the whole individual in an environment that promotes intellectual inquiry, global awareness, and lifelong active learning.”**

- CUE: The Coordinated Undergraduate Education (CUE) initiative is an organizational structure by which the College integrates the educational experience. CUE oversees the summer immersion program for incoming students, learning communities, writing across the curriculum, Honors Program, e-portfolio, academic support services, and Bridge to Transfer.
- Service Learning: Service learning is an educational method by which participants learn and develop through active participation in a service experience designed to meet the needs of a community and the learning objectives of a course. In less than two years, service learning has been incorporated in classes in nine departments and in a number of campus initiatives.
- Internships, mentoring, and clinical activities
- Research Opportunities: QCC has hosted and participated in national/regional conferences like the 40th Middle Atlantic Regional Meeting MARM Conference of the American Chemical Society (May 17-21, 2008) and the 10th annual CUNY Conference in Science and Engineering: Minority Science Initiatives (QCC student Nadia Abolely won first place.)

2) “Recognizing that learning is a dynamic and collaborative process, the College offers comprehensive, multi-layered academic programs . . .”

- Curriculum Committee: The Curriculum Committee of the Academic Senate created a process to plan and develop courses and curricula. *A Guide for Committee Members* is available on the college website.
- ST 100, an introduction to college course, is required for all first-time freshmen.
- Writing in the Disciplines/Writing Across the Curriculum (WID/WAC): WID/WAC, begun in 1999, has led to the college-wide policy that states, “all freshmen and transfer students who enroll in degree programs at QCC as of fall 2005 will be required to successfully complete two (2) credit-bearing writing-intensive (WI) classes to obtain the associate degree.” WI classes are smaller classes in which writing is an integral part of the educational experience.
- E-portfolio: QCC students create online portfolios that include academic samples, employment and internship experience, resumes, and My Academic Plan (MAP), which may be shared with peers, faculty, and professional contacts.

3) “Providing a rich general education core aimed at enhancing students’ critical thinking and decision making skills, and utilizing effective learning strategies, the College offers many options to students for achieving their academic and career goals.”

- WI courses
- Learning Communities
- Simulation Nursing: Created in 2006, the simulation laboratory serves as an active learning environment in which students replicate some to nearly all aspects of a clinical situation so that skills can be more readily understood and managed when in the clinical practice setting.
- Service Learning: Integrates academic learning and community service (QCC has a grant from the American Association of Community Colleges to develop service learning projects).
- Internships: Internships can be obtained through departments and Career Resources.
- Research Opportunities: QCC students have given many conference and research symposia presentations, including chemistry students who presented at the American Chemical Society, New York section, and ACS Middle Atlantic Regional Meeting and have even published original research articles in peer-reviewed journals.

4) “In the service of these goals, Queensborough utilizes the close integration of academic and support services and a focused attention to pedagogy.”

- Learning Centers: Opportunities for tutoring and tutor training in the Basic Skills Learning Center, Campus Learning Center, Campus Writing Center, Mathematics and Science Learning Center, Technology Learning Center
- Accelerated Study for Associate Programs (ASAP), proposed Freshman Academies, College Discovery, and other programs and initiatives
- Student Support Services: Academic Advisement, Counseling, Financial Aid, career services, transfer fairs, job fairs, health fairs, and community teaching projects at senior centers
- Health Services
- Day Care Center
- Student Government and other extracurricular activities

5) “A community that values the diversity of its members, Queensborough strives to individualize the college experience through meaningful collaboration among students, faculty and staff.”

- **Increasing Faculty Diversity:** QCC is committed to recruiting faculty and staff from underrepresented groups. To ensure compliance with state and federal requirements, QCC has the Standing Committee on Affirmative Committee (Office of Affirmative Action and Diversity Compliance Office) that includes three subcommittees (the Recruitment Initiatives, Inclusive Excellence, and Diversity Initiatives) to deal with issues of diversity compliance. In particular, through the subcommittee on Inclusive Excellence, the institution is moving toward a college-wide culture of inclusive excellence. Despite its best efforts, however, hiring of faculty from underrepresented groups remains less than satisfactory.
- **Increasing Student Diversity:** In the area of minority student recruitment, the college has seen some progression since the last Middle States Review. For example, in 1998, over 25 percent of QCC students reported themselves as “black”; in 2006, over 27 percent of the student population reported themselves as “black.” During this same time period, “white” students have decreased by nearly 10 percent. (See student profile in the Organizational Overview.)
- **Student Clubs and Organizations:** Academic, cultural, and ethnic groups provide students with the opportunity to meet other students, share common interests, and develop understanding outside the classroom. Some clubs are affiliated with college departments (e.g., Math Club, Foreign Language Society), others are formed based on student interests (e.g., Health Club and Robotics Club), and still other organizations are part of larger nationally recognized organizations (e.g., Alpha Beta Gamma, Phi Theta Kappa).
- **Multicultural Events (Heritage Month):** The Office of Student Activities has organized heritage month events for Latino, Italian, Black History, Asian, and Women’s History months, in addition to a Multicultural Festival and Parade of Flags held every fall.

6) “The College features a highly qualified faculty with excellent scholarly credentials, well-planned curricula and developmental course work, strong and closely integrated academic and student support services, and the use of innovative pedagogy, including educational technology.”

- **Research on Community College Pedagogy and Professional Development:** CETL workshops, Academic Computing Center workshops, CUNY grants, conference attendance, departmental and Academic Affairs travel fund for scholarly presentations and attendance
- *Strategic Plan 2007-2008:* Initiatives under 2.2, 8.5, 1.2, 2.3, 6.1, and 1.4 (see Appendix 1).
- **Reorganization of Tutorial Services:** Designated as the hub of activity for student learning activities and faculty/staff collaboration, the Library Building houses the Library facilities, CETL, College Discovery, Campus Learning Center, Campus Writing Center, and ASAP.

7) “The College takes a leadership role in providing access to arts and culture to enrich the quality of life for the community at large.”

- QCC Performing Arts Center (QPAC)
- The Kupferberg Holocaust Resource Center and Archives
- Project PRIZE, College Now, Immigration Center, alumni office
- Summer camp (OASIS)
- Presidential Lecture Series
- Art Gallery
- Continuing Education
- All correspond to *Strategic Plan 2007-2008* initiatives 7.4 and 3.2.

8) “Queensborough engages in ongoing assessment of its academic offerings and support services, promotes research on community college pedagogy, and supports scholarly accomplishments and professional advancement among its faculty and staff.”

- Program Review Process: Academic programs are on a five-year review schedule. The Business, Nursing, and Technology programs are accredited by outside agencies.
- Year-End Report: All departments and offices on campus complete annual reports that assess the year’s work and make recommendations for the next year.
- Conferences of the College
- CETL and Academic Computing Workshops
- PSC CUNY Grants
- Other Assessments: In the *Community College Survey of Student Engagement, Spring 2007* (see Appendix 4), QCC students rank the College higher in most categories, especially academic challenge and support for learners, than do students from “Other Large Colleges.”

Benchmark	QCC	Other large colleges
Active and collaborative learning	46.1	49.1
Student effort	53.5	49.5
Academic challenge	51.5	49.8
Student-faculty interaction	49.0	49.4
Support for learners	53.6	49.4

Findings and Analysis

The mission of the college determines the setting of priorities in the planning and in the budget process. The Mission determines the four major goals for the institution. These goals in turn determine the Annual Strategic Objectives (Strategic Plan), and this plan determines the Expenditure Plan. The Strategic Plan Objectives are consonant with the University Goals and Targets; after the Strategic Plan is approved by the chancellor, the Expenditure Plan is finalized, usually in August.

The budget priorities are determined in two ways. The Annual Strategic Plan informs the Expenditure Plan. Departmental budgets are created using the Strategic Plan. In addition, new initiatives, developed according to the Strategic Plan, are funded through the COMPACT. The Compact is vetted by the CAPC (College Advisory Planning Committee) and the Student Executive Board. The CAPC operates by consensus. In turn, the Expenditure Plan informs the departmental allocations. All academic and administrative departments of the College can voice their opinion on budgeting needs in four ways: 1) formulating the departmental templates submitted in preparation for the Strategic Plan annually; 2) department chairs review the first draft of the Strategic Plan; 3) department chairs and department heads formulate a budget request that is discussed with the appropriate vice president; 4) the Subcommittee on Budget of the College-wide Personnel and Budget (P&B) Committee review final budget allocations with the vice president for Finance and Administration.

The University requires a mid-year review of expenditures. In preparation for this report, the approved budgets are evaluated. While there is no formal review against the Mission, as the budget priorities were formulated according to the Mission, Goals and Objectives, this process demonstrates that the Mission is an integral part of budgeting. The final allocations by departments are reviewed by the Subcommittee on Budget of the College-wide P&B Committee, which reviews final budget allocations with the vice president for Finance and Administration.

All annual strategic objectives are evaluated by CAPC and presented to the University in June. The CAPC comprises the leaders of the College (the Academic Senate, the Faculty Executive Committee, Student Executive Board, and the Cabinet). Each one of these groups has the responsibility of representing the interests of their constituencies. So the process is very transparent. The University vice chancellors evaluate the progress stated by the College and provide an assessment of the College’s progress. An overall rating is given to the Chancellor. The president of QCC discusses this information with the CAPC. The chancellor is the ultimate decision maker when it comes to the

college allocation. The president of the college is the ultimate decision maker when it comes to the *use* of the college allocations. The degree of transparency of the entire process is dependent on the interest of the parties. If one attends the open hearings, departmental meetings, and focus groups (chairs, HEOs and student leaders), the process is very transparent. As attendance at these meeting is voluntary, to some the process remains a mystery.

In spite of the transparent process described above, more direct references to the Mission in the Strategic Plan are needed. In a review of the most recent strategic plans, it is clear where the college's mission is *implied*, but there are only a few direct references to any specific aspect of the mission. For example, the Mission Statement is clearly referenced in the *Strategic Plan 2007-2008*, item 1.1:

Community colleges are primarily institutions dedicated to teaching and learning. While respecting the tradition of discipline-based research and the resultant publications, our college mission is to provide excellent instruction in an open admissions setting. To that end, we are establishing a community of learners through six Freshman Academies for all first-time, full-time students, commencing fall 2009. Part-time students will be invited to participate as well.

This point indicates the way in which the College's Strategic Plan focuses on two aspects of the college's mission: academic excellence and open admissions.

Likewise, program and curricular development should occur and be prioritized in a way consonant with the Mission Statement and responsive to transfer and career opportunities for students. The process for program development is currently initiated at the departmental level: after a feasibility study in consultation with the Office of Academic Affairs, new program proposals are then reviewed and approved by the Curriculum Committee of the Academic Senate, which forwards them for final approval to the full Senate. This process places the responsibility for curricular development largely in the department, as opposed to a coordinated effort between academic departments and the administration in which strategic decisions are made in response to changing markets, new job opportunities, and emerging transfer possibilities for students. To a degree, this kind of coordinated effort is already occurring, but it needs to become more purposeful and institutionalized.

Strengths

- QCC closely integrates academic and support services and emphasizes pedagogy.
- QCC strives to individualize the college experience through meaningful collaboration among students, faculty, and staff.
- The Academic Freedom Committee is an important addition to the committee structure.

Weaknesses and/or Concerns

- The concern about the hiring of faculty from underrepresented groups remains.
- Lack of clarity in the relationship between the mission statement and the strategic plan: The college's mission is implied but is rarely directly referenced in the strategic plan.
- Lack of purposeful and coordinated planning for program development consonant with the Mission Statement and emerging labor and transfer trends.

INTEGRITY

The issue of integrity is addressed at QCC in a variety of ways. This chapter will focus on the issue of institutional integrity, and while addressing issues of academic integrity as it pertains to scholarship and academic freedom, its primary focus will be on the integrity of the college as a whole. Professional and academic integrity are essential for the successful realization of the college's

mission, and this success depends not only on the commitment of every member of the college community but also on their adherence to the college's academic integrity rules. Institutional integrity is defined in large degree by an institution's ability to fulfill the goals of its stated mission with transparency, through active participation in the collective decision-making process and in accordance with the basic ethical principles that guide the processes of post-secondary education. While it is expected that instructors teach academic integrity to students, institutional integrity means more than just "talking the talk." It means taking seriously the professional integrity and contribution of everyone involved in the process of meeting the stated goals of the institution.

Findings and Analysis

Committees and Policies

To ensure that integrity is preserved and processes are transparent, the Committee on Academic Freedom, consisting of faculty, serves to:

- Address issues of academic freedom through the colleges' existing channels of communication and governance structure.
- Provide information and guidance to the faculty concerning their rights, responsibilities, and recourse concerning violations of academic freedom.
- Hear faculty concerns regarding issues of academic freedom. Recommendations made by the Committee are forwarded to the chair of the Faculty Executive Committee, who then refers them to the College's appropriate parties.
- Monitor, examine, and report on the status of academic freedom at the College on an annual basis at the Spring General Faculty Meeting.

Current campus policies related to integrity include:

- QCC Academic Integrity Policy: for students
- Final Semester Course Guarantee Policy: in support of student progress to graduation
- Faculty Orientation: Orientation is a day-long event. The orientation folder provided contains a copy of the mission statement and a pamphlet on academic integrity. A statement on academic integrity must be included in every course syllabus. The mission statement and policy on academic integrity are included in the College Catalogue.
- Faculty Handbook: An Academic Senate committee recently completed a comprehensive revision of the Faculty Handbook, which is presented to faculty before orientation and is available in every academic department and on the College website. A comprehensive statement about integrity and ethical standards concerning faculty and staff, however, is not included, nor is it published in any College document.
- Faculty Observations: Ongoing observations are made each semester of untenured faculty. Annual evaluations are also completed by department chairs.
- Student Evaluations: Students evaluate faculty each semester.
- Bylaws: For appointments or promotions, faculty must comply with the CUNY Bylaws.
- The Institutional Review Board (IRB): The IRB oversees faculty research, and specific training for the IRB is required with regard to research to ensure integrity.

Dissemination of Information

As a sign of institutional integrity, all important and relevant information should be readily accessible to the College community on the College's website:

- The mission statement is available from every webpage via the “About” menu. The website has a one-stop shop for all plans, policies, and procedures, accessible in the "About" menu. The mission would be better featured if it has its own link from any page on the website.
- The location of some information needs to be re-examined. (E.g., if you are interested in finding the minutes of the Academic Senate, you must use the pull down menu, choose “governance” and then “Academic Senate,” “Documents,” and “Past agendas and minutes.”)
- Information should be updated on a regular and systematic basis. Each department and unit of the College needs to monitor its own website space for accuracy and timely updates.
- One area with the most promise for improvement is information directed towards students—e.g., information on academic integrity, grading, withdrawal procedures, and email usage.
- QCC developed the first online advisement system in CUNY; in 2009, it will launch CUNY*first* and Degree Works to improve the coordination of registration and advisement.
- Though most are, not all campus events are placed on one calendar (e.g., departmental meetings, committee meetings, and club events). This would add to transparency of activities, avoid conflicts, and increase campus participation in events.

Contractual Policies

Representative contractual policies that imply adherence to ethical standards and demonstrate the college’s commitment to integrity include: CUNY Policy on Conflict of Interest, CUNY Research Misconduct, CUNY Workplace Violence, ADA & Affirmative Action Compliance, Anti-Harassment and Discrimination Policy, CUNY/ QCC hiring procedures, and CUNY promotion process.

Audits

Each year, CUNY’s central accounting office hires the accounting firm KPMG to perform an audit of the entire University and “attests to the published financial statements.” In this annual audit, QCC’s payroll and human resources, revenue accounting, and federal financial aid are reviewed and tested by these outside auditors. In addition, each year the auditors select several colleges for which they do a more detailed and indepth audit and related testing for areas like accounts payable, purchasing, and inventory. In 2007, QCC was one of the colleges reviewed and tested. Based on reviews by the CPAs, the financial statements of the University are certified as being accurate and reliable.

The College’s related entities (Queensborough Student Association Inc., QCC Auxiliary Enterprises Inc., and the QCC Fund Inc) are all audited in detail by an outside CPA firm that reviews all internal controls and the accuracy of financial statements and performs selected testing of all areas of operation like payroll, accounts payable, and revenue. In all cases, the CPA firms have issued opinions that our financial statements and records are materially accurate and provide reliable information. By engaging in these audits, the College ensures a continuous evaluation of the strengths and weaknesses in the financial operations and controls.

Surveys of Staff and Faculty

Staff Survey

In late May, the results of the *College Employee Questionnaire 2008* (see Appendix 4) were made available to the Middle States working groups. The college staff members responding (n=168) included Civil Service titles, Higher Education Officers (HEO), IT series, and Research Foundation (RF) funded employees. This lengthy survey asked three questions that directly focused on integrity. Staff members were asked to respond to a statement using the following scale: A. Not Applicable, B. Strongly Agree, C. Agree, D. No Opinion, E. Disagree, and F. Strongly Disagree. Analysis was based on average response rates computed from actual responses. The average was computed using of scale of 1 being the lowest level of agreement and 4 being the highest level of agreement.

Question #38 asked agreement with the following statement: “The annual department planning process assures the proper operation and integrity of a department by the individual department chair or supervisor.” The average rating of 3.00 is a positive response with HEOs averaging lower at 2.89 and RF employees rating higher at 3.25. The statement for #39 was: “The orientation and training for my position provided information and/or guidelines about professional integrity—the rights, duties, and responsibilities of my position.” The overall rating of 2.53 is less than positive for most groups with RF rating higher at 3.50. Question #40 asked agreement with: “Since my hire, I have been provided with information and/or guidelines about professional integrity—the rights, duties, and responsibilities of my position.” Again, the overall rating of 2.66 is less than positive with the exception of the RF group which responded with an average of 3.30. Taking the questions into account, it appears that formal training and information on professional integrity offers an opportunity for improvement at the College. More significant, however, is the positive agreement by all staff respondents to the proper operation and integrity of departments carried out by chairs and supervisors supported through the annual planning process. This is indicative of the College’s environment of integrity across departments and supported through its operations.

Faculty Survey

The comprehensive faculty survey (see Appendix 4) included several questions addressing integrity and ethical standards. The faculty survey included respondents from a variety of ranks and years at the college with responses from both full-timers (n=94) and part-timers (n=68). Different from the staff questionnaire, the faculty survey made use of several different scales. In Section 3, faculty were asked to rate the importance of potential professional programs with a 1=Not Important or 2=Important. The closer to 2 the average is the more important it is considered. One program queried (Question #112) was “Academic integrity policies,” which full-timers rated at 1.18 and part-timers at 1.91. This indicates that this was more of concern to part-time than to full-time faculty. But 78 of the 94 full-time respondents (and 15 of the 68 part-time respondents) felt that it was important enough to have included in the faculty orientation program, clearly indicating that full-time faculty believe that academic integrity is an important area to uphold at the College. In Section 5, faculty were asked to react to statements with Yes or No. A response closer to 1 indicates Yes. Question #161 posed the following: “Within six months of your beginning full-time service, did you receive information or training with regard to integrity i.e. the rights, duties and responsibilities of your position?” The average for full-time faculty was 1.54 and 1.35 for part-time. Question #162 asked a related issue: “Within six months of your beginning full-time service, did you receive information or training with regard to the ethical standards of your position?” The average for full-time faculty was 1.59 and 1.62 for part-time. While the reaction to the ethical standards question was closer to the negative, both full-time and part-time faculty responded more positively that information was provided on integrity within six months of hire.

Interviews

Department Chairs

Common threads from the interviews were that student academic integrity is very well defined. They felt that the faculty, chairs, departmental P&Bs, and office of academic affairs monitor integrity. They felt all should be responsible for integrity and that they felt integrity could not be taught but is something inherent in one’s actions. Some felt that the college community encourages reporting actions that threaten integrity. Two felt that the highest level of integrity can be encouraged by good example. All felt that the college supports academic and intellectual freedom by open discussion and tolerance for the opinion of others. All felt that enough, if not too much information, is available.

Student Affairs

All six persons, including Student Affairs' staff and students, participated in interviews relating to the issue of integrity. Three of the six defined integrity only as it relates to academic issues, while the rest defined it as a strong adherence to moral and ethical issues in all areas of life. Most believed that many systems were in place to monitor breeches in integrity. Some, for example, noted a few of those systems: campus security, Student Affairs Dean and Judicial Affairs Officers, hearings or investigations. Most were not sure what activities currently address integrity, but after some consideration, some suggested ST 100 classes, tests, or clubs. All, however, agreed that each office should be responsible for integrity in its respective department. The Financial Aid counselor interviewed said good indicators are retention rate, graduation rate and, most importantly, that the college is fiscally sound. All thought that integrity could be monitored by compliance to rules and regulations, but all thought that integrity is more than compliance. Each person should have a moral compass; it is a quality a person possesses.

As far as the college is concerned with integrity, all agreed that basic principles of integrity can be known through the College Catalogue, website, Student Handbook, and commencement activities. Most agreed, however, that it could be better expressed at department meetings. As far as reporting actions that threaten or compromise the integrity of the college, most agreed it should be reported on a case-by-case manner. Students did not feel encouraged to report compromises, especially when they witness cheating during a test. (This, by the way, was reiterated by all the students interviewed.) Another responded that QCC is a multicultural institution and that in some cultures what may be considered a breach of integrity is not in another culture. Reporting compromises might be difficult for some. Those interviewed agreed that integrity must be clearly defined.

As far as the college's support of academic and intellectual freedom, most of those interviewed felt that the college definitely supports this. Conversely, others believe that there is a "disconnect" between the administration and faculty. In their opinion, the faculty's objective is the student's academic success, whereas the administration's focus is meeting enrollment targets.

As far as fostering respect for a plurality of backgrounds, half of those interviewed agreed that more needs to be done, while others felt that clubs, QCC's theatrical and musical performances, and other events promote respect for different cultures.

The three students interviewed agreed that informational material provided by the college on upcoming events and changes in programs and goals is adequate and, for the most part, easily found on the website, digital signage, emails, and public forums. (It is also true that most of these students are part-time staff members otherwise familiar with the website through their jobs/roles.)

Integrity should be reflected in the Mission Statement, Strategic Plan, and website. All those interviewed found it was hard to measure integrity. But there was general agreement that student success, satisfaction, attendance rosters, and registration rates are indicators of integrity at the college. Respondents felt the website could be useful for marketing and community outreach. They felt that training of integrity should be mandatory for all members of the college and should cover areas like academic standards and freedom, disciplines in and outside the classrooms, rules/regulations set by the college, and a safe/clean campus. Those interviewed suggested workshops for integrity campus-wide. All felt that the president consistently and repeatedly emphasizes the importance of values and integrity.

Strengths

- The newly revised and issued faculty handbook is an extremely comprehensive and clear presentation of policies and procedures and resources available to faculty and their students.

- The institution’s Academic Integrity Policy is widely distributed.
- The Institutional Review Board (IRB) is a strongly supported mechanism for ensuring that the increased attention to pedagogical research thoroughly protects human subjects.
- The institution is comprehensively and thoroughly governed and evaluated by contractual policies and audits.

Weaknesses

- There is no published statement about integrity and ethical standards.
- Although the QCC website aspires to provide thorough access to information for faculty, staff, and students, more regular updates to the pages and some reorganization of the material by the departments and offices involved would yield better results. For example, the current list of website coordinators under governance is from 2006-2007.
- As was indicated in the faculty and staff surveys, formal training and information on professional integrity offers an opportunity for improvement at the College.

RECOMMENDATIONS

- Recruit, hire, and retain faculty from underrepresented groups.
- The Mission Statement should be more visibly incorporated into the Strategic Plan.
- The Mission Statement should be a direct link on the homepage rather than part of a pull-down menu.
- Develop a Comprehensive Planning Document comprising mission, long-term goals, strategic plan, and an academic plan.
- Program or curricular development should be an institutionally coordinated process that is less departmentally driven and more mission driven, consonant with transfer and career needs and mindful of the most recent labor trends and job opportunities for students.
- The handbooks for faculty, adjuncts, HEOs, staff, and students should be revised to include a direct reference to the standards of conduct and matters of integrity, including the definition of integrity and policy statements about processes when violations of policy have occurred.
- The Academic Senate should explore the possibility of forming a committee on integrity.
- Website oversight should be reevaluated and strengthened: Individual departments and offices with information on the website should regularly update their information; student information presented should be redesigned for easier access.