

## **CHAPTER 3: LEADERSHIP, GOVERNANCE, AND ADMINISTRATION**

*Standard 4: The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

*Standard 5: The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.*

### **LEADERSHIP AND GOVERNANCE**

At Queensborough Community College (QCC) of the City University of New York (CUNY), leadership and governance roles are clearly defined and functionally beneficial to the processes of decision-making and policy development in the College's governance structure. In a 2006 survey of faculty satisfaction conducted by the University Faculty Senate, QCC received high ratings, evidence that faculty and administration work well and cooperatively together.

The organizational chart for CUNY places the campuses within the hierarchy of the university (see Appendix 3). The organizational charts for QCC illustrate the College's governing hierarchical structure (see Appendix 3). The Offices of Affirmative Action, Pluralism, Diversity/Compliance and the Office of Human Resources and Labor Relations report directly to the President of the College. The executive and senior administrative staff consists of the vice presidents of Institutional Advancement, Finance and Administration, Student Affairs, and Academic Affairs, who report directly to the president and serve as members of the Cabinet.

QCC is governed by and subject to three sets of bylaws: the Bylaws of the Board of Trustees for CUNY; the Bylaws of the Academic Senate; and the Bylaws of the Faculty.

### **Faculty Governance**

#### **Shared Governance at CUNY**

Faculty have a collective responsibility to participate in the governance of the colleges and universities to which they are appointed. They fulfill this responsibility in many ways. One is through participation in governance bodies and college committees alongside administrators and students who work together to address issues of institutional importance. It is this partnership between faculty and administration that gives rise to the term *shared governance*. Each faculty member, over the course of a career, is expected to participate in shared governance at the departmental level and/or college-wide level. Within CUNY, some faculty also serve at the university level. It is chiefly through the structure of shared governance that faculty participate in decision-making concerning matters that are protected by Academic Freedom: who is to teach, who is to be taught, what is taught, and how it is to be taught. Academic and curricular matters are affairs for governance.

The Steering Committee of QCC's Academic Senate includes reports of the meetings of the University Faculty Senate in the agenda of Academic Senate Meetings at QCC. In addition, according to the Steering Committee, it is a responsibility of the governing body leadership to inform the

community about matters that may be under consideration by the UFS and the Board of Trustees, particularly when input from the campuses is sought by the UFS or the chancellery. Both the chancellor and several vice chancellors meet with the UFS and faculty governance leaders at least once each semester and present matters for feedback (e.g., proposed policies are presented to the CUNY Council of Presidents for comments and suggestions). Through communications to members of the Academic Senate at QCC, members of the Steering Committee are able to gauge the temper of opinion on campus as a means to represent QCC faculty in the shared governance structure of the wider CUNY system. To this end, the Senate agenda contains notices of matters on the agenda of the Board of Trustees and proposals being developed. The Steering Committee invites members to ask questions and make comments on such matters at meetings of the Academic Senate.

### **Shared Governance at QCC: The Academic Senate**

According to the “Preamble” of the *Revised Governance Plan of Queensborough Community College*: “Governance . . . is the concern of all its members. All its constituencies—students, faculty, alumni, and administration—contribute to the maintenance and development of the College.” (The complete *Governance Plan* appears in Appendix 3.) At QCC, the local governing body is the Academic Senate. Multiple constituencies of the college are represented in the Academic Senate.<sup>1</sup> The Academic Senate proceeds according to dedicated Bylaws, which define its purview (see Appendix 3). All meetings of the Academic Senate are presided over by the president of the College. Academic Senate meeting agenda are set by an Academic Senate Steering Committee in consultation with the president. The Academic Senate is the voice of the College. Only the Academic Senate may send academic policy proposals to the Board of Trustees. If the president does not approve of a proposal of the Senate, there is no veto authority; however, the president may speak against the proposal to the Board. The governing body may send communications to the Board, including a vote of “no confidence” in the president or local administration.

The Academic Senate has a number of standing committees on which faculty and students serve. They are valuable to the operation of the College and influential in shaping college practice and policy. Service in the Academic Senate and on its Standing Committees is considered an important contribution to the College and is considered as part of the personnel review process for tenure and promotion.<sup>2</sup> “Just” volunteering for and being elected to a committee is not enough to be considered as actual service. Faculty members are evaluated on the basis of the substantive contribution they make to the work of each committee toward the implementation of its charge. Agendas, minutes, and annual reports of all committees are retained in the college archives in print and digital form. Committee chairs report annually concerning the actual work performed in service to the college and the implementation of its institutional mission.

Currently, the committees of the Academic Senate consist of the Steering Committee, 18 Standing Committees, and one Subcommittee. For particular investigations or actions, the Senate forms special committees. The members of the Steering Committee are members of the Academic Senate. The members of all the standing committees are faculty, but do not have to be members of the Academic Senate. In addition, HEOs are also eligible to serve on standing committees, with the exception of

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<sup>1</sup> Representation is as follows: the president; five administrators selected annually by the president; eight officers of Student Government; 41 faculty at large elected for three-year staggered terms; the chairs of each department, or their designees, including chief librarian; two certified laboratory technicians (CLTs); one adjunct faculty member; two higher education officers (HEOs); one alumnus.

<sup>2</sup> In remarks to the faculty on March 22, 2006, President Eduardo Marti stated: “An academic community cannot be a vibrant place without the involvement of its faculty . . . I urge all of you . . . to run for committees [and] . . . to run for leadership positions. . . [G]ood college service is recognized and respected by your peers . . . the more who become involved, the truer is the collective wisdom. And I, as your president, will recognize it.”

those committees that state specifically, per the Bylaws, that their composition be composed of “faculty.” All the standing committees, other than the Steering Committee, have specific charges according to the Bylaws of the Academic Senate; each committee meets as needed, prepares an agenda and minutes of meetings, and distributes documents to the appropriate people. Each committee is staffed by the designated member of faculty members, a designee of the president and the Steering Committee, and liaisons to the Committee on Committees. Students are also appointed to and serve on Academic Senate committees; attendance at committee meetings by students is sometimes less regular than might be desired. Since it is still possible to achieve a quorum without the attendance of all committee members, it has not been a procedural problem.

Early each academic year, the Steering Committee prepares a “charge form,” reviewed with each committee chair. This form includes the committee’s charges, as per the Bylaws; specific activities anticipated for the coming academic year; cognate committees with which the chair will work; information on how to prepare monthly and annual reports; and recommendations. All committees are engaged in activities related to their charges, and committees working with the Administration have brought about actions that have been positive and supportive of the mission and proper functioning of the College. The annual reports describe these activities.

There is a strong commitment of support on the part of the administration for the work of the Senate Committees in terms of administrative assistance. The administration has also recognized the demands of committee work in allowing an increase in the release time for the work of the Steering Committee based on an itemized listing of all activities and responsibilities for each position. There is also release time support for the Committee on Course and Standing, Committee on Curriculum, and Committee on Committees. There has been some support for incidental items related to meetings of the chairs of Senate Committees, and discussions have begun concerning support for a committee chair development program.

Since the last Middle States review, the Academic Senate, responding to new imperatives, formed the Committee on Environment, Disability Issues, and Quality of Life; the Committee on Distance Education; the Committee on Vendor Services; and the Committee on Writing in the Disciplines/Writing Across the Curriculum (WID/WAC). Four special committees of the Academic Senate were formed and have completed their work, including the Special Committee of the Academic Senate on General Education Objectives, the Special Committee on Student Bill of Rights and Student Complaints Process, the Special Committee on Awards on Contribution to Governance, and the Special Committee on External Assessment. This is evidence of the flexibility of the Academic Senate committee system.

According to the Bylaws, the primary function of each Academic Senate committee is to study the subjects referred to it and formulate appropriate policies and propose policies to the Senate for action. Every Senate committee is responsible for maintaining a continuing review of College policy in its area. To assist committees in this responsibility, they are empowered to receive information related to their charge, including any planned changes and recent initiatives. The committee chair requests information through the president’s designees to each committee of the Academic Senate.

After reviewing College policy in its area, a standing committee may report to the Senate matters thought to be significant enough to warrant attention by the Senate. Generally, a committee chair will first consult members of the Steering Committee. Where appropriate, the Steering Committee will see that recommendations are reviewed by members of those college constituencies most directly related. This discussion process precedes the submission of any recommendation a committee may elect to set before the Academic Senate as a proposed resolution for a College policy. Such items in accord with the Bylaws would then be discussed at the monthly Academic Senate Agenda Meetings that occur between the administration and the Steering Committee. At times, a standing committee may decide

that to facilitate and further distribute their work, the creation of a subcommittee of the committee or the creation of a special committee of the Senate might be needed, allowed under the Bylaws. The creation of such committees would be discussed with and assisted by the Steering Committee. At other times, the Steering Committee may determine that it is necessary to have the Academic Senate consider a policy for the College. In this case, the matter is presented on the agenda or as part of the monthly report of the Steering Committee. Such matters are brought to the Senate through the work of standing committees or from the administration, Student Government, or Steering Committee.

The Academic Senate, a representative body, is the voice of the College and the governance body, the only body authorized by the Board of Trustees to set policy and make recommendations to the Board of Trustees. The major constituencies of the College are represented within the Senate: students, faculty, department chairs, administration, college laboratory technicians, higher education officers, and alumni. Generally, it is established that matters are not brought before the Academic Senate until there has been consultation on the matter with the leadership of at least two or three of the constituencies within the community of shared governance. The administration meets with the Steering Committee at least two weeks prior to each meeting of the Academic Senate so that members of the administration may be presented with matters of importance concerning which the administration has an interest. On important matters and proposals, members within the shared governance community strive to achieve a consensus or secure majority support for measures brought to the Senate before they are placed on the agenda.

According to the Bylaws, partnership between administration and faculty in shared governance continues even when the College is not in session. The Steering Committee fulfills this charge and dutifully represents the interest of the Senate in the welfare of the College and in the process of shared governance. It acts in a manner consistent with its charge and brings matters of importance to the Senate for its consideration. Over the last three years, the president has formed two special task forces outside Academic Senate shared governance structures: a Task Force on Use of Space on Campus and a Task Force on the Library. Members of the Academic Senate, now represented at the president's pre-planning meetings for the development of the Strategic Plan, can bring Senate recommendations forward for consideration.

### **Additional Institutions of Shared Governance**

#### *Faculty*

At QCC, the faculty exercise considerable authority in matters of the College. The faculty are governed by their own Bylaws (see Appendix 3). Accordingly, the faculty may vote to veto any matter approved by the Academic Senate. The faculty may also call for a special meeting of the Academic Senate and place matters on the agenda of that meeting. The faculty elect a Faculty Executive Committee (FEC) to represent their interests. The FEC is the principal agency of the faculty in carrying out its responsibilities. The faculty meet at least once a semester and elect a chair and six other members of an Executive Committee, which serves for a three-year term and is responsible for the academic status, role, rights, obligations and freedoms, and other matters concerning the welfare of the faculty. The FEC is consulted on matters that are of direct interest to or related to the faculty and may form committees or sponsor or organize meetings of the faculty.

The FEC meets each semester with the president and the vice president of Academic Affairs to discuss faculty concerns and periodically with the Senate Steering Committee to discuss faculty and curricular matters. Each fall, they have conducted elections for the Academic Review Committee, Student Disciplinary Committee, Governing Board of the QCC Association, and Governing Board of the Auxiliary Enterprise Association. Each spring, the chair conducts an election for the University Faculty Senate. In 2007-2008, with the assistance of the Academic Computing Center, the committee

was also able to secure an online voting system used to approve the formation of the Academic Freedom Committee. An election is scheduled for fall 2008. The committee was pleased to report an increase in the number of junior faculty elected to appropriate college committees.

The FEC has been instrumental in the planning and development of college-wide initiatives. At the spring 2003 meeting with President Martí, the FEC proposed holding a “conference of the college” in fall 2003, highlighting the educational initiatives in the CUNY Master Plan and showcasing faculty talent. With the full support of the president, the FEC launched its first conference on October 17, 2003. The keynote speaker, CUNY Executive Vice Chancellor Louise Mirrer, spoke on *The Integrated University and General Education*. Concurrent workshops were conducted by 22 faculty on *Online Course Pedagogy*, *WI Courses*, and *Learning Communities*. Over 100 faculty endorsed establishing the conference as an annual event.

The importance of the Conference of the College as a vehicle for pedagogical discussion was also reinforced by the launching in 2004 of Chancellor Goldstein’s *Community College Investment Plan*, which allocated 76 additional full-time positions to QCC, including 47 faculty and a full-time director of the Center for Excellence in Teaching and Learning (CETL). The conference, now an official item in the Strategic Plan, is co-sponsored by Academic Affairs and CETL. The conference has featured such CUNY speakers as William P. Kelly, president of the Graduate Center; Judith Summerfield, dean of Undergraduate Education; and, most recently, Chancellor Goldstein; and two keynote addresses by President Martí. Topics have included *Coordinated Undergraduate Education, Making Student Learning Visible through Cornerstone and Capstone Experiences*, and *The Ramifications of our Revised Mission Statement*. Over 100 QCC faculty have participated as workshop leaders; attendance at the fifth conference peaked at 185.

As members of the FEC also serve on the College Advisory Planning Committee (CAPC), they play an important role in shaping the College’s annual Strategic Plan. The FEC chair is a member of a subcommittee that selects items from several sources for possible inclusion in the plan, including items submitted by each department chair, for approval by the whole committee. In fact, the committee’s suggestion to the CAPC in fall 2004—that the Mission Statement be revised to reflect the commitment to the educational mission of CUNY’s Master Plan—led to revision of the mission. A college-wide committee was selected, and a revised mission statement was presented and discussed at the Spring Faculty meeting (April 6, 2005) and approved by the Academic Senate on April 12, 2005. Most recently, the FEC has played a leadership role in the discussion about developing Freshman Academies (See Appendix 1, *Strategic Plan, 2008-2009*, Item 3.1). To date, the committee has participated in the Academies’ Planning Retreat (November 5 and 6, 2007) and met in December 2007 with the vice presidents of Academic Affairs and Student Affairs to ensure that a more comprehensive discussion of the implications of this new initiative take place at the College Convocation in January 2008. Freshman Academies was the centerpiece of the sixth Conference of the College on October 17, 2008.

### *Students*

The Queensborough Student Association (QSA) represents all QCC students. It is primarily responsible for recommending the allocation of student activity fees, shaping policies affecting student life, coordinating extracurricular events, and chartering new clubs and student organizations. Through the QSA, students have a voice and a vote in college affairs. Involvement with campus affairs gives students the setting to test out ideas and develop the leadership, interpersonal, and organizational skills needed for a successful future.

QSA is an executive board composed of voting members: President, Executive Vice President, Administrative Vice President, Programming Vice President, Vice President for Evening Students,

Vice President for Part-time Students and Treasurer. Non-voting members include President Pro-Tempore, Parliamentarian, and Executive Secretary. Every spring, campus-wide elections are held for students to elect officers of the Student Government and the QSA Executive Board. Student officers, who serve one-year terms, help determine the best utilization of the student activity fee money through programs and extracurricular activities that meet student needs. Student Government has its own voting members and budgets for effective programming and co-curricular development on campus. CUNY and the QCC Governance Plan call for student representation on various committees, particularly those affecting students' academic, cultural, and social welfare. QCC firmly believes in the democratic process and student self-governance.

The election processes give students the chance to practice their democratic rights and become part of the larger community, supplementing the classroom experience through extracurricular programs. To maintain the integrity of the electoral process, a Student Elections Review Committee (SERC) oversees the entire process, following parliamentary procedures. Members must use the collective judgment of SERC in interpreting the rules and regulations as outlined by the QSA Constitution, CUNY Bylaws on Student Governance, and previous SERC decisions.<sup>3</sup>

## **Report on the Status of the Senate and Governance**

Over the past four years, members of the Academic Senate, under the leadership of its Steering Committee and acting in partnership with QCC's Instructional Technology and Academic Computer Staff, have utilized technology to realize a spectrum of goals within the domain of college governance, including public access, transparency, the integration of new faculty into the governance process, and environmental sustainability.

All Senate and Steering Committee meetings are open to the public. Prior to each meeting, full agendas are made available, electronically to *all* members of the College community. These agendas include the highlighting of items requiring Senate action and links to minutes of meetings by the CUNY UFS and Board of Trustees. The Senate's Committee on Committees maintains a full roster for the Senate including members of the Student delegation. As of 2007, electronic voting using "clickers" has been introduced to create an electronic record of votes taken. After meetings, agenda and minutes of Senate meetings and their committees are made available via the QCC website and archives. This allows QCC's governance system to act in full compliance with *New York State v. Perez* (the "Perez Decision"), as well as the Open Meetings Law. Recent changes to the Bylaws of the Academic Senate have included the addition of HEO representation to allow more inclusiveness.

The QCC website also facilitates the orientation of new faculty, who are able to learn about college governance as they read about the background, charge, and members of each committee on the governance website. Faculty may also peruse "Committee Guides," authored by the chair and vice chair of the Academic Senate Steering Committee, for members of the Steering Committee, all committee chairs, faculty members of each standing committee, and student members. Because such guides are available as web documents (and PDFs for download), the College is able to reduce paper use, addressing environmental concerns.

## **Findings and Analysis**

In general, the lines of organization and authority are transparent to all of the campus community. The QCC website contains information for faculty, students, and the surrounding community.

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<sup>3</sup> SERC: 2 faculty; 2 administrators; 2 full-time students; 1 part-time student. SERC student members are nominated by the Student Senate and officially appointed by the College president; faculty and administrative representatives are officially appointed by the College president.

Organizational charts (see Appendix 3) are available on request from the Office of Faculty and Staff and are available in the Factbook. The *Faculty Handbook* also contains information on administrative offices), the Academic Senate, and the Faculty Executive Committee.

The Middle States Commission’s fourth standard of excellence stipulates that “a governing body not [be] chaired by the chief executive officer.” At QCC, the Faculty Executive Committee is not chaired by the president, but the Academic Senate is presided over by the president. The agendas are set during a meeting between the steering committee and the president, who approves the agenda items. In the reworked governance plans of some of the other two-year college campuses within CUNY, the faculty body or senate is independent of the administration. With regard to having a well-defined system of collegial governance, including written policies outlining the governance responsibilities of administration and faculty and readily available to the campus community, QCC is in compliance.

Communication and interaction facilitated among members of the faculty, administration, and staffs with regard to the development of the college’s Strategic Plan are consistent with the mission of the institution. The college website and email system, which plays a crucial role in keeping the college community interacting and communicating, is continuously updated with information concerning faculty, staff, and the administration. The open email system, which has the ability to send and reply to all faculty, staff, and the administration at the same time, assures that all parties receive information with no one group receiving priority delivery. In keeping with the Strategic Plan, student email usage has increased. College-wide questions and concerns are easily voiced, answered, and surveyed using the email system. Open hearings and meetings are conveniently scheduled to ensure that members of the faculty, staff, and administration are able to attend and converse in a productive manner. In sum, the governance structure enables both openness and responsiveness. It allows for ready communication among constituencies and is responsive to the emerging needs of the institution.

In terms of leadership, the college demonstrates both positive and less than positive perceptions. According to the *Faculty Survey 2008 Result Report* (see Appendix 4), faculty perceptions are positive in a number of areas. Faculty agree that department goals and objectives support the mission, that they are involved in setting department goals and in systematic considerations of the department’s curricula. Faculty agree that they are familiar with the institution’s governance documents, have viewed the governance website, have attended meetings of the Senate and served on senate committees. Faculty agree that membership in the Senate should be increased, suggesting more interest in serving from faculty than there are positions available. Faculty perceptions are less than positive, however, in the following area: support to conduct research or perform creative work. In some cases, perceptions of part-time faculty are at odds with those of full-time faculty. The challenge to involve part-time faculty integrally is one faced by all institutions. (For information about orientations conducted specifically for part-time faculty, see chapter 5.)

### *Strengths*

- QCC’s system of governance, part of CUNY’s system, clearly defines the roles of faculty, administrators, and staff in policy development and decision-making. As the faculty officially ratify what the Academic Senate does, the faculty are an extremely strong constituency.
- A representative governing body, the Academic Senate, assures institutional integrity and fulfills its responsibilities of policy and resource development, consistent with the institution’s mission.

### *Weaknesses and/or Concerns*

- More comprehensive involvement in Academic Senate work is an issue (e.g., the eligibility of HEOs to serve on Standing Committees of the Senate remains unclear).

- There is concern among faculty with the additional, uncompensated work required to implement college-wide initiatives, coinciding with the finding above that there is insufficient support for faculty research or creative work.
- Challenges remain about incorporating part-time faculty into the fabric of the institution.

## **ADMINISTRATION**

As appropriate to the spirit and letter of equitable hiring practices, strictly adhered to at QCC, the articulation of senior administrative roles can be found in a central document, the Bylaws of the Trustees of CUNY, and in “personal vacancy notice” documents widely disseminated during the hiring process of all professional positions at the College. The administration of the college has high expectations as it relates to the facilitation of learning, research and scholarship, fostering quality improvement, and supporting the institution’s organization and governance.

The college’s president, Dr. Eduardo J. Marti, serving as its academic and financial affairs leader, has recognized that QCC has the full potential to meet the same quality standards that may be found in private educational institutions. Dr. Marti has increased the number of full-time faculty lines, opened up a Center for Excellence in Teaching and Learning (CETL), and endorsed professional development throughout his tenure at the college. Since the College has been under Dr. Marti’s leadership, the College continues to develop new programs while building the rigor and standards of excellence in the curriculum. In a sincere effort to meet the challenges in ensuring up-to-date teaching methodologies and practices, QCC has invested in recruiting a diverse staff with relevant experiences and a heightened level of passion for teaching.

In alignment with University initiatives, QCC’s commitment to learning and research or scholarship is evidenced in the following ways: adherence to the PSC-CUNY agreement, which contractually mandates the number of reassigned hours of every new faculty member for the sole purpose of research; extensive orientations for all new full-time faculty every semester; emphasis on best-teaching practices and pedagogy in the Center for Excellence in Teaching and Learning; ongoing recognition of scholarship through various campus and external forums; and identifying faculty development needs and providing workshops and seminars.

### **Senior Administration**

#### **President**

President Eduardo Martí is charged with guiding the educational plan for the College and providing advisory recommendations to the chancellor of the University in matters of institutional planning, hiring, and promotion. According to the Bylaws, the president “shall have an outstanding reputation as an educational administrator; personal qualities conducive to success as a leader of scholars and teachers, and as an executive” (XI. 11.4 B). Although the Bylaws do not require that the president have an “instructional title” in a discipline, Dr. Martí is a highly credentialed educator, with three degrees from New York University in the field of biology and significant teaching experience, and an extensive record as a leader of diverse academic institutions. Currently on the Board of Trustees of Teachers College at Columbia University, Dr. Martí was president of Corning Community College and Tompkins-Cortland Community College. As an educational leader, he was recognized when then Governor Spitzer appointed him to the New York State Commission on Higher Education.

#### **Vice Presidents**

The roles of the vice presidents are assigned by the president. The generic position is described in the Bylaws of the Trustees while local articulation is found in PVNs developed by college committees.

This flexibility allows for differentiation of tasks within the organizational structure of the college: “There may be vice presidents who shall have such duties and responsibilities as may be assigned to them by the president and one of them, as authorized by the president, shall act for the president and assume the duties of the president” (XI. 11.5 A). As stated in the Bylaws, vice presidents are required to have disciplinary credentials commensurate with faculty standing (generally the terminal degree in the field) as well as “other special qualifications as the board may require” (XI 11.5 B).

### **Deans**

As of fall 2008, there are eight (8) deans reporting to the president and vice presidents: a dean, associate dean, and two assistant deans for Academic Affairs; an associate dean for Student Affairs; two associate deans for Finance and Administration; an assistant dean for Human Resources and Labor Relations. According to the Bylaws, these positions “shall have such duties and responsibilities, in addition to those set forth in these bylaws, as may be assigned to them by their president or referred to them through the president at the request of appropriate faculty bodies” (XI 11.6 A). Further, these positions “shall have, in addition to those qualifications of the instructional title held, such other qualifications as the board may require” (XI 11.6 B).

### **Administrative Staff**

The administrative staff includes members of the higher education officer series (HEO) and some members of the Information Technology civil service. A HEO refers to a member of the HEO series. There are currently 104 full-time HEOs at QCC.<sup>4</sup> HEOs are predominantly the administrative staff, as faculty are predominantly the curricular staff. Both are considered members, by CUNY, of instructional staff; however, there are a number of basic similarities and differences between the two. The ranks of f/t HEOs parallel the ranks of f/t faculty and emulate the same salary range(s) and annual steps. Faculty have Lecturers, Assistant Professors, Associate Professors, and full Professors. The HEO series includes assistant to HEOs (a-HEO), HE Assistants (HEa), HE Associates (HEA), and full HEOs (HEO). Both faculty and HEOs are part of the PSC and are categorized by CUNY as “Members of the Instructional Staff.” There are three basic differences: 1) Faculty work a 10-month contract (September 1 through June commencement); HEOs work a 12-month contract. 2) Faculty are eligible for tenure; HEOs are not eligible for tenure but can receive a Certificate of Continual Administrative Service (CCAS or 13.3b, the Collective Bargaining Agreement section that references this provision). Employees with 13.3b are not subject to annual or multiple-year reappointments. 3) Faculty are in titles in which promotions are possible; HEOs cannot be promoted, only reclassified to a higher title if their job/functions significantly change through an accretion of duties beyond their original job description or there has been a significant reorganization of their department (even in this case, it is the *job position* that is reclassified, not the person).

In 2006, it was brought to the attention of the Senate that a major constituency at the College—HEOs—were omitted from participation. To that end, the Committee on Bylaws reviewed the omission and recommended an emendation to the Senate that the Bylaws be changed to allow two voting seats for members of the HEO series, elected by HEOs. Those two seats are currently filled. HEOs vote for their two representatives who sit on the Academic Senate; they vote for their HEO representative to the screening committee who sits on the HEO Screening Committee and who acts as a touchstone for HEO-related hiring issues; and there is an appointed member from the HEO series who sits on the Labor/Management Committee and acts as HEO liaison from QCC to PSC. The HEO representative has an extremely relevant charge, as the HEO Screening Committee makes recommendations to the president on the hiring, merit, and reclassification of all members of the HEO

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<sup>4</sup> HEOs (partial list) include: Directors of Academic Advisement, Admissions, Registrar, Budget Office, Institutional Research and Assessment, and Personnel.

series. The HEO representative has a vote and works to help ensure integrity and parity for new hires and incumbents in terms of job descriptions, salaries, and ranks. Review of Labor/Management Committee actions indicate that the structure serves the constituency’s needs well.

## Administrative Processes

### Strategic Planning

The strategic planning process is conducted each year according to the following timeline:

Month	Task
September	College Advisory Planning Committee (CAPC) reviews Completion Report prepared for the chancellor in June and undergoes a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis.
October to December	Drafts discussed with CAPC; small committee (president, dean of Academic Affairs and Planning, chair of the Faculty Executive Committee, and chair of the Steering Committee) prepares the drafts and presents them to the full CAPC.
January	Draft of Strategic Plan presented to Student Government, academic chairs, and HEOs.
February and March	CAPC considers input from the various constituencies and prepares yet another draft of the Strategic Plan.
March and April	Minimum of two and sometimes three open hearings are held.
May	CAPC reviews the input from the open hearings and prepares the final draft.
June	Dean of Academic Affairs and Planning negotiates with the Central Office on targets; usually, there are minor revisions to goals; the final plan is distributed to the CAPC.
July and August	Final plan is presented to the chancellor; once he signs off on the plan, the Expenditure Plan is prepared taking into consideration the Strategic Plan.

### Course and Program Development

Departments prepare a course or program proposal with the assistance of Academic Affairs. The course or program proposal is presented to the Curriculum Committee, which approves the proposal, or sends it back to the department for further revision, and then presents the proposal to the Academic Senate. The Academic Senate votes to approve the proposal. New programs must then be forwarded to the CUNY Board of Trustees. After approval at the Board level, program proposals are sent to the State Education Department for final approval.

### Development of College-Wide Initiatives

College-wide initiatives generally arise out of the SWOT analysis, department year-end reports, program reviews, or other emergent situations. College-wide initiatives are presented to the CAPC and discussed in conjunction with the overall Strategic Plan. Discussion of initiatives also occurs at the Cabinet level. Administrative actions are handled by the president and appropriate vice president(s). Actions related to academic programs and faculty governance are relayed to the Senate Steering Committee for appropriate committee assignment; recommendations are then made to the Senate for approval. In some cases, whether administrative or academic, subcommittees or task forces are established to make recommendations to the administration or Senate. Depending on the initiative, a review of measurable outcomes, a look at the impact on performance management indicators, and a reliance on surveys or outside instruments occurs.

### Campus Discussion and Revision of Objectives and Initiatives

The CAPC is the official vehicle for this type of discussion. Before official discussion, there is substantive discussion at smaller groups such as meetings of the Cabinet, departments, vice presidents, chairs, college-wide P&B, Academic Senate committees or the body as a whole.

## External Funding

All external funding other than tax levy or members items is handled by the Student Association (student fees), the Auxiliary Board (auxiliary enterprises), the Queensborough Community College Fund Board (funds resulting from philanthropy), and the Office of Sponsored Programs (grants/awards administered through the Research Foundation/CUNY. Sponsored Programs is responsible for administering on the college level all grants and awards to the institution. The Research Foundation/CUNY is the official CUNY-wide administrative body that provides administrative and budgetary support for grants and awards. Over the last 10 years, total amounts range from almost \$2 million in 1997-1998 to nearly \$5 million in 2006-2007.

## Findings and Analysis

A more integrated valuation of the contributions of HEOs to the governance and health of the College, including improved HEO representation, is needed. HEOs are members of the CAPC because of their administrative function (e.g., Institutional Research, Budget), but none is appointed to offer a HEO perspective to the strategic planning process. There are no campus reviews or platforms in which HEOs can showcase, and be showcased, for excellence and achievements.

Traditionally at QCC, the president has presided over the Academic Senate. Unique among universities in the way that the Academic Senate operates, the College has a system in place that works well to serve the interests of the governing committees and the president, who is charged with the responsibility of running the institution. Though the president presides over the senate meetings, he shares authority concerning the senate agenda with the Faculty Executive Committee and the Senate Steering Committee. Nevertheless, regardless of the success of this form of shared governance and the traditional collegiality of relations between administration and faculty, the mere perception that the president might wield too much power at the Senate is cause for concern.

### Strengths

- Shared governance is a living and vital reality at the College.
- Though the faculty do have the ultimate authority, there are institutional checks and balances that ensure fairness and effective government.

### Weaknesses and/or Concerns

- That the presiding officer of the Academic Senate is the president of the College is a cause for concern, if only because of perceptions.

## OTHER CONSTITUENCIES

A college's success can be tied to the various constituencies with which it is associated; as a community college, it is imperative that these constituencies are used to improve the institution. To that end, it must make use of its local community—business and governmental agencies, as well as statewide entities. QCC has developed several departments/offices and programs to enable its enrichment. According to the *College Employee Questionnaire 2008* (see Appendix 4), respondents seem to share the sentiment that the College has a positive reputation in the surrounding community as well as in the Academic Community. When it comes to question of a positive reputation amongst its employees, there is a difference of opinion, making it less than positive.

Other constituencies include: The *QCC Alumni Association* is a civic-minded organization that exists to support the students and alumni of QCC. Its mission is to “increase the involvement of the alumni

community and support the economic growth of the College.” The *QCC Art Gallery* is a sophisticated gallery located in Bayside to promote the appreciation of arts. There are exhibits both permanent and topical, like the African Art Exhibit; A Cameroon World; and Yesterday’s China. It is a member of The American Association of Museums and the Queens Tourism Council. The *QCC Performing Arts Center* hosts performances by amateurs and professionals; the college’s Department of Fine and Performing Arts with students performing; a Children’s Series; and rentals for the community organizations. The *Professional Performing Arts Series* at the Center was created to bring a higher level of live entertainment affordable to people in the community. Through its programs, the community can experience the richness of each other’s diverse cultures and traditions. The *Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives* seeks to provide programs and resources to remember the victims of, and to educate the generations to come about, the ramifications of prejudice, racism, anti-Semitism and stereotyping in any society and to encourage an awareness of the value of diversity in a pluralistic society through the use of traveling exhibits, catalogues, videos, dissertations, and links to other resources. Finally, the *Office of Continuing Education and Workforce Development* offers programs for the community as part of its mission for “learning for a lifetime.” It offers over 500 courses in Professional Development, Adult Enrichment, Leisure and Lifestyle, Physical Fitness & Recreation, Kids College. Over 10,000 students enroll in the programs every year. Over 100 faculty teach in programs. Over 500,000 publications are sent out to the community.

## RECOMMENDATIONS

- The Academic Senate should consider amending the bylaws to provide for the election of a presiding officer.
- The Academic Senate should consider broadening committee membership with representation from all classifications—faculty, administration, and staff—to ensure wider scope of information and perspective.
- The administration should consider appropriate venues for convening HEOs and staff in forums parallel to large-scale faculty meetings that already take place.
- Organizational charts should be included in the next revision of the faculty handbook to facilitate understanding of the institution’s organization.
- Dissemination of information on new and ongoing initiatives should be improved.
- Continue to increase opportunities for administrative professional development (grants, training, campus support for research, and artistic/creative endeavors).