

CHAPTER 5:

FACULTY

Standard 10: The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Queensborough Community College (QCC) is a constituent unit of The City University of New York (CUNY). While the College operates separately from its sister colleges and the Central University Office, it is nonetheless held accountable by the Chancellor of the University as well as the University’s Board of Trustees and serves its faculty and staff in a collective bargaining environment. Day-to-day practices are governed by procedures and guidelines outlined in the Bylaws of The City University of New York, the Governance Plan of the College, collective bargaining agreements representing more than 20 local chapters, and the many standard written policies and procedures of the University (for all documents, see Appendix 3).

Employment actions including recruitment, appointments, reappointments, tenure, promotion, grievance, discipline, as well as eligibility for leaves, are defined in the documents above, which are maintained for review and guidance in department offices and human resources offices and are posted on the QCC, Professional Staff Congress (PSC), and CUNY websites. New instructional staff members are involved in a series of orientations that include individual and group activities and distribution of written material. Employment processes are disseminated verbally in the orientation sessions and in writing through distribution of the collective bargaining agreement, *QCC Faculty Handbook*, and procedural booklets.

FACULTY AND STAFF

The College employs approximately 1,500 individuals. The classified staff of the College includes the academic and administrative support staff, Buildings & Grounds staff, Information Technology employees, and Campus Peace officers. As of fall 2008, the instructional staff comprised 304 full-time faculty members, 635 teaching and non-teaching part-time staff (adjuncts), 38 full-time college laboratory technicians (CLTs), and 104 full-time administrative staff members of the Higher Education Officer series (HEOs). Most instructional staff members are covered by provisions of the Collective Bargaining Agreement between CUNY and the PSC (See Appendix 3, *PSC Agreement*, Article 1). Position definitions and descriptions for all instructional staff titles are described in Article XI of the University Bylaws (see Appendix 3). The executive staff of the College includes the president, vice presidents, deans, and executive director of Information Technology as college administrator.

President

The president of the College is guided in his post by the University Bylaws, Section 11.4. The president’s position is described as providing the leadership necessary to enhance “the educational standards and general academic excellence of the college.” The position is described as both an executive agent of, and an advisor to, the Board of Trustees. In his role as executive agent, the president is given full discretionary power to carry out the bylaws, resolutions, and policies of the Board of Trustees. In his role as advisor, the president is responsible for making recommendations to the Board with regard to appointment, promotion, the granting of tenure and to transmit to the Board the recommendations on matters of the curriculum that fall under faculty jurisdiction. The bylaws emphasize that the recommendations that the president makes need to “be consistent with the immediate and long range objectives of the college.” The president’s specific job description is on file in the Office of Faculty & Staff Relations.

One of the most significant tools to ensure that the president’s performance is effective in meeting the objectives set out by the university is the College’s Strategic Plan. Prepared as part of a campus-wide effort

and reviewed and updated on a yearly basis, the Strategic Plan helps to ensure that the University's targets and the College's self-generated initiatives are actualized in institutional practices and behavior. Concrete plans are made and measurable goals are set for future performance (see Appendix 1).

The president is evaluated annually by the chancellor of CUNY. Crucial to the evaluation is the chancellor's determination of whether the president has met the goals and objectives laid out in the strategic plan. In the previous review processes a team of fellow presidents from outside of the University spent two days on campus interviewing various constituencies and preparing a written report for the chancellor. In spring 2008, the University piloted an evaluation process whereby an anonymous survey instrument would be sent to randomly selected members of the College community and to the community at large. This new evaluation, a 360 degree evaluation, will be conducted every three years. This, along with a self-assessment document prepared by the president, will be reviewed by the vice chancellors and the chancellor.

Vice Presidents

At QCC, there are four vice presidents: the vice president for Finance and Administration, the vice president for Academic Affairs, the vice president for Student Affairs, and the vice president for Institutional Advancement. Each vice president is guided by his/her position description and the objectives and goals specified in the Strategic Plan. Assessment of the performance of the vice presidents is closely connected to the goals that are set forth in the strategic plan. Evaluations of the vice presidents are conducted annually by the president. The vice president submits a self-assessment in the form of a letter and the president reviews the goals set for the vice president, and considers the vice president's self-assessment, an evaluation form is completed by the president and an evaluation meeting is scheduled. The vice presidents salary increases are dependent on their completion of their stated goals.

Academic Chairs

There are 17 academic departments as well as the Library department and department of Student Affairs. Chairs are elected by their departments' faculty and serve as the executive officer of the department. The chief librarian and vice president for Student Affairs preside over the academic departments of the Library and Student Affairs and are assigned to do so by the president.

The duties of the chair are described in Section 8.6 of the QCC Faculty Bylaws and Section 9.3 of the University Bylaws (see Appendix 3). In addition to functioning as executive officer, chairs are also responsible for the administrative work of the department. New chairs are provided with formal orientation sessions at the college by the president, vice president for Academic Affairs, and assistant dean of Human Resources and Labor Relations. All chairs are offered orientation sessions by the Offices of Legal Affairs and Labor Relations at the University. Regular procedural updates are distributed through e-mail by the assistant dean of Human Resources and Labor Relations and addressed at chairs' meetings. Chairs are guided in their work by procedures set forth in the University Bylaws, QCC Governance Plan, the Agreement between CUNY and the PSC, as well as other University policies and practices. *A Reference Guide of Chairpersons' Responsibilities* (see Appendix 3), prepared by the Office of Faculty and Staff Relations, is a guide for chairs concerning the written information regarding workload, observation and evaluation of department members, and appointment, reappointment and promotion, among other issues.

Assessment and evaluation of chairs is essentially collegial. Chairs must stand for election every three years providing the department faculty with a voice in judging the effectiveness of the chair. Annually, the vice president for Academic Affairs conducts an evaluation discussion, followed by a written summary of the chair's evaluation that is kept on file in the President's Office. Pursuant to Section 9.1.c of the University Bylaws, the president has the authority "to remove a department chairperson in cases where the interests of the college require such an action."

Evaluation and Reappointment

Faculty

Faculty and staff are evaluated formally and informally in keeping with the guidelines set forth by the written practices of the University and the goals determined by their position descriptions. Full-time teaching faculty are expected to teach, conduct research in pedagogy or in their discipline, perform academic advisement, curriculum development, and other services including participation in governance. The performance of full-time teaching faculty is evaluated formally by classroom observations conducted by colleagues and students in end-of-semester evaluations. The faculty member's overall performance is evaluated by the chair at least once each academic year in an annual evaluation discussion that is summarized in a written memorandum of discussion that is placed in the faculty member's personnel file. The standards by which faculty members are evaluated are described in Article 18 of the CUNY PSC Collective Bargaining Agreement and the Faculty Handbook and are reviewed repeatedly at orientation sessions and department or staff meetings.

Teaching

Excellence in teaching is an essential aspect of QCC's mission. During the years prior to consideration for tenure, faculty members must hone their skills in the art and science of teaching. As the faculty member develops new teaching methodologies or perfects the teaching methodologies developed by others, it is important that, through student evaluations and classroom observations, his/her performance in the classroom is documented and evaluated. Before a person is to be considered for tenure, he/she must be thought of by students and faculty to be an excellent teacher.

Service

Service to the department, college, and university is a vital contribution. The collegial nature of an academic institution demands that all its members participate in molding the college. But service is much more than serving on one or two committees. Members of the faculty must strive to become leaders in their departments, the college, and the university. Advances the college has made in creating "communities of scholars" demand that faculty members be fully engaged in the development of new instructional methodologies that can be effective in the community college setting. While serving on a committee is an important component of what is defined as service, as the person progresses toward tenure and promotion, it is expected that this service have demonstrable impact on the department, the college, or the university.

Scholarship

As a teaching college, QCC strives to be at the cutting-edge of instructional methodologies. Faculty members demonstrate a progressive body of material produced either in the academic discipline or in the discipline of community college pedagogy. Interest in community college pedagogy does not preclude a researcher from pursuing his or her discipline. Either kind of academic activity resulting in peer-reviewed journal articles and presentations at professional conferences will be considered toward promotion or tenure. (For faculty scholarship, see Appendix 3.)

Prior to September 1, 2006, persons appointed to faculty ranked titles (assistant professors, associate professors, and professors) who had successfully completed five full appointment years were eligible to be considered for reappointment with tenure, effective on September 1, of the sixth full year of employment. In June 2006, New York State Education Law was amended resulting in a seven-year tenure clock. As with all faculty appointments and reappointments, the faculty member's department Personnel & Budget (P & B) Committee (comprising the department chair and four elected faculty ranked department members) reviews and votes on the action. The department committee's recommendation is forwarded to the Faculty (or College) Personnel & Budget Committee for action and vote. (The president serves as chair of the Faculty P & B; membership of the Faculty P & B Committee includes all academic chairs.) The Faculty P & B

Committee's recommendation is forwarded to the president, who may concur with the action or overturn the Committee's recommendation. If the president concurs, he submits his affirmative recommendation to the chancellor and the Board of Trustees for final approval. (If the faculty member's reappointment is denied, he/she may appeal to the Academic Review Committee, comprising faculty ranked colleagues elected to serve on an annual basis. Further appeal may be made to the president, as well as a request, pursuant to Section 9.10 of the collective bargaining agreement, for a statement of reasons for the denial. Faculty members may also file a grievance if they feel that their rights under the contract have been violated.)

Full-time non-teaching instructional staff members (members of the college laboratory technician and higher education officer series) are guided in their job performance by their specific job descriptions derived from Article XI of the University Bylaws and the specific (written) needs of the department. They are additionally guided by goals and expectations set forth in their annual evaluations.

College Laboratory Technicians

After satisfactory evaluation, college laboratory technicians (CLTs) are reappointed annually for the first five full years of employment and attain tenure on September 1 of their sixth appointment. The process of CLT appointments and reappointments is the same as that of faculty; actions are reviewed and voted on by Personnel & Budget Committee members with affirmative actions recommended by the president for Board approval. While the P & B membership is faculty-ranked, elected members of the CLT series serve where appropriate, with vote, on the committees for actions involving college laboratory technicians. As with faculty, CLTs are entitled to the appeal provisions of collective bargaining.

Higher Education Officers

Pursuant to Section 13.3b of the CUNY/PSC Collective Bargaining Agreement (see Appendix 3), a recognized member of the Higher Education Officer series receives a Certificate of Continual Administrative Service (CCAS) after eight full years of service and after satisfactory evaluation, recommendation of the president, and approval by the Board of Trustees. Reappointments are recommended to the president by supervisors through the vice presidents. The president forwards affirmative recommendations to the Board of Trustees. Non-reappointment actions may be appealed directly to the president, as well as a request for a letter of reasons for denial of reappointment. Recognized HEOs may file a grievance if they feel that their rights under the contract have been violated. (Article 1 of the Collective Bargaining Agreement provides a list of functional titles that are recognized by the Professional Staff Congress as their negotiating representative and a list of titles and functions that are excluded from this representation.)

Adjuncts

Adjunct faculty are appointed based on the scheduling needs of the academic departments. Specific department qualifications are delineated in the College's advertisement posting. In keeping with Article XI of the University Bylaws, adjuncts are subject to the same background and credential expectations as full-time faculty and are expected to supply the College with appropriate credentials (including an official transcript of the highest earned degree and three letters of reference). New adjunct staff members engage in individual and group orientation sessions. Teaching adjuncts are expected to conduct student evaluations, are officially observed by colleagues in the classroom (up to 10 semesters), and are evaluated on an annual basis by their department chair up to four times. Adjuncts are appointed on a semester basis and can be given assurance (contingent on registration and financial ability) for future semester appointments by the department chair.

STAFFING NEEDS

Staffing needs are determined by student enrollment, program needs, and budget allowance. Special programs like the CUNY Community College Initiative Program (in 2003) supply funding specifically for

positions that directly support teaching and learning. Also supporting funding is a recently adopted New York State COMPACT for Public Higher Education, which is a financial partnership among philanthropists, students, alumni, New York State, New York City, and the University. Through these and other funding sources, 42 percent of the faculty members currently at QCC were hired since September 2002. Additionally, since 1998, the professional administrative staff (HEOs) has seen an approximate net increase of 80 percent.

Policies and Procedures

Specific academic staffing needs are determined through a systematic process of checks and balances. The need for faculty lines is addressed through the Lines Committee, a subcommittee of the College's Faculty Personnel & Budget Committee. When reviewing a request for a faculty line, the Lines Committee reviews the relationship of the department's existing offerings and special programs as they relate to student learning and the department's enrollment. In addition to these considerations, funding sources and cost per FTE per department are also reviewed in requests for new lines. While a department maintains a line vacated due to non-reappointment, it may not receive permission from the Lines Committee to refill a line that has been vacated due to resignation or retirement. Instead, after review, the Lines Committee may recommend that a line might be more effectively used in another department. As a result, all vacated faculty lines are maintained, either in the original department or in another academic department. The work of the Lines Committee ensures that faculty hiring is related to the educational offerings and strategic plan of the college. The committee makes its recommendation to the president.

There are several kinds of requests to fill positions. Requests for teaching and non-teaching adjunct lines are determined by factors influencing full-time faculty workload (such as reassigned time for scholarly activities) and student enrollment. Such requests are reviewed and recommended by the dean of Academic Affairs. Requests for professional support lines (positions in the HEO series) originate in a department, are based on programmatic need and available funding, and are presented for review and recommendation at the president's cabinet (a body made up of the president, all vice presidents, and the assistant dean of Human Resources & Labor Relations). Some professional positions are supported by non-tax levy sponsorship like the Research Foundation and are tied to special academic grants (e.g., CSTEP and Project Prize). When a line is approved, the department generates a personnel vacancy notice (or PVN; see Appendix 6) with position description and requirements. Minimal job description and requirements are provided in Article XI of the CUNY Bylaws for all instructional staff titles (see Appendix 3). These are included in the personnel vacancy notice, which generally provides the department's mission and a more detailed description as it relates to department/student needs.

Recently, the chancellor allocated additional lines to colleges for the express purpose of hiring long-term adjuncts into full-time teaching positions. Over the last two years, QCC appointed six long-time adjuncts into the full-time teaching ranks. The College has been allocated three more lines to be filled in the 2008-2009 academic year, with the intent that possibly three more lines will be forthcoming in the next academic year.

Requirement Standards

With the exception of CLT titles, all instructional staff positions require at least an earned bachelor's degree (or, if a foreign degree, the equivalent of a US bachelor's). Recognizing the technical nature of certain professional positions, CLT titles require a high school diploma or equivalent with four years of appropriate experience (or an equivalent combination of education and experience). Tenure-track Instructor titles require at least an earned master's degree and all titles of faculty rank (assistant, associate, and full professor) require a doctoral degree or equivalency specified in the CUNY Bylaws. In the Library, faculty-ranked positions require a master's of library science degree and a second earned master's degree or doctorate for appointment to assistant professor (Sections 11.7 and 11.8 of the University Bylaws, in Appendix 3). In fall 2008, 58 percent of the faculty hold doctoral degrees, and 84 percent hold either doctoral degrees or equivalent degree requirements for professorial rank (pursuant to Section 11.8 of the University Bylaws). Certain faculty and

HEO series positions require licensing specific to the discipline or administrative need (R.N., P.E., C.P.A.) Effective fall 2007, classification of non-faculty counselor titles must be at least at the level of higher education associate and require an earned Ph.D. in psychology (or similar field) or a New York State license to practice personal/psychological counseling.

Recruitment

Full-time and part-time faculty and CLT vacancy notices are reviewed and recommended by the dean of Academic Affairs; all HEO and executive vacancy notices are reviewed and recommended by the president's cabinet. All personnel vacancy notices are further reviewed (and recommended) at the College by the affirmative action officer, the assistant dean of Human Resources & Labor Relations, and the personnel officer and are sent to the University classification officer for final approval. On approval at the University, the personnel vacancy notices are posted electronically on the University and College websites and other educational search engines and are posted in the *New York Times* and other appropriate professional journals. An effort is made to post positions as widely as possible. Posting to journals and job lists of minority professional organizations (e.g., the Black Caucus of the American Library Association) is encouraged and supported by an advertising fund set by the president. (For a complete list of forms available, including personnel vacancy notices or PVNs, see Appendix 6.)

Teaching instructional staff personnel vacancy notices post for sixty days. Non-teaching instructional staff notices generally post for thirty days. The College advertises as widely as possible during the posting period. During this period, membership on the search committee is determined and must include a representative from the Affirmative Action Committee. The search committee is charged by the College's affirmative action officer. The committee members (including the Affirmative Action representative) review all submitted resumes and evaluate them numerically based on values assigned to qualification requirements listed in the vacancy notice. Candidates who score well are called in for interview. The search committee recommends the top two or three candidates to the divisional vice president, who consults with the chair of the committee and interviews the candidate.

The resume of the successful faculty candidate is forwarded to the Department Personnel and Budget Committee. Affirmative actions are recommended to the College Personnel and Budget Committee. All actions of this body are forwarded to the president. The president has the authority to concur or to overturn the actions. The president's affirmative recommendations are forwarded to the chancellor and the Board of Trustees for final approval.

Resumes of successful candidates in the Higher Education Series are forwarded to the HEO Screening Committee. In keeping with University guidelines, the HEO Screening Committee comprises the vice presidents, two chairs (elected by the College P & B Committee), a HEO representative (elected by HEOs), the affirmative action officer, the personnel director, and the assistant dean of Human Resources and Labor Relations, who serves as chair of the committee. All actions of the HEO Screening Committee are forwarded to the president. The president has the authority to concur with a recommended action or overturn it, and his affirmative recommendations are forwarded to the chancellor and the Board of Trustees for final approval.

At the time of hire, it is required that all instructional staff members provide the college with evidence of academic standards and experience. For all instructional staff, the college maintains original copies of official transcripts, three professional letters of reference and copies of professional licenses. All full-time instructional staff members' names are listed in the College Catalog along with affirmation of earned degrees and licenses. When a candidate is hired, the personnel vacancy notice is used as the official job description and is kept on file in the Office of Faculty & Staff Relations and used as a foundation for subsequent performance reviews.

The effectiveness of QCC’s recruitment process is demonstrated by the involvement of the Lines Committee, Affirmative Action Committee membership on all search committees, and discipline-specific recruiting at conferences, in professional journals, and on listservs. In spite of this, Affirmative Action reports indicate that diversity among instructional staff lags behind that of the College’s student population. (See Appendix 6 for Affirmative Action reports.)

Diversity on Campus

CUNY has a longstanding commitment to recruiting and maintaining a racially, ethnically, and culturally diverse faculty and staff. Affirmative Action was established by Executive Order 11246 in 1965, and CUNY's Affirmative Action Program, initiated in 1972, mandates that within the University, “equal opportunity be offered to all qualified persons when vacant positions are filled.” Initially, this established the appointment of an affirmative action officer on each college whose job included monitoring the faculty search process to ensure compliance with the Affirmative Action Program. In the *Equal Employment Opportunity and Affirmative Action Manager and Employee Reference Guide*, February 2000, prepared by the University Office of Compliance and Diversity Programs (see Appendix 6), CUNY states, “Each college's Affirmative Action Officer monitors the progress of that college's efforts to achieve a multi-racial, gender-mixed, and otherwise diverse workforce that reflects the relevant labor market.” The ultimate goal is to hire and maintain as diverse a faculty as possible, given the realities of underrepresentation of people of color in certain job categories.

Each CUNY college develops its own annual Affirmative Action Plan (AAP) that identifies “underutilization” or disproportionate non-diversity based on the national availability of candidates of color and women in its faculty and staff. Utilization estimates are determined by surveying annual census data and demographic information about recent Ph.D.s by discipline. The AAP includes the drafting of “positive, result-oriented procedures to remedy the imbalance” (CUNY *EEO/AA Reference Guide*, November 1999, 4). QCC's most recent AAP (fall 2007) includes statistical information, including a “utilization analysis” in narrative and table form describing each job ranking and demographic changes in terms of women and people of color. For the 2006-2007 year, the QCC workforce count was 705 employees; jobs in executive/administrative/managerial, professional/non-faculty, technical paraprofessional, skilled crafts, secretarial/clerical and service and maintenance show a mostly healthy representation of women and people of color. For example, 50 percent of new persons hired that year in the executive/administrative/managerial class were people of color, as were seven of eight new hires in the secretarial/clerical job group. In these job categories, QCC is doing well in its commitment to increase campus diversity.

In its faculty diversity, however, QCC needs improvement, although the problem has been acknowledged by the administration and some progress has recently been made. According to the *Strategic Plan 2004-2005*, “QCC remains among the least diverse of the CUNY colleges in its full-time faculty,” with 50 percent female but only 18 percent minority full-time faculty. In response, the president created new strategies to enhance minority recruitment. As a result, in 2004-2005, of 20 faculty hires, 8 (40 percent) were from underrepresented groups. In 2006-2007, additional changes were made by the Affirmative Action, Pluralism, Diversity and Compliance officer, with the result that 32 percent of new hires joining the faculty ranks were persons of color (with 23 new hires). Although hiring goals are documented each year in the AAP, some recent job searches have yielded limited results in terms of diversity. Another challenge is that much of the racial disproportion is in the senior professoriate ranks, so that any gains made in achieving more racial balance and faculty diversity must be made in the lower ranks first and, because of the tenure clock, outcomes will not be felt for some time. The racial imbalance on campus can create feelings of isolation for some people that may lead them to seek jobs elsewhere, leaving an entrenched faculty diversity problem.

Since 1972, Affirmative Action ideals have been updated to include acknowledgment of the damage caused by a laissez-faire attitude toward the achievement of faculty and staff diversity. Affirmative Action involves much more than ensuring that bias does not occur, as recruitment and hiring efforts are directed and shaped

by the “qualified pool” of applicants. In this scenario, if no members of underrepresented groups apply for a particular position, they cannot be discriminated against, providing a de facto compliance with Affirmative Action principles. Additionally, the college culture must be one that welcomes, rather than simply tolerates, diversity. As such, special efforts must be made to ensure both a diversity of applicants and their desire to remain at QCC. The preface to the QCC Affirmative Action Plan takes this into account, stating, “Affirmative actions request that special efforts be made to recruit, employ, promote, and ensure access for qualified members of groups formerly underrepresented, even if that under-representation cannot be traced to any intentional discriminatory action.”

Some of those special efforts have been made in the past four years: the Affirmative Action officer and Committee have worked with the college president and department chairs to revise certain aspects of the search procedures to generate a more diverse pool of applicants. Efforts include meeting with department chairs to analyze current underutilization and availability data, giving the departments an opportunity to communicate their departmental needs and develop specific job descriptions to enhance diversity-focused recruitment efforts; encouraging departments to post job notices during the prime hiring “season” rather than using “open until filled” designations, and placing hiring notices in both discipline-specific and minority-specific journals; helping departments focus their recruitment efforts during conferences and on discipline-based websites; and initiating campus diversity programs, talks, and activities. Such efforts have shown results and should be continued; much more remains to be done.

Increased financial support is crucial if the institution is to have a more diverse faculty. Most fundamentally, a more racially and culturally-sensitive climate and culture at QCC needs to be created, which requires funding for projects like campus visits by noted speakers on issues relevant to pluralism and diversity in higher education. An Affirmative Action Committee could be created specifically to work with faculty interested in conducting research surrounding the impact of diversity on teaching and learning. This committee would be chaired by a tenured faculty member who could help steer initiatives and research in results-oriented directions. Such a committee or council could examine the challenges facing the campus community (issues, policies, and current practices) with a greater degree of autonomy for those faculty and staff committed to change. Unlike many other CUNY campuses, QCC does not have a Lesbian/Gay/Bisexual/Transgender Center and is one of the very few within CUNY that does not have a Women’s Center. With increased funding, QCC could more fully realize its commitment to honoring faculty diversity by creating a climate where such diversity is recognized and supported.

Recognizing that better recruitment is costly, the president has designated \$15,000 for reaching increased numbers of diverse applicants in the coming year. Presidential directives focus on finding applicants from formerly underrepresented groups have caused department chairs and Personnel & Budget Committees to pay more attention to diversity and Affirmative Action issues. Perhaps such presidential directives could be stronger or include more concrete goals for recruitment and hiring outcomes. Cluster hiring of candidates of color might help ease any sense of isolation experienced by new faculty members. Faculty agree that a diverse faculty enriches learning (see Appendix 4 for *Faculty Survey Results*).

During the past year, the University and QCC have embarked on an *Inclusive Excellence* program as an effort to promote diversity. At QCC, the Inclusive Excellence Committee comprises faculty and administrative staff committed to enhancing diversity in the college community. In the 2007 QCC Affirmative Action Plan, Dr. Martí states that diversity and pluralism “without question, provides many positive benefits for all faculty, staff and students, regardless of their ethnicity or cultural background.”

Implementation of Standards and Procedures

Guidelines in the written policies and practices of the University and College are conveyed through written documentation, as well as orientations and college-wide meetings of the faculty and staff. All full-time faculty members participate in a day-long orientation program when they begin their career at the College.

Hosted by the vice president for Academic Affairs, this interactive informative program provides information about the faculty/college mission, student body, pedagogical initiatives, and support for faculty. New faculty are given information about responsibilities and requirements necessary for reappointment, promotion, and tenure and concerning scholarship. In addition, new faculty are told about various service opportunities that exist on campus, including participation in college governance. Adjunct faculty receive a separate orientation. Topics include grading, attendance, campus resources, college initiatives, support services for faculty, affirmative action, safety and security, and union benefits.

Standards and procedures are continually communicated and reinforced at regularly scheduled college-wide events like convocations, Conferences of the College and strategic planning meetings. During convocations, President Martí presents the “three-legged stool” analogy as a way of illustrating what is expected of faculty. One leg of the stool represents teaching, the second scholarship, and the third service to the college/community. In an email of January 2008 (see Appendix 3), President Martí reiterated the importance of excellence in these three areas to receive tenure and attain progressively higher professorial ranks. As a faculty member advances toward the tenure appointment or toward each of the professorial ranks, progressive growth in each of these areas is expected. The rank of full professor exemplifies attainment of the highest standard of professorial activity for faculty members. Pedagogical research is often highlighted when scholarship is discussed at both formal and informal meetings. One of President Martí’s early initiatives was to create an office supporting this area of scholarship. The mission of the Center for Excellence in Teaching and Learning (CETL) is to enhance teaching potential and effectiveness; CETL’s existence underscores the importance of teaching excellence as a fundamental professorial responsibility.

The evaluation processes and information on promotion, grievance, and tenure are described in the University Bylaws, in the CUNY/PSC Collective Bargaining Agreement and the QCC Faculty Handbook. As a governance provision, the Publications Committee of the Academic Senate oversaw the recent revision of the handbook. The revised edition was distributed to all faculty in June 2008 and will be given to all new full- and part-time faculty at the time of orientation.

The section of the *Faculty Handbook* entitled *Professional Evaluation of Faculty* explains the yearly evaluations and emphasizes that evaluations are used to provide a basis for decisions on reappointments, tenure, and promotion. Evaluations include but are not limited to items like classroom instruction and related activities, teaching observations, administrative assignments, research, scholarly writing, student academic advisement, creative works, public and professional activities in a field of specialty and anticipated goals for future growth and development. At least once each academic year, all faculty except for tenured full professors and adjuncts with four semesters of service must have an evaluation conference with a record of the discussion in memorandum form.

The annual evaluation conference includes assessment of the classroom observations and student evaluations. The Faculty Handbook describes the importance of teaching observations. All non-tenured, non-certified teachers except for adjuncts with ten (10) semesters of service must be observed each semester and an Observation Report written by the observer must be submitted to the chair within one week of the observation. In addition, student evaluations of the faculty are given serious consideration in all reappointment and promotion decisions. Members of the non-teaching instructional staff, including librarians, CLTs, counselors, Student Affairs staff, and higher education officer (HEO) series, have an evaluation conference with their chair, supervisor, or office head at least once each year.

In spring 2008, a survey was distributed to full- and part-time faculty. The purpose of the survey was to provide an opportunity for the faculty to identify strengths and weaknesses in the College community. The return rate was 54 percent with 343 responses. According to results (see Appendix 4), 67 percent of faculty (valid cases 309) responded that they either agreed or strongly agreed with the following statement: Faculty development opportunities are made available. For the statement—Faculty are encouraged/supported to

engage in research and creative work, including grant work—57 percent (valid cases 291) stated that they either agreed or strongly agreed.

In the same semester, a survey was distributed to all administrators and staff, 1,385 in total (see Appendix 4). There were 667 respondents (48 percent). The following statistics are noted: 73 percent of employees stated that they were either very satisfied or somewhat satisfied with orientation and/or training for new employees by immediate supervisor; 63 percent stated that they were either very satisfied or somewhat satisfied with the orientation they received for new employees by the Personnel Department; 44 percent stated that they were either very satisfied or somewhat satisfied with the job/position related review for possible upgrading/promotion; 52 percent stated that they were either very satisfied or somewhat satisfied with support for job skills and professional development (classes, conferences, etc.), and 48 percent said that they were either very satisfied or somewhat satisfied with support for research.

Research

Under the leadership of President Martí, QCC is committed to promote and facilitate scholarly research by members of the faculty, not only by emphasizing the importance of publications to tenure and promotion, but also by providing junior and senior faculty with help in developing their academic careers through reduction in teaching load (reassigned time), opportunities for sabbaticals, and assistance from Sponsored Programs in the grant application process. Pursuant to Article 33 of the PSC collective bargaining agreement (see Appendix 3), funds are made available for professional development for instructional teaching titles (e.g., lecturers, assistant professors, professors), as well as for HEOs, CLTs and adjuncts. Tenured faculty members who have completed six years of continuous paid full-time service are eligible to apply for fellowship for the purpose of doing research, improvement of teaching, or creative work in literature or the arts. Pursuant to the collective bargaining agreement, all new untenured assistant, associate, or full professors are given 24 hours of reassigned time from their classroom responsibilities to be taken over the first five years of employment for the purpose of engaging in scholarly activities. Equivalent provisions for faculty in the Library and Counseling departments are described in Article 15 of the collective bargaining agreement.

Faculty Support Services

Faculty support services make a substantial contribution in fulfilling QCC’s mission to promote “the use of innovative pedagogy, including educational technology,” and to support “scholarly accomplishments and professional advancement among its faculty and staff.” Faculty responses to the self-study questions show the effectiveness of faculty support in the light of the Middle States Commission’s emphasis on providing “appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service.” Data from the faculty survey (see Appendix 4) were used to examine faculty development and support as a set of coordinated services facilitating teaching and research.

Support for faculty training, professional development opportunities, and scholarly research is available through the Center for Excellence in Teaching and Learning, QCC Library, the WID/WAC program, learning community faculty development, PSC-CUNY research grants, CUNY-wide colloquia, Conferences of the College, Academic Computing services, the Office of Academic Affairs, and the Office of Sponsored Programs. Academic departments offer discipline-specific workshops. There are also departmental seminars and faculty focus groups to support and encourage teaching and research.

Center for Excellence in Teaching and Learning (CETL)

Initiated in 2004, CETL’s mission is to “enhance teaching potential and effectiveness across the College” by fostering faculty scholarship, facilitating pedagogical research, and encouraging innovative classroom practices. CETL offers an extensive menu of faculty development opportunities: Individual consultations

and workshops; intensive Blackboard workshops; Reading Across the Curriculum workshops; semester-long, in-depth seminars on academic publishing; and year-long seminars like the pedagogy seminars.

CETL services (see Appendix 6 for calendar of events) include providing grants and stipends for faculty to pursue pedagogical research and scholarship; offering professional development opportunities and instructional support for faculty in the form of workshops, best practices sessions, individual consultations, seminars, guest speakers, and department-based consultations; providing training and support in instructional technology (with Academic Computing Center); facilitating the orientation of full-time and part-time new faculty (with Academic Affairs); working individually and collectively with faculty members to create and implement meaningful workshops on using instructional technology in effective ways, managing classroom conflict and finding teachable moments, publishing faculty scholarship on teaching and learning, designing and conducting pedagogical research, preparing conference proposals, applying for grants, integrating thoughtful reading assignments across the curriculum, and others; helping faculty in forming peer-partnerships for pursuing discipline-specific writing projects for publishing and/or presenting at conferences; providing instruction and resources faculty in preparing research proposals for IRB approval, identifying the best peer reviewed journals for publication and writing book proposal; assisting faculty to design, execute, present, and publish pedagogical research and scholarship; supporting teaching and research through a library of pedagogical materials; organizing symposia and events in which faculty can present research results to the campus; maintaining a website with links to information about innovative pedagogies and scholarly articles about current issues in higher education and community colleges.

QCC Library

The Kurt. R. Schmeller Library offers faculty development sessions on searching the shared online catalog, using print resources, accessing electronic databases, and a host of other services. Workshops on RefWorks, a tool for organizing and using sources for research and writing facilitate faculty publication. The faculty outreach librarian is responsible for responding to faculty requests for special library assistance. Faculty services such as “Interlibrary Loan” and “Metro Card” (to gain admission to libraries of private universities, such as Columbia) help faculty members in pursuing their research.

WID/WAC

WID/WAC faculty development has changed the nature of how curriculum is implemented across curricula by challenging faculty members to request more and different kinds of writing from students to cultivate their development of literacy. Workshops offer opportunities for participants to create writing-intensive (WI) that encourage active engagement with course material. The program is designed to improve faculty members' ability to use writing as a learning tool and to prepare faculty for teaching in the writing-intensive course sections that are part of the College's general education curriculum. Faculty development workshops allow faculty to discuss the difficulties and successes of using writing across the curriculum and to develop a richer understanding of the complex ways students learn through reading and writing.

Learning Community Faculty Development

The focus of learning community faculty development workshops is to facilitate faculty collaboration to create thematically-linked courses that share the same students and an emphasis on creating assignments and activities that help students develop strong collegial bonds as they work together to complete the same classes.

PSC-CUNY Research Awards

The Board of Trustees of CUNY, the members of the Professional Staff Congress (PSC), and City and State Budget CUNY officials have recognized the importance of encouraging the scholarly and

creative activities of the faculty. To enhance CUNY's role as a research institution, to enhance the professional growth and development of its faculty, and to provide support for the established and younger scholar, the PSC-CUNY Research Award Program has been established for encouraging and supporting faculty research. Proposals for PSC-CUNY awards are reviewed by the University Committee on Research Awards (UCRA), which is nominated by the University Faculty Senate and appointed by the chancellor. Faculty appointed to the UCRA are highly qualified in their disciplines, and when necessary the UCRA will send out proposals for review to faculty outside CUNY. PSC-CUNY grants range from \$3,000 to \$4,000. QCC faculty have been highly successful in securing these awards, with a funding percentage of over 80 percent. In the 2006-2007 funding cycle, 20 QCC faculty received a total of \$176,480.

Office of Sponsored Programs

The Office of Sponsored Programs provides technical assistance to members of the faculty, staff, and administration in obtaining grant funding for projects that support the mission and goals of the College. It serves as the ombudsman for grant applicants and for their department chairs or supervisors in terms of resolving administrative issues in the College and with funding sources. The number of grants awarded to faculty in the last 10 years shows a steady increase, an unmistakable indicator that the college is doing a good job in this area. Sponsored Programs is the College's centralized entity for coordinating the submission, processing, and reporting of all College grants and contracts.

Pre-award services include proposal development; identification of potential funding sources; reviewing eligibility and funding guidelines; providing information and technical assistance with respect to fiscal administration of grants by the Research Foundation/CUNY; helping establish timelines for hiring staff and purchasing services, supplies, and/or equipment; creating job descriptions in line with Research Foundation guidelines; identifying matching cost requirements/options; including indirect and released time costs into the budget; organizing and formatting proposals; and assisting with electronic and/or hard copy submissions. Post-award services include providing principal investigators/grant project directors with training on processing fiscal transactions, coordinating submissions of budget and program modifications and assisting with interim and final program and budget reports.

Conferences of the College

In spring 2003, the Faculty Executive Committee, with the support of the president, agreed to sponsor a Conference of the College highlighting faculty work in pedagogical and curricular initiatives. The seven members of the committee, including the chair, actively support and are involved in these initiatives, including general education, WID/WAC, learning communities, Bridge to Transfer with Queens and York College, and online courses. Since 2003, the College has continued to host annual conferences. The Sixth Conference will be held in October 2008. These opportunities and services foster and facilitate the achievement of QCC's mission. Faculty are trained in initiatives that support the mission in its focused attention to pedagogy and increase interdisciplinary interaction and generally enhance teaching and learning.

Academic Computing Center

By providing educational technology support services and training, the Academic Computing Center helps improve the quality of classroom teaching. The center offers a faculty web-hosting system and multimedia services to departments, faculty, and staff. Academic Computing offers faculty development workshops like online course training and support, website design and development, web application programming, digital videography and post production, and digital photography services. In collaboration with CETL, it offers a variety of pedagogy-oriented workshops for faculty on using technology to support teaching and learning, including Blackboard intensives; workshops on using blogs and wikis, discussion boards, and podcasts in teaching and learning; preparing effective PowerPoint slides; and creating web-based e-portfolios.

Academic Freedom

CUNY and QCC have made strong commitments to the principle of academic freedom. Academic freedom is protected through the CUNY Faculty Senate and the Professional Staff Congress (PSC). Since the last Middle States review, QCC's Faculty Executive Committee amended the Faculty Bylaws to create an Academic Freedom Committee. The charge of this committee is to address issues of academic freedom through QCC's existing governance structure; provide information and guidance to faculty regarding their rights and responsibilities; hear faculty concerns and make recommendations to the appropriate parties; and monitor, examine, and report on the status of academic freedom at the College.

FINDINGS AND ANALYSIS

QCC's hiring patterns over the past 20 years show "stunted" growth during the early to mid nineties and a steady rise in numbers since the late nineties. Hiring practices during the early nineties were influenced by the financial constraints of New York City and University hiring freezes as well as early retirement options. By the late nineties, the college was no longer bound by these constraints. While the enrollment figures were maintained between approximately 12,000 and 13,000 students, a change of leadership at the college and an increase in the development of academic initiatives like writing-intensive classes, learning communities, and enhanced tutoring, resulted in growth in the number of faculty and instructional staff. While the initiatives can lead to an enriched environment both for students and instructional staff, the college still deals with managing the logistics of providing adequate space to accommodate growth.

Faculty scholarship and creative activity are strongly encouraged and a critical factor in tenure review and promotion processes. The college welcomes every effort by its faculty to attend and give lectures during the academic year. The institution has taken steps to increase recognition of faculty scholarship through recognition and awards ceremonies. The president and the vice president for Academic Affairs send letters of recognition when a faculty member receives an award or publishes any article of merit. Sponsored Programs also holds an annual meeting to congratulate personally those members who have been awarded with grants or fellowships. Finally, there is a tradition to invite members of the faculty who have achieved prominence in their field to deliver lectures in the Presidential Lecture Series.

According to the *Faculty Survey 2008 Result Report* (see Appendix 4) and to faculty discussions, a number of concerns have emerged. Faculty have expressed some concern and confusion regarding standardized criteria for tenure and promotion across disciplines, specifically in regard to the number of publications as a measure of accomplishment for faculty. A campus discussion on the criteria of expectations for tenure and promotion, focusing on balancing the competing priorities of teaching, amount and type of service, and amount and type of research, would help to articulate clearer guidelines. Some academic departments have created informal mentoring programs. Tenured, higher ranked faculty members volunteer to work with new faculty members one-on-one and on an ongoing basis to help them understand and achieve the standards by which to attain success. It would be helpful to have a college-wide, ongoing, full-time faculty development or mentoring program that specifically focuses on creating a better understanding of the criteria for advancement at each level (achieving tenure, promotion to associate professor, and promotion to full professor). Expansion of the new faculty orientation program would address the concerns above. Expansion could include the creation of a follow-up orientation, at the end of the second academic semester, that would provide new faculty with the opportunity to reflect on their experiences during their first academic year and to analyze what they have learned, articulate remaining uncertainties, and explore paths of development.

The PSC Research Grant, administered through Sponsored Programs, offers an opportunity for faculty to advance their research. Most faculty members reported that more support in terms of faculty travel would be helpful, though they have seen more funding becoming available over the years. CETL provides some small

pedagogical research grants to faculty and workshops on writing pedagogical research proposals, academic publishing, and one-on-one assistance in writing and revising academic articles and conference proposals.

Although QCC commits resources, facilities, and qualified personnel to implement faculty development services through several units, all units have seen their missions and responsibilities grow in recent years and so has their increasing need for resources and qualified staff. A greater emphasis on consolidation of resources may be helpful. By exploring opportunities for a collaborative effort, various units would be able to consolidate facilities and equipment for faculty development. Specifically, an increase in library funding would offer better support for faculty (especially by subscribing to databases). Technical assistance for faculty who use computers in CETL would facilitate faculty development. For faculty using computers in the CETL area, "Ask a technology staffer" (similar to "Ask-a-librarian") or instant messaging could bridge the physical distance (two floors) between CETL and current technical help in the Academic Computing Center.

Many faculty feel that classroom space is insufficient in their department, citing that office space is inadequate to serve students in advisement and for office hours and inadequate for research and course preparation. Equipment budgets score a little higher. The demand for computer classrooms and technology-enhanced classrooms consistently exceeds the availability.

Strengths

- Scholarship, creative activity, and pedagogical research are institutionally encouraged and recognized.
- CETL represents a commitment to support effective and purposeful teaching.
- A climate of innovation and vitality is supported by the recent hiring of many faculty and HEOs.
- The College has strong union representation and a good working relationship between the administration and representatives of the collective bargaining units.

Weaknesses and/or Concerns

- The level of diversity of the faculty remains an issue, despite strong efforts over the past few years to hire from underrepresented populations.
- Unlike most other CUNY campuses, QCC lacks centers devoted to lifestyle and/or sexual identity issues and to women's issues, centers that would reflect a more culturally-sensitive campus.
- Faculty have expressed concern about the consistency of standards across disciplines with regard to publications as a measure of accomplishment.
- Technological resources and support are of concern. As various service units continue to expand to address expanding need, technological resources and support are stretched too thin.
- Space is a serious issue, including inadequate office space, classroom space, and research space.

Recommendations

- Recruit, hire, and retain faculty from underrepresented groups.
- Establish a Lesbian/Gay/Bisexual/Transgender Center and Women's Center for the entire campus.
- Continue efforts to educate new faculty regarding requirements for tenure and promotion, with ongoing discussions and workshops to clarify expectations and guidelines.
- To meet expanding need, the College should explore methods for more efficient use of technological support and resources.
- Even as the College should continue to explore ways of maximizing the utilization of all space on campus, new building space is long overdue.