Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Summary of Findings and Conclusions

Hostos' faculty is appropriately credentialed and has access to a systematized process for faculty reappointment, tenure, and promotion, which is periodically reviewed and outlined in guidelines for faculty evaluation. While Hostos clearly follows the process as outlined in the guidelines, which is in compliance with the Professional Staff Congress (PSC) Contract and the CUNY Bylaws, Hostos could strengthen communication of these requirements.

Tenured and untenured faculty members are treated equitably and receive the supports they need to successfully navigate reappointment, tenure, and promotion processes. To a great extent, departments and the college in general support faculty advancement and development to enhance teaching, scholarships and service. And despite resource constraints that have resulted in a CUNY hiring freeze since 2010, Hostos continues to effectively plan for faculty staffing to meet the evolving needs of its diverse and growing student body.

In recent years, Hostos faculty has stepped up efforts to improve Student Learning Outcomes (SLOs), via scholarly research, Professional Development Institutes (PDIs), and course and program outcomes assessment. Faculty have access to a number of faculty development resources and use these resources—especially CUNY Proficiency Exam (CPE) research and course assessments—to make curricular changes that strengthen learning outcomes, and currently more work is underway to help faculty members translate what they learn from the various resources into changes in classroom practices that enrich and transform student learning.

Overall, adjunct professors are well supported by their departments; however, each department varies in the degree and type of support provided. Part of this variation is due to the kinds of courses adjuncts are required to teach. For example, adjuncts teaching multi-section courses have access to course coordinators who support their work, while adjuncts teaching off campus and/or clinical courses with one to two sections do not. Hostos recently established a new Adjunct Faculty Orientation initiative as a coordinated effort to support adjuncts across the college. This is a step in the right direction.

Overall, Working Group #5 found that Hostos meets the fundamental elements of Standard 10. The evidence of these findings and conclusion is presented in the following report.

Working Group 5 – Standard #5 Report

Question # 1: How does faculty use available resources (e.g., research, rubrics, professional development activities) to improve learning outcomes? [Relationship to Other Standards]

Hostos currently employs 402 faculty members (D *2010-11). The numbers of full-time and part-time faculty members over the previous five years are summarized in table 5.1 below.

T 5.1: Hostos - Summary of Full-Time and Part-Time Faculty

	2006-07	2007-08	2008-09	2009-10	2010-11
Full-time	164	173	164	172	181
Part-time	151	157	163	185	221
Total	315	330	327	357	402

Sources: Integrated Post-Secondary Education Data System (IPEDS); National Center for Education Statistics, U.S. Department of Education

Of the current 181 full-time faculty, 53.1 percent hold a Ph.D. or Ed.D, and 39.8 percent have earned master's degrees. Of the current part-time faculty, 24.4 percent hold a Ph.D. or Ed.D, and 61.4 percent have earned master's degrees (D – OIR analyses of CUNY First data for Fall 2010).

Faculty use available resources to improve learning outcomes in a variety of ways, as outlined below.

A. Faculty members' scholarship.

Some members have conducted pedagogical and content-based research that has influenced curriculum design. In 2008, the Center for Teaching and Learning began keeping a record of scholarly activity by Hostos faculty. A number of publications, conference presentations, and grants have been achieved in a broad range of pedagogical areas, as detailed in Table 5.2 on the following page. These include Language and Cognition, English, Mathematics, Information Studies, Natural and Behavioral Sciences, and Early Childhood Education. These accomplishments demonstrate Hostos faculty members' commitment to bringing higher standards to our academic programs and to promoting student learning.

Examples of recent faculty research that has enhanced teaching and learning include:

- Math faculty have investigated the ability of basic math students to develop problem-solving skills using a Polya scheme; math faculty are also currently conducting research with Hostos engineering majors that combines learning mathematics with its application to environmental efficiency of energy production.

- Humanities faculty have conducted research on the use of theater as a vehicle to explore new ways of teaching acting, voice and diction.

- Natural Sciences faculty have incorporated research on Alzheimer's into classes for science and Gerontology majors.

- Language and Cognition faculty have conducted research on educating English learners that has enhanced ESL teaching methodologies, combining direct-skill instruction, interactive approaches and process-based instruction that emphasizes engagement with challenging, authentic reading materials.

The faculty scholarship activities cited below are only those related to curriculum development and research on student learning outcomes; faculty members produced many more publications and conference papers related to their disciplines which are not included.

T 5.2: Evidence of Scholarship Related to Teaching and Learning

Academic Year	Peer-Reviewed Publications	Non Peer-Reviewed Publications	Conference Presentations	Grants
2009-2010	18	9	22	21
2008-2009	27	8	22	5
2007-2008	12	8	21	4

B. Professional development.

The College has supported faculty members and curriculum development through a series of activities devised by the Center for Teaching and Learning (CTL). Participation in CTL activities is summarized in Table 5.3 below. The CTL has established the Committee for Beautiful Ideas (COBI) Competition and Retreat, new Faculty Orientation workshops, and diversity activities such as Women's History Month and Black and Latino Cultural Initiatives. The CTL has sponsored numerous additional workshops on range of topics, including advisement, e-portfolio, online resources, and mentoring. Many workshops are conducted by CTL staff and Hostos faculty, while some also bring in outside guest speakers. All these activities have promoted a better understanding of college life and available resources for faculty.

T 5.3: Professional Development Activities for Faculty - # of Participants

Academic Year	Curriculum Development Activities	Committees	Diversity	New Faculty Orientations	Totals
2009-2010	271	91	40	251	**653**
2008-2009	180	233	5	164	**582**
2007-2008	335	324	32	72	**763**

NOTE: this table includes COBI

COBI is noteworthy as a professional development activity designed to transform teaching and learning on campus. Since it was created in 2005, COBI has encouraged faculty to collaborate with colleagues both within and across disciplines to redesign classroom environments by infusing engaging and innovative ideas into the curriculum. Through a competitive process coordinated by a COBI subcommittee that has both faculty and administration representation, COBI makes recommendations to OAA for awards, following a review and selection process. To date, more than ten pedagogical projects have been implemented via COBI, and another 15 are currently being developed or are being used to pursue external grant opportunities.

In addition to the curriculum innovation awards, COBI hosts an annual three-day professional development retreat that permits individual faculty members (i.e., those whose

curriculum proposals have been accepted), as well as faculty/staff in leadership positions (e.g., Provost, department chairs, and CTL advisory board members) to come together and focus on a particular issue of concern to the college. Topics of discussion have included outcomes assessment, general education, and student literacy in the context of developmental education.

Table 5.4 below summarizes the composition of participants in the COBI retreats.

T 5.4: COBI: Composition of Participants at Professional Development Retreats (PDIs)

Academic Year	Faculty	Staff	Off Campus Guests
2009-2010	57	34	4
2008-2009	61	18	4
2007-2008	66	11	3

C. Course Assessment.

Another example of faculty work designed to improve Student Learning Outcomes (SLOs) is evident from the increasing focus on course outcomes assessment on campus. Table 5.5 below details course assessments completed in the last five years.

T 5.5: Course Assessment Matrix*

Academic Year	Course Assessments Completed
2010	23 courses
2009	12 courses
2008	7 courses
2007	15 courses
2006	14 courses

NOTE: This does not account for courses that have undergone assessment over multiple years, or the multiple sections of courses assessed.

In recent years, this has led to the establishment of clear SLOs in key discipline areas, including English, Math, Education, and Office Technology, as outlined in Table 5.6 below.

T 5.6: Student Learning Outcomes (SLOs) Established – in Sample Discipline Areas

English	Mathematics	Education	Office Technology
Demonstrate a solid grounding in reading and critical thinking Improve composition, language skills, and writing as a tool for the expression of ideas	Translate between written, symbolic-numerical, algebraic, geometrical and/or logical mathematical statements Work proficiently with a schema of mathematical objects/operations generalized from previous knowledge Work proficiently with process, objects and operations learned by applying inverse processes and operations to previously learned knowledge Demonstrate critical thought	Think critically about the philosophy, goals, objectives, curriculum, methodology, assessment techniques and materials appropriate in an educational setting Apply the concepts learned in the Teacher Education Program to a	Read, understand and prepare standard types of business documents Produce accurate business documents and reports using computers and apply appropriate editing and language skills Demonstrate appropriate technological skills, including word processing/keyboarding, spreadsheets, database management and the Internet

| Produce well-structured and varied essays

Write critically about various genres of literature

Demonstrate research skills

Exhibit the correct use of MLA style | necessary to work proficiently with new objects/processes and notation obtained when different areas of mathematics are related to one another

Read, understand and demonstrate critical thought necessary to determine what mathematical structures/ processes learned in a course are required to solve application problems

Reason effectively with quantitative and scientific data | classroom setting

Demonstrate effective oral and written communication skills

Use appropriate interpersonal skills with adults and children

Locate, evaluate and use information literacy skills in a variety of formats | as a research tool

Use appropriate information processing, internet and research tools in an office environment

Perform effective routine workplace procedures to records information management, telephone communications and mail management

Perform office accounting and record-keeping functions as they relate to service business

Exhibit leadership and interpersonal and customer relations skills in a diverse work environment to complete individual and team projects |

D. Information Literacy Workshops.

Information literacy is an important part of Hostos' course offerings. Currently, 48 full-time faculty members, representing a cross section of the College's academic departments, require their students to take at least one information-literacy workshop. In each academic year from 2003 to 2010, between 45 to 50 percent of the total number of enrolled students took at least one information-literacy workshop at the Hostos library. In addition, in 2009, Library faculty analyzed data that tracked close to 2,000 students at Hostos over a five-year period to determine the impact of information literacy instruction on standard indicators of student success—retention, graduation rates, pass rates on required proficiency exams in math, reading, and writing, GPA and credits earned. The data showed that students who took information literacy workshops had a significantly higher rate of success in every category than students who did not participate in the College's information literacy program. (D * Laskin, M. (2009). Information Literacy and Student Success: Longitudinal Study. Unpublished (noted in 2009 PRR follow-up letter)

E. CUNY Proficiency Exam (CPE) Assessment.

Until the CUNY Proficiency Exam (CPE) was discontinued in 2010, Hostos faculty engaged in numerous activities to ensure that students were learning the critical thinking skills that this exam required. For example, in 2008-09, Writing Across the Curriculum (WAC) faculty created a template to assist other faculty and support instruction for student success on the written portion of the exam. An Online Repository teaching tools was also created (D *). Through these and other activities, by 2009-10, CPE-like assignments were included in Writing-Intensive (WI) courses in History, Business, and Sociology; English 110 and 111 final exams were also tailored to include skills assessed in the CPE.

Hostos believes these supports to faculty contributed to high pass rates on the CPE (see Table 5.7 below), a real accomplishment given that Hostos consistently accepts the least prepared students in CUNY.

T 5.7 CPE Pass Rates

Academic Year	CPE Passing Rate	Hostos Compared to Senior CUNY Colleges
2009-2010	95.1%	Higher Than Four Senior Colleges
2008-2009	90.8%	Higher Than Four Senior Colleges
2007-2008	87.3%	Higher Than Three Senior Colleges

F. Writing Across the Curriculum (WAC).

Hostos has one of the most successful Writing Across the Curriculum (WAC) programs within CUNY. (D – Analyzing the Impact of Writing Across the Curriculum at Hostos Community College of The City University of New York. Report by Carole Meagher, Consultant, University of San Francisco, August 2011. Report on Hostos Community College/CUNY from Dr. Charles Schuster, Consultant and External Evaluator, University of Wisconsin, Milwaukee. May 13, 2009.) Hostos' WAC program actively encourages and assists faculty in the development of Writing Intensive (WI) courses and approves each WI course developed by faculty under the guidance of a WAC fellow. Through both informal and formal assignments and tasks (e.g., journals, reflective essays, research papers), WI courses develop a broad range of skills and strategies. These include: writing to learn; using writing as a way to comprehend difficult texts; developing awareness of audience and purpose in discipline-specific writing; improving writing proficiency through greater fluency, clarity, and correctness; fostering critical analysis and critical thinking; enhancing research skills. By the end of spring 2011, Hostos had 90 certified WI sections created by 64 different faculty members who represent every department of the college. In addition, 17 WI courses are available for students who are in developmental English courses (ENG/ESL 091).

Question # 2: How equitably is service to the department, the institution, and the community shared among faculty, both tenured and untenured? [Relevant Institutional Issue]

Table 5.8 below shows a breakdown of untenured and tenured faculty on campus over the past few years.

T 5.8: Total Faculty – Untenured and Tenured

Year	Tenured and Untenured Faculty	Untenured Faculty	Tenured Faculty	Untenured to Tenured Faculty Ratio for Year
2007-2008	153	57	96	3:5
2008-2009	155	60	95	3:5
2009-2010	154	51	103	1:2

To answer this question, the working group defined equity as the even distribution between Tenured (T) and Untenured (UT) full-time faculty members serving on college-wide, Office

of Academic Affairs (OAA), and department committees. The working group calculated equitable distribution for committees based on an overall yearly college ratio of untenured to tenured faculty. It calculated equitable distribution based on an overall ratio of untenured to tenured faculty for each individual department. Distribution of Untenured to Tenured committee members was matched to the overall yearly ratio to determine whether the committee composition is equitable or whether one group, tenured or untenured, is over or underrepresented. These numbers include both untenured and tenured faculty positions as well as CCE and CCE track lectureship positions. Substitutes and adjuncts have been excluded for the purpose of this study.

The following highlights findings from this analysis.

A. College-wide Committees

It should be noted that the equity distribution formula does not apply to the College Senate and its committees, nor to the College-wide P&B. Membership on these committees is stipulated by Hostos' Charter of Governance. (D*)

The College Senate relies on its Committee on Committees (composed of 9 Senate members including 2 students members and one member from the instructional staff elected by members of the Senate) to ensure representation and equity among all college constituencies including tenured and untenured faculty. (D – Charter Article VII, Sec. 4). Tenured and untenured equity distribution is also affected by particular governance membership requirements. Specifically CUNY Bylaws and the Charter of Governance mandate that all members of the College-wide P&B and College-wide Curriculum Committee be tenured. However, Department P&B committees are allowed one out of five members to be untenured.

B. Office of Academic Affairs OAA Committees.

Faculty representation was designated as equitable for the 2009-2010 academic year, in which untenured faculty members were underrepresented in six OAA committees, tenured faculty were underrepresented in five OAA committees and one OAA committee was equally represented. Not enough data were available to calculate service equity for OAA committees for 2008-2009 or 2007-2008. See Appendix 5.1 for further details of this analysis.

C. Department Committees.

The departmental P&B membership is stipulated by Hostos' Charter o Governance. However the equity formula was applied to an analysis of departmental curriculum committees.

For the 2009-2010 academic year, untenured faculty members were underrepresented in five department curriculum committees, tenured faculty was underrepresented in two department curriculum committees and two departments showed equal representation. For the 2008-2009 academic year, untenured faculty members were underrepresented in six department curriculum committees, tenured faculty members were underrepresented in two department curriculum committees, and one department showed equal representation. For the 2007-

2008 academic year, untenured faculty members were underrepresented in seven department curriculum committees, tenured faculty members were underrepresented in one department curriculum committee, and one department showed equal representation. A longitudinal study of academic years 2007-2008, 2008-2009 and 2009-2010 shows department curriculum committees moving toward a more equal distribution of untenured to tenured faculty. See Appendix 5.2 for further details of this analysis.

Of note, service to the institution is documented in the annual Faculty Activity Reports and portfolios (used to inform reappointment, tenure, and promotion), yet generally not included by departments in the OAA end-of-year report they submit to the Provost (which is then aggregated by the Provost and presented to the President to document major areas of work for the year and inform future priorities).

Question # 3: What mechanisms exist for regular review of reappointment, tenure, and promotion requirements? Are decisions made equitably? Are these requirements effectively communicated to faculty? [Compliance/Relevant institutional issue]

A. There exists systematized mechanisms for reappointment, tenure, and promotion

Hostos employs a multi-faceted faculty evaluation process to assess faculty according to three primary criteria: 1) teaching; 2) scholarly progress; and 3) service. (D – annual evaluation forms).

Hostos uses a five-component process to make this assessment

1. *Classroom observations:* Once each semester, department colleagues, appointed by the Chair of the department Personnel and Budgeting (P&B) Committee, conduct classroom observations and submit written reports.

2. *Student evaluations:* Students evaluate each course and instructor using a standard questionnaire submitted anonymously, with results tabulated and shared with faculty by the Office of Institutional Research (OIR).

3. *Faculty Activity Report:* Faculty members submit Faculty Activity Reports listing accomplishments to a colleague appointed by the Chair/P&B for evaluation.

4. *Annual evaluations by chairs:* The annual evaluator then assesses the faculty member as satisfactory or unsatisfactory, and provides recommendations.

5. *Professional portfolios for reappointment, tenure, and promotion:* The portfolio system now serves as a primary tool to provide guidance to faculty to document the extent to which they meet the three primary criteria for reappointment, tenure, and promotion. Faculty members receiving reappointment or promotion submit professional portfolios (i.e., which include their CV, classroom observations, student evaluations, and annual evaluation) to their department P&B Committees. The department P&Bs determine what recommendations to forward to the Provost and the College-wide P&B. The College-wide P&B makes final recommendations to the President.

See Appendix 5.3 for a more detailed description of each of these five process components.

B. Evidence exists that decisions of reappointment, tenure, and promoted are made equitably.

Decisions are equitable across departments. The criteria for these decisions are set forth the CUNY Board of Trustees Bylaws, the State of the Board of Higher Education on Academic Personnel Practice in The City University of New York, the CUNY collective bargaining agreement, and Hostos' own Guidelines for Faculty Evaluation. Different disciplines have had the opportunity to provide clear guidelines specific to their areas so that each professor clearly understands how he/she is to be evaluated.

We believe that the criteria as well as the clear guidelines assist candidates as well as decision-makers greatly so that everyone understands what is expected. The vast majority of candidates for reappointment, tenure, and promotion are approved. This is supported by the statistics. Of the over 500 decisions made since 2003 regarding reappointment, tenure, and promotion, 95% have resulted in a candidate being reappointed, granted tenure, and promoted. When a candidate is not recommended for reappointment, he or she has the opportunity to appeal the decision to a committee made up of the Provost and two members from the departmental personnel and budget committee. If the appeal is denied, the candidate has the opportunity to appeal directly to the President of the college. Denial of tenure may result in a grievance. Each case is different and the outcome may lead to an extension of time toward tenure and/or some other remedy.

C. Overall, requirements for reappointment, tenure, and promotion are periodically updated and effectively communicated.

At present, requirements for reappointment, tenure, and promotion are updated and communicated to faculty members through the *Guidelines for Faculty Evaluation (*available to entire college community online), junior Faculty Orientation sessions organized by OAA, and department chair periodic communications.

The *Guidelines for Faculty Evaluation,* now in its 4th edition, clearly communicate specific requirements for each of the reappointments prior to tenure. For example, in the 2003 edition, departments and the College-wide P&B adopted the portfolio system, a transparent system that allows those in leadership positions to make impartial evidence-based decisions. The guidelines also lay out an approximate timeline for the evaluation process, which indicates when a specific action will be taken**.**

Question # 4: To what extent does each department, and the College in general, support the advancement and development of faculty to enhance teaching, scholarship, and service. [Compliance]

A. A number of supports exist for faculty advancement and development.

Full-time faculty members are offered myriad supports for professional development – within their departments, from OAA and other divisions, and from CUNY. Key examples include:

- *Classroom observations*, through which a department colleague provides help and guidance based on direct observation of a faculty member's teaching;
- *Student evaluations*, where students provide ratings of professors at the end of each course; and
- *Faculty Activity Reports*, where each faculty members records progress, activities, and accomplishments for the academic year, and provides this to his/her department chair.

See Appendix 5.4 for further details of these and numerous other supports provided by departments, the College in general, and CUNY.

B. Faculty express satisfaction with teaching, scholarship, and service supports provided.

Faculty members appear satisfied with most supports at the college, as evidenced by Hostos faculty data on the Faculty Experience Survey administered periodically by CUNY. Some recent findings of note:

- Since 2005, full-time faculty at Hostos are more satisfied than in previous years with the availability of instructional software and Internet connections, as well as the holdings of the library in print and electronic form, but are less satisfied with support for computer-related activities.
- Faculty are generally satisfied with the availability of small internal grants, and with the help available for grant applications in the 2009 survey, yet Hostos does not score as well for availability of sabbaticals and reassigned time for research when compared to 2005 survey results.
- Hostos also does not do as well in the 2009 survey on the question of class size and workload.
- On the measure of administrative support for intellectual life, Hostos went from ranking seventh of 19 colleges in terms in 2005, to ranking ninth of 19 in 2009.
- When faculty were asked if they felt they were full and equal members of decision-making in their department, if assignments were equitably distributed, and if they were being supported in the development of their teaching, Hostos scored in the top three on all measures in 2009, the first time these questions were asked.

Question # 5: How well are Adjuncts supported and supervised in their departments? [Compliance; Relevant Institutional Issue]

A. Adjuncts offered myriad supports.

Within departments, across the College and within the broader CUNY community, adjunct professors are offered many supports. In addition to supports provided to adjuncts at the university-wide level (e.g., faculty development provisions available through union contracts, compensation for office hours), adjuncts at Hostos have most of the same supports and services outlined in Appendix 5.4 Snapshot of Hostos/CUNY Support for Faculty to Question 4.

These include:

- Classroom observations

- Student evaluations
- Departmental professional initiatives
- Regular departmental faculty meetings
- Hostos e-mail accounts
- Tutorials offered by OIT
- Online tools provided by OIR
- Access to Gen Ed competencies and mapping tool

Some departments also have adjunct handbooks and/or assign a full-time faculty mentor to support adjunct faculty.

The Office of Academic Affairs (OAA) recently established a new Adjunct Faculty Orientation initiative as a coordinated effort to support adjuncts across the college. This new effort is designed to expose adjunct faculty to a more thorough orientation on college's policies, procedures and resources than they might receive within their departments.

See Appendix 5.5 for a detailed chart of the different supports available to adjunct faculty.

B. Adjuncts express satisfaction with support provided

According to Hostos adjunct reported data on recent Faculty Experience Surveys, which queries adjunct satisfaction on a number of indicators (e.g. office space, timely notification of reappointment, feeling welcomed, teaching freedom), Hostos is in the middle of the pack compared to other CUNY community colleges in terms of the adjunct satisfaction with the supports they receive from the college. (D*) However, since response rates of Hostos faculty have been low, more analysis is needed to understand the level of adjunct satisfaction with supports provided.

Question # 6: How well does the college plan for faculty staffing needs (e.g., faculty retirement) to meet the needs of the changing student body, University requirements, and work force? [Improvement]

The yearly process for assigning new faculty members occurs when the Chairs convey their department's faculty status and needs to the Provost through reports on student enrollment trends and open faculty positions. The Academic Planning Committee reviews every budget line item to create a Faculty Line Report; to proceed all Chairs must sign-off on the report. In response to changes in the student body, faculty positions are not automatically filled in the department in which there is a vacancy. For example, if a faculty member retires in a department in which student enrollment has steadily declined, that position becomes a floating faculty position. If another department has an increase in enrollment, the open position is given to that department.

As described in response to Working Group 2, Standard 3, Question 6, the faculty student ratio has not changed. However, given projected enrollment increases, Hostos will need to consider various scenarios for faculty staffing in the future.

In addition, as the college implements its new 2011-16 Strategic Plan (D *), it will reconstitute an Environmental Scanning committee that convened several years ago to consider how external trends and forces impact the college's academic programs and supports. This committee will help forecast faculty staffing needs within the context of higher education and workforce trends.

Relationship with Other Standards

The issue of faculty treatment, qualifications, and professionalism relates to analysis across all other standards. However, the questions here relate most directly to the following other working group standard and question.

Working Group	Standard	Question(s)
2	3 – Institutional Resources	6

Recommendations

1. Pursue additional funding to improve faculty teaching practices and curriculum development centered on improving student learning outcomes.

2. Expand course assessment and associated faculty development efforts so that it becomes part of Hostos' ongoing culture of student learning outcomes assessment.

3. Track the effectiveness of the faculty PDIs and other faculty development supports.

4. Include a category within the department template of the OAA end-of-year report to include service to the college and department. An overall picture of faculty service would help OAA determine which faculty members, tenured or untenured, may be over or under-serving. The end-of-year report for the 2009-2010 academic year included a list of OAA committees and members.

5. Establish an annual service award based on evidence provided in the OAA end-of-year report on service. Present this data in tandem with the teacher-of-the-year award and faculty publication/presentation booklet.

6. Track periodically service equity to determine if the group (i.e., untenured faculty) is under or overrepresented.

7. Post online all forms and sample documents, as well as an appendix to the guidelines for faculty evaluations, required or optional, that are use in the reappointment, promotion, and tenure processes. In the Guidelines for Faculty Evaluations, include descriptions and forms for all mechanisms and tools used to review faculty (i.e., the Faculty Activity Report, classroom observation forms, student evaluation questionnaire, and annual evaluation forms.)

8. Create and publish online *Adjunct Policies and Procedures Handbook* to thoroughly describe policies and procedures, including relevant advisories, contact information, forms and documents.

9. Conduct a series of interviews and questionnaires with Chairs and Coordinators to understand and standardize how Hostos supports and mentors its adjunct faculty.

10. Survey adjuncts periodically to identify issues and concerns.

Appendix 5.1: Faculty Service on OAA College-Wide and Division-Wide Committees (2007-2010)

OAA COLLEGE-WIDE & DIVISION-WIDE COMMITTEES: Fall 2009 – Spring 2010

Service Committee	Selection Type	Committee Profile (Raw Score) Percentage		Ratio	Equity Calculation 1:2 (.5) Ratio	
		Untenured	Tenured	UnT:T		Finding
Academic Planning	Appointed Position	(0) 0%	(6) 100%	0:6		UT=UR
Student Success	Appointed Position	(4) 30.7 %	(9) 69.3%	4:9	.444	UT=UR
Faculty & Curriculum Development	Appointed Position	(2) 20%	(8) 80%	2:8	.25	UT=UR
Academic Program Review / Assessment (SCAP)	Appointed Self-selected	(1) 24%	(3) 75%	1:3	.333	UT=UR
Environmental Scanning (SCAP)	Appointed Self-selected	(1) 50%	(1) 50%	1:1	1	T=UR
Center for Teaching & Learning Advisory Council (CTL)	Invited by OAA	(5) 50%	(5) 50%	5:5	1	T=UR
General Education & Assessment	Invited by OAA	(3) 37.5	(5) 62.5	3:5	.6	T=UR
Inquiry Group Leaders	Invited by OAA	(5) 45.45%	(6) 54.55%	5:6	.833	T=UR
Committee on Academic Computing	Appointed by Provost	(3) 27.3	(8) 72.7	3:8	.375	UT=UR
Freshman Academy	Invited by OAA	(5) 71.4%	(2) 28.6%	5:2	2.5	T=UR
Honors Committee	Appointed by Provost	(0) 100%	(7) 100%	0:7	0	UT=UR
ILC Advisory	Appointed Position	(1) 33.3%	(2) 66.7%	1:2	.5	Equal

Note: SCAP is a subcommittee of the OAA Academic Planning Committee.

OAA COLLEGE-WIDE & DIVISION-WIDE COMMITTEES: Fall 2008 – Spring 2009

Service Committee	Selection Type	Committee Profile (Raw Score) Percentage		Ratio UnT:T	Equity Calculated 2:3 (.66) Ratio	Finding
		Untenured	Tenured			
Academic Planning	Appointed Position					
Student Success	Appointed Position					
Faculty & Curriculum Development	Appointed Position					
Academic Program Review / Assessment (SCAP)	Appointed Self-selected					
Environmental Scanning (SCAP)	Appointed Self-selected					
Center for Teaching & Learning Advisory Council (CTL)	Invited by OAA	(4) 33.3%	(8) 66.7%	4:8	.5	UT=UR
General Education & Assessment	Invited by OAA	(2) 33.3%	(4) 66.7%	2:4	.5	UT=UR
Inquiry Group Leaders	Invited by OAA	(4) 44.4%	(5) 55.6%	4:5	.8	T=UR
Committee on Academic Computing	Appointed by Provost					
Freshman Academy	Invited by OAA	(6) 75%	(2) 25%	6:2	3	T=UR
Honors Committee	Appointed by Provost					
ILC Advisory	Appointed Position					

Note: SCAP stands for Subcommittee of OAA Academic Planning Committee.

OAA COLLEGE-WIDE & DIVISION-WIDE COMMITTEES: Fall 2007 – Spring 2008

Service Committee	Selection Type	Committee Profile (Raw Score) Percentage		Ratio UnT:T	Equity Calculated 1:2 (.5) Ratio	Finding
		Untenured	Tenured			
Academic Planning	Appointed Position					
Student Success	Appointed Position					
Faculty & Curriculum Development	Appointed Position					
Academic Program Review / Assessment (SCAP)	Appointed Self-selected					
Environmental Scanning (SCAP)	Appointed Self-selected					
Center for Teaching & Learning Advisory Council (CTL)	Invited by OAA	(4) 28.6%	(10) 71.4%	4:10	.4	UT=UR
General Education & Assessment	Invited by OAA	(3) 37.5%	(5) 62.5%	3:5	.6	T=UR
Inquiry Group Leaders	Invited by OAA					
Committee on Academic Computing	Appointed by Provost					
Freshman Academy	Invited by OAA	(2) 50%	(2) 50%	2:2	1	T=UR
Honors Committee	Appointed by Provost					
ILC Advisory	Appointed Position					

Note: SCAP stands for Subcommittee of OAA Academic Planning Committee

Appendix 5.2: Equity of Service in Department Curriculum Committees (2007-2010)

DEPARTMENT CURRICULUM COMMITTEES, Fall 2009 – Spring 2010

Department Curriculum Committee	Committee Profile			Equity Calculation		
	Raw Score & Percentage		Ratio	Dept Ratio	Equity Ratio	
	Untenured	Tenured	UT:T	UT:T	UT:T	Finding
Allied Health	0	(5) 100%	0	5/14	.36	UT=UR
Behavioral & Social Sciences	0	(4) 100%	0	1/12	.083	UT=UR
Business	0	(5) 100%	0	2/6	.33	UT=UR
Education						
English	(4) 57%	(3) 43%	1.3	8/18	.44	T=UR
Humanities	(3) 50%	(3) 50%	1	7/7	1	Equal
Language & Cognition	(4) 57%	(3) 43%	1.3	4/16	.25	T=UR
Library						N/A
Mathematics	(8) 44%	(10) 66%	.8	8/10	.8	Equal
Natural Sciences	(1) 20%	(4) 80%	.25	4/8	.5	UT=UR
Counseling	0	(3) 100%	0	0/5	0	Equitable

Note. UT stands for Untenured; T stands for tenured. UR stands for underrepresented on given committee.
Library has no Curriculum Committee.

Fall 2008 – Spring 2009

Department Curriculum Committee	Committee Profile			Equity Calculation		
	Raw Score & Percentage		Ratio	Dept Ratio	Equity Ratio	
	Untenured	Tenured	UT:T	UT:T	UT:T	Finding
Allied Health	0	(5)	0	7/12	.583	UT=UR
Behavioral & Social Sciences	0	(4) 100%	0	2/10	.2	UT=UR
Business	0	(5)	0	2/8	.25	UT=UR
Education						
English	(2) 40%	(3) 60%	.66	6/18	.33	T=UR
Humanities	(1) 20%	(4) 80%	.25	9/5	1.8	T=UR
Language & Cognition	0	(7) 100%	0	4/15	.27	UT=UR
Library						N/A
Mathematics	(9) 52%	(8) 48%	1.13	9/8	1.13	Equal
Natural Sciences	0	(3) 100%	0	9/3	3	UT=UR
Counseling	0	(3) 100%	0	1/4	.25	UT=UR

Note. UT stands for Untenured; T stands for tenured. UR stands for underrepresented on given committee.
Library has no Curriculum Committee.

DEPARTMENT CURRICULUM COMMITTEES, Fall 2007 – Spring 2008

Department Curriculum Committee	Committee Profile			Equity Calculation		
	Raw Score & Percentage		Ratio	Dept Ratio	Equity Ratio	
	Untenured	**Tenured**	**UT:T**	**UT:T**	**UT:T**	**Finding**
Allied Health	0	(5) 100%	0	8/11	.73	UT=UR
Behavioral & Social Sciences	0	(4) 100%	0	3/9	.33	UT=UR
Business	0	(5) 100%	0	2/8	.25	UT=UR
Education				7/4	1.75	
English	(2) 40%	(3) 60%	.66	3/18	.16	T=UR
Humanities	(2) 40%	(3) 60%	.66	8/6	1.33	UT=UR
Language & Cognition	0	(7) 100%	0	4/16	.25	UT=UR
Library				2/4	.5	N/A
Mathematics	(7) 41%	(10) 59%	.7	8/10	.8	Equal
Natural Sciences	0	(3) 100%	0/3	9/3	3	UT=UR
Counseling	0	(3) 100%	0	1/5	.2	UT=UR

Note: UT stands for Untenured; T stands for tenured. UR stands for underrepresented on given committee.
Library has no Curriculum Committee.

Appendix 5.3: Faculty Evaluation Mechanisms at Hostos

Classroom Observations, Annual Evaluations, Student Evaluations, Faculty Activity Report, and Faculty Professional Portfolios are five mechanisms used for faculty evaluation at Hostos Community College.

Classroom observations take place once a semester. An assigned senior member of the department faculty observes the instructor teach one full class period. The person observed receives written notice at least 24 hours prior to the observation. The observer provides a written report of the observation using a standard observation form. A post-observation conference is held and a record of the meeting is prepared in memorandum form. All documents pertaining to the classroom observation process are placed in the personal/personnel file and the Portfolio. The Chair and P&B members are responsible for assigning observers. The Chair and P&B committee members consider the Classroom Observation in the faculty member's Annual Evaluation.

Student Evaluations for each of the instructor's courses takes place toward the end of the semester. Students evaluate their instructor using a questionnaire distributed by the Office of Instructional Research. The instructor is not present when students fill out the questionnaire, which is now completed by students solely online. (Prior to AY 2009-2010, two students submitted the questionnaires to the President's Office.) The questionnaire information is tabulated by OIR and distributed to each faculty member, who then submits copies of student evaluations to his/her personal/personnel files and department. A copy should also be kept by the faculty member.

The **Faculty Activity Report** is a document which asks faculty to record their accomplishments in the categories of Curriculum Development, Professional Growth, and Service and to present documents of evidence where necessary. The first page of the document lists courses taught and reassigned time granted while the last page asks faculty to state what they consider to be their most significant achievement for that academic year. This document, prepared by the faculty member, is reviewed/used by the Chair and/or assigned faculty in preparing the person's Annual Evaluation. Inclusion of the Faculty Activity Report in the Faculty Professional Portfolio is optional.

Annual Evaluations of faculty take place once a year. The department Chair assigns a member of the P&B Committee to review the faculty member's total academic performance and professional progress. Using the Classroom Observation Report and Faculty Annual Report, the evaluator writes a written report, holds a conference with the faculty member, and prepares a record of the discussion in memorandum form to be included in the faculty member's personnel file and Portfolio.

The **Faculty Professional Portfolio** is a binder of documents compiled by a faculty member applying for reappointment, tenure, or promotion at Hostos. It contains all the aforementioned faculty evaluation documents as well as the person's CUNY Curriculum Vitae. Each faculty member is responsible for providing narrative accounts of the person's Teaching, Professional Growth, and Service accomplishments and goals as well as documentation of all activities cited in the Portfolio. The purpose of the Portfolio is to give

the faculty member control over how his/her work is presented for evaluation. In compliance with the bylaws and PSC contract, the Portfolio acts as the faculty member's personal/personnel file. It is reviewed by the Department Chair and P&B Committee members, the Provost, the College-wide P&B, and the College President.

Appendix 5.4 Snapshot of Hostos/CUNY Support for Faculty

Departmental supports	Function	Support Areas			
		Teaching	**Scholarship**	**Service**	**Notes/examples**
Classroom observations	Provide feedback from department colleague about faculty member's teaching by direct observation of a class (usually once per semester)	X			Observation conference with the observer provides a foundation for faculty member to improve his/her teaching. The classroom observation report is part of the annual faculty evaluation conference with departmental chair. Observations over several semesters may be used as part of consideration for a faculty member's reappointment, tenure or promotion.
Student evaluations	Provide ratings of professors by their students at the end of each course, each semester.	X			Faculty members, departmental chairs and departmental P&B use student evaluations to evaluate teaching effectiveness in annual evaluation and for reappointment, tenure and promotion.
Faculty Activity Report	Each faculty member records their progress, activities and accomplishments for the academic year and provides it to chair prior to annual evaluation conference.	X	X	X	Faculty list all publications, conference papers, lectures, professional development activities, service to the college including college and CUNY committees served on, courses taught. The faculty member will also write a reflective statement about challenges and successes during the academic year and ideas for the following year.
Annual faculty evaluation conference	A review a faculty member's performance in teaching, scholarship and service. The conference acts as a guide for the faculty member's continuing development and is part of the faculty member's portfolio for reappointment, tenure and promotion.	X	X	X	The annual evaluation conference between the departmental chair and each faculty member use the Faculty Activity Report, classroom observation report, student evaluations, and any other relevant data to evaluate the faculty member. The chair discusses these areas as well as collegiality, to guide the faculty member to improve where improvement is needed and to note areas where the faculty member is strong.
Departmental professional development initiatives	Initiatives are decided upon when faculty wishes to improve the teaching, publications, or any other aspect of the faculty's work life.	X	X		Department has regularly scheduled meetings to share teaching techniques that work, to share writing projects in progress, or to find projects for collaboration. A deptartment may schedule a workshop or activity for the departmental faculty member where an invited guest – e.g., a staff member from the Office of Instructional Technology, a library faculty member or any other guest who is invited to demonstrate or teach the department faculty members how to improve their use of information technology, research databases, etc.
Departmental	**Function**	**Support Areas**			

supports		Teaching	Scholarship	Service	Notes/examples
Guidelines for reappoint-ment, tenure and promotion	The College (and CUNY?) mandate the basic standards and requirements for each year new faculty member's reappointment, eventual tenure and promotion	X	X	X	Each department specifies the extent and acceptable type of publications each faculty member must produce, for adequate fulfillment of requirements for reappointment, tenure and promotion. The guidelines inform the decisions of the chair and the department P&B when reviewing a faculty member for reappointment, tenure or promotion, e.g., the library department accepts both peer-reviewed journal publications and also non-peer reviewed publications that are the most widely respected and read among academic librarians; it also accepts a certain number of comprehensive web-based subject guides, and successful grant applications to support the department's archives.
Regular departmental faculty meetings	Provides a way for the faculty to gather and discuss dept. issues.	X		X	Departmental faculty meetings are usually held monthly. The meetings are necessary for the smooth running of the department, as well as to provide a space for building collegiality, sharing information on teaching or other pertinent matters, discussing budgets for travel to conferences or for professional development opportunities, scheduling issues, campus initiatives, etc.
New faculty orientation	New full time faculty meet several times in their first and second year with the Provost and other administrators and faculty to learn more about how faculty at Hostos CC work and to be introduced to everything necessary for their success at the institution.	X	X	X	**Examples of new faculty orientation** include reading and discussing a book about pedagogy together, orientation workshops with Student Advisement and Library, meetings with Provost and other administration and staff; meetings to learn about how to prepare faculty portfolio for reappointment.
OIT (Office of Instructional Technology	Offers a variety of tutorials and workshops for faculty to learn and/or to improve faculty use of instructional technologies in the classroom; and to create presentations in different media for scholarship or teaching.	X	X		**Examples of OIT support include:** Tutorials offered for MS Office, Blackboard, Wikis, both online and in person. OIT staff also comes to a department to talk about and show how to use any particular technology that the faculty wishes to learn about. Help is also offered one-on-one for any project a faculty member needs help on if it depends on a particular instructional technology skill.

Departmental supports	Function	Support Areas			
		Teaching	Scholarship	Service	Notes/examples
OIR (Office of Institutional Research)	Offers a variety of online tools for assessment purposes. Offers data analyzed and presented in reports on students, faculty and staff at HCC.	X			**OIR data for faculty use includes:** demographic s, highest degree earned, full-time/part-time status, and # of instructional hours taught. Provides faculty with student outcomes assessment data and will work with individual faculty to analyze data on student outcomes and provide customized reports for the faculty member, in order to help faculty improve and strengthen teaching and learning in their courses.
CTL (Center for Teaching & Learning) COBI Mini Grants	COBI (Committee on Beautiful Ideas) funds collaborative and interdisciplinary teaching projects through an organized, administration-run, mediated grant-funded professional development initiative.	X	X		**Some examples of implemented COBI projects:** "You Are Never More than Six Feet Away From A Spider" (in collaboration with American Museum of Natural History); "Know As You Go" (ESL online interactive tutorial for a content course); "Going Interdisciplinary: Uniting the Disciplines at Hostos CC Through the Study of Language (redesigning existing syllabi to link foreign language learning with selected Humanities disciplines).
CTL Gen Ed Competencies Mapping Tool	This online tool assists faculty and students to identify Gen Ed competencies being taught in each course.	X			**Example of a question asked of faculty is:** How frequently do you do activities that allow students to demonstrate their ability to function effectively as members of the local and global community?

College-wide/CUNY supports	Function	Support areas			
		Hostos College-wide supports for full-time faculty			
		Teaching	Scholarship	Service	Notes/examples
New faculty orientation	New full time faculty meet several times in their first and second year with the Provost and other administrators and faculty to learn more about how faculty at Hostos CC work and to be introduced to everything necessary for their success at the institution.	X	X	X	**Examples of new faculty orientation** include reading and discussing a book about pedagogy together, orientation workshops with Student Advisement and Library, meetings with Provost and other administration and staff; meetings to learn about how to prepare faculty portfolio for reappointment.
OIT (Office of Instructional Technology	Offers a variety of tutorials and workshops for faculty to learn and/or to improve faculty use of instructional technologies in the classroom; and to create presentations in different media for scholarship or teaching.	X	X		**Examples of OIT support include:** Tutorials offered for MS Office, Blackboard, Wikis, both online and in person. OIT staff also comes to a department to talk about and show how to use any particular technology that the faculty wishes to learn about. Help is also offered one-on-one for any project a faculty member needs help on if it depends on a particular instructional technology skill.
OIR (Office of Institutional Research)	Offers a variety of online tools for assessment purposes. Offers data analyzed and presented in reports on students, faculty and staff at HCC.	X			**OIR data for faculty use includes:** demographic s, highest degree earned, full-time/part-time status, and # of instructional hours taught. Provides faculty with student outcomes assessment data and will work with individual faculty to analyze data on student outcomes and provide customized reports for the faculty member, in order to help faculty improve and strengthen teaching and learning in their courses.
CTL (Center for Teaching & Learning) COBI Mini Grants	COBI (Committee on Beautiful Ideas) funds collaborative and interdisciplinary teaching projects through an organized, administration-run, mediated grant-funded professional development initiative.	X	X		**Some examples of implemented COBI projects:** "You Are Never More than Six Feet Away From A Spider" (in collaboration with American Museum of Natural History); "Know As You Go" (ESL online interactive tutorial for a content course); "Going Interdisciplinary: Uniting the Disciplines at Hostos CC Through the Study of Language (redesigning existing syllabi to link foreign language learning with selected Humanities disciplines).
CTL Gen Ed Competencies Mapping Tool	This online tool assists faculty and students to identify Gen Ed competencies being taught in each course.	X			**Example of a question asked of faculty is:** How frequently do you do activities that allow students to demonstrate their ability to function effectively as members of the local and global community?

College-wide/CUNY supports	Function	Support areas			
		Hostos College-wide supports for full-time faculty			
		Teaching	Scholarship	Service	Notes/examples
CTL **a. PDIs (Professional Development Institute)** **b. Brown Bags** **c. RITE (Research and Innovations in Teaching & Education) Seminars** **d. Speaker Series** **e. Cultural Activities**	**PDIs** are workshops for faculty to learn information technology skills. Given throughout the year by Office of Instructional Technology and PDI week in June, sponsored by OIT and CTL **b. Brown Bags** are meant to be informal meetings on any topic a faculty member or dept. wishes to discuss; some are also organized to provide a venue for faculty presentations. **c. RITE Seminars** (Research and Innovations in Teaching & Education) Brings together faculty, HEO's & CLTs from all departments to present and discuss recent discoveries or experiences in research, teaching, and learning that can be applied to other disciplines. **d. Speakers Series** brings outside professionals in a wide variety of disciplines to speak about what they do. **e. Cultural Activities** sponsored by the CTL joins together Hostos faculty with student audiences, as well as bringing in artists from the community.	X X X X X	X	X	**a. Examples of PDIs** : "Library Tools to Make your Course Research Friendly; "Tools to Improve Group Projects." "How to Create Your Portfolio for Reappointment, Tenure & Promotion." **b. Brown Bag examples:** " Rubrics for Lunch; "Afternoon Tea with the President." **c. R.I.T.E. Seminar examples:** "Teaching Women's Gender Studies Across the Curriculum" "Writing for Mass Media and Academia: Understanding the Differences." "Sound Bites About Gratitude: What Is It? How Do You Give Thanks?" **d. Speakers' Series examples:** Vinie Burrows, Actor, Storyteller, Activist Tato Laviera, Nuyorican poet **e. Cultural Activities examples:** African Americans and the Civil War; Celebrating the 8th International Conference on Women Writers of the Spanish Caribbean: On Diaspora and Homecoming ; Poem in Your Pocket Day; Women's History Month (talks, films, performances); African-American Read-In.

College-wide/CUNY supports	Function	Support areas			
		Hostos College-wide supports for full-time faculty			
		Teaching	Scholarship	Service	Notes/examples
CTL Travel & Tuition Reimbursement	Funds provided to help defray costs for conferences and research travel	X			In 2009 a new faculty travel fund initiative was implemented this year and the number of faculty attending conferences has increased. A total of $22,000 per year was made available beyond the department support already provided by OAA through the contractual PSC formula. Combined funding made approximately 120 trips possible in 2009-10.
Office of Academic Advisement	Homepage offers guides to faculty engaged in advisement.			X	Among the tools and guides to help faculty be good advisors during registration and at other points in the semester, the Academic Advisement homepage offers information on Programs of Study, pertinent academic information such as regulations on academic integrity, probation, dismissal and appeals process, and graduation information.
WAC Writing Across the Curriculum	WAC offers faculty the help of CUNY Graduate Writing Fellows to help with Writing Intensive courses; Its homepage offers guides to producing a Writing Intensive syllabus and many resources for instructors and students.	X			**Examples of what the WAC committee offers**, besides how to create a Writing Intensive course in any discipline, are: Sample assignments; Improving reading strategies Podcasts for avoiding plagiarism and teaching citation styles.
Sabbaticals	CUNY Board of Trustees By-Laws specifies how sabbaticals are managed.	X	X		After six years of full time employment, faculty can request a sabbatical of 1-2 semesters for the purpose of study and research or creative work in the arts or literature.
PSC- CUNY RESEARCH GRANTS	CUNY Research Foundation offers annual grants specifically for research purposes. Applicants submit proposals online to a panel of CUNY faculty who review proposals in a specific discipline; for example, there are panels for Humanities, Literature, Library Science, etc.		*X*		**Examples of funded Hostos Faculty proposals**: Italian Immigrant Radical Culture in the United States: The Politics and Arts of the Sovversivi, 1890-1940; Community College Graduates' Success Stories: A Study to Develop a Grounded Theory of Student Persistence; Anatomical survey of palm embryos and eophyll plication patterns.

Appendix 5.5: Snapshot of Support for ADJUNCT Faculty

Dept Support	What it does	Supports…			
		Teaching	*Scholarship*	*Service*	*Notes/examples*
Classroom observations	Provides feedback from dept. colleague about faculty member's teaching by direct observation of a class (usually once per semester).	X			Observation conference with the observer provides a foundation for the faculty member to improve his/her teaching. Observations each semester may be used as part of consideration for an adjunct faculty member's reappointment.
Student evaluations	These provide ratings by students of each of their professors at the end of each course, each semester.	X			Student evaluations can be used by adjuncts to evaluate teaching effectiveness.
Departmental professional development initiatives	Initiatives are decided upon when faculty wish to improve the teaching, publications, or any other aspect of the faculty's work life.	X	X		For example, deptartment may have regularly scheduled meetings, share writing projects, schedule workshops with invited guests, etc. These activities often include adjuncts as well as full time faculty, however the experience varies from department to department.
Regular departmental faculty meetings	Provides a way for the faculty to gather and discuss dept. issues.	X		X	Departmental faculty meetings are usually held monthly. The meetings are necessary for the smooth running of the dept. but also provide a space for building collegiality, sharing information on teaching or other pertinent matters, discussing budgets for travel to conferences or for professional development opportunities, scheduling issues, campus initiatives and much more. As with the above category, these meetings are open to adjuncts, but each department has its own policy as to inviting adjuncts.

Dept Support	What it does	Supports…			
		Teaching	*Scholarship*	*Service*	*Notes/examples*
Departmental Adjunct Guides	Provides specific instructions to adjuncts regarding what is expected throughout the semester	X			Some departments provide guides on forms that need to be submitted, basic components of a syllabus, standards to maintain in the classroom, and contact information for the various offices on campus an adjunct will need to be familiar with (Bookstore, Human Resources, Counseling, Library, Center for Teaching and Learning, etc.). Each department varies in the level of support it offers in writing.
Department coordinators	Provides a one-on-one support network from a full time to a part time faculty member.	X			As with above, all the same support is provided but with the human component added, through regular meetings throughout the semester. Each department varies in the level of mentoring it provides.

College-wide/CUNY supports	What it does	Support			
		Teaching	Scholarship	Service	Notes/examples
Adjunct Faculty Orientation	This new initiative at Hostos offers orientation day and evening with administration &faculty to help adjuncts learn about college support services.	X			**Examples of Adjunct Orientation features**: How to work with library faculty to get students research help and requirements for Information literacy workshops; where; where to refer students for tutoring, financial help, counseling; how to request photocopies; etc.
OIT (Office of Instructional Technology)	Offers a variety of tutorials and workshops for faculty to learn and/or to improve faculty use of instructional technologies in the classroom; and to create presentations in different media for scholarship or teaching	X	X		Tutorials offered for MS Office, Blackboard, Wikis, both online and in person. OIT staff also offer presentations to departments and work one on one with faculty.
OIR (Office of Institutional Research)	Offers a variety of online tools for assessment purposes. Offers data analyzed and presented in reports on students, faculty and staff at HCC.	X			In addition to providing assessment tools, a "Principles of Good Practice for Assessing Student Learning" is also provided on the OIR site.
GEN ED Competencies Mapping Tool	Tracks if Gen Ed competencies are being met in the classroom	X			One question asked of faculty is: How frequently do you do activities that allow students to demonstrate their ability to function effectively as members of the local and global community?
WAC (Writing Across the Curriculum)	WAC's homepage offers a guide to producing a Writing Intensive syllabus	X			The site provides a checklist on what a Writing Intensive syllabus should have, an example of a Writing Intensive syllabus, and an Intro to Writing Fellows who can aid in the process of creating a Writing Intensive syllabus.