

Standard 4: Leadership and Governance

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

Summary of Findings and Conclusions

Hostos operates semi-autonomously, with many significant governance decisions surrounding its budget and appointment of executive leadership determined by the CUNY Board of Trustees. The university system governance structure gives Hostos sufficient autonomy to assure institutional integrity, even though many policy and funding decisions are made by CUNY.

For the most part, Hostos' internal leadership and governance structures reflect the values of its mission. Notably, its decision-making structures foster engagement and accountability among the diverse student, faculty, and staff on campus.

Other specific Working Group #3 findings include:

- The leadership and governance structures at Hostos Community College are similar to those at other similar institutions within CUNY. For example, like at CUNY, many community colleges have separate structures for governance for students and faculty that do not include staff.
- The Hostos College Senate is an inclusive community body with members from faculty, instructional and classified staff represented, as well as the Provost of OAA and non-voting administrative members. With representatives from each academic department, administration, students and staff, the decisions made at the Hostos Senate are made available to, and in this sense are held accountable to the college community. However attendance at Senate meetings is still a challenge for the college community, and impacts the college's ability to move forward with some governance changes.
- The Foundation Board and other entities responsible for fundraising have come close to their annual targets, but in these difficult economic times, Hostos needs more support from these entities to aggressively increase discretionary funds.

Overall, Hostos meets the fundamental elements of this standard, although additional efforts need to be made to ensure that members of the Hostos community understand the role and authority of leadership and governance bodies on campus. The evidence of these findings and conclusions is presented in the following report.

Working Group 3 – Standard #4 Report

Questions 1 to 3:

- *To what extent do Hostos' leadership and governance structures reflect its mission?*
- *To what extent do the various stakeholders (students, faculty, staff, administrators, external community groups) participate in governance?*
- *To what extent are existing structures utilized for decision-making and fostering engagement, participation and accountability? How do our structures compare to similar two-year, public higher education institutions serving diverse student bodies of nontraditional learners?*

Hostos' Leadership and governance structure is presented in Table 4.1 on the next page.

CUNY Governance

Essentially, a Board of Trustees, which is composed of 17 members, governs CUNY ten of whom are appointed by the Governor of New York and five by the Mayor of New York City. The final two trustees are ex-officio members. One is the Chair of the university's Student Senate, and the other is non-voting and is the chair of the university's faculty senate. Trustees serve seven-year terms, which are renewable for another seven years. Duties of the Board of Trustees are outline in the CUNY bylaws. (D – CUNY bylaws)

College presidents are appointed by and report directly to the Chancellor. The Chancellor is voted upon by the Board of Trustees, and is the "chief educational and administrative officer" of the City University. (D-CUNY bylaws)

CUNY allocates the operating budgets and major sources of discretionary revenue for each constituent college. It also requires all campuses to set annual PMP targets that help CUNY fulfill its Master Plan. Performance on the PMP has become the overarching framework by which the Hostos President and executive staff are evaluated.

The Board of Trustees delegates to each campus the responsibility of how the campus organizes itself (individual college Governance Plan), but this is contingent on all campus governance plans being first adopted by the Board of Trustees. Colleges may in their governance plans define the duties of faculty departments, including methods for appointments and promotions, and those provisions may be inconsistent with CUNY Bylaws, as long as the Board has adopted the colleges' governance plans. (D – CUNY Bylaws)

See Appendix 4.1 for the CUNY memo to Presidents and Chief Administrative Officers (CAOs) re: CUNY Central Information for Middle States and other self-study reports, 9/26/11.

Hostos Governance

Hostos' chief executive officer is the President, who acts as the executive agent of the Chancellor and the Board of Trustees with primary responsibility to the College. Article XI, Section 11.4 of the CUNY Bylaws outlines the powers and duties of the President. (D-

Middle States Self-Study Working Group #3

CUNY Bylaws) The President has full authority over all matters of the College. Under the Bylaws, the President can transfer limited executive agency powers to any number of Vice Presidents, Deans, Executive Directors, and Directors. The powers, duties, and qualifications of these officers can also be found in Article XI of the CUNY Bylaws.

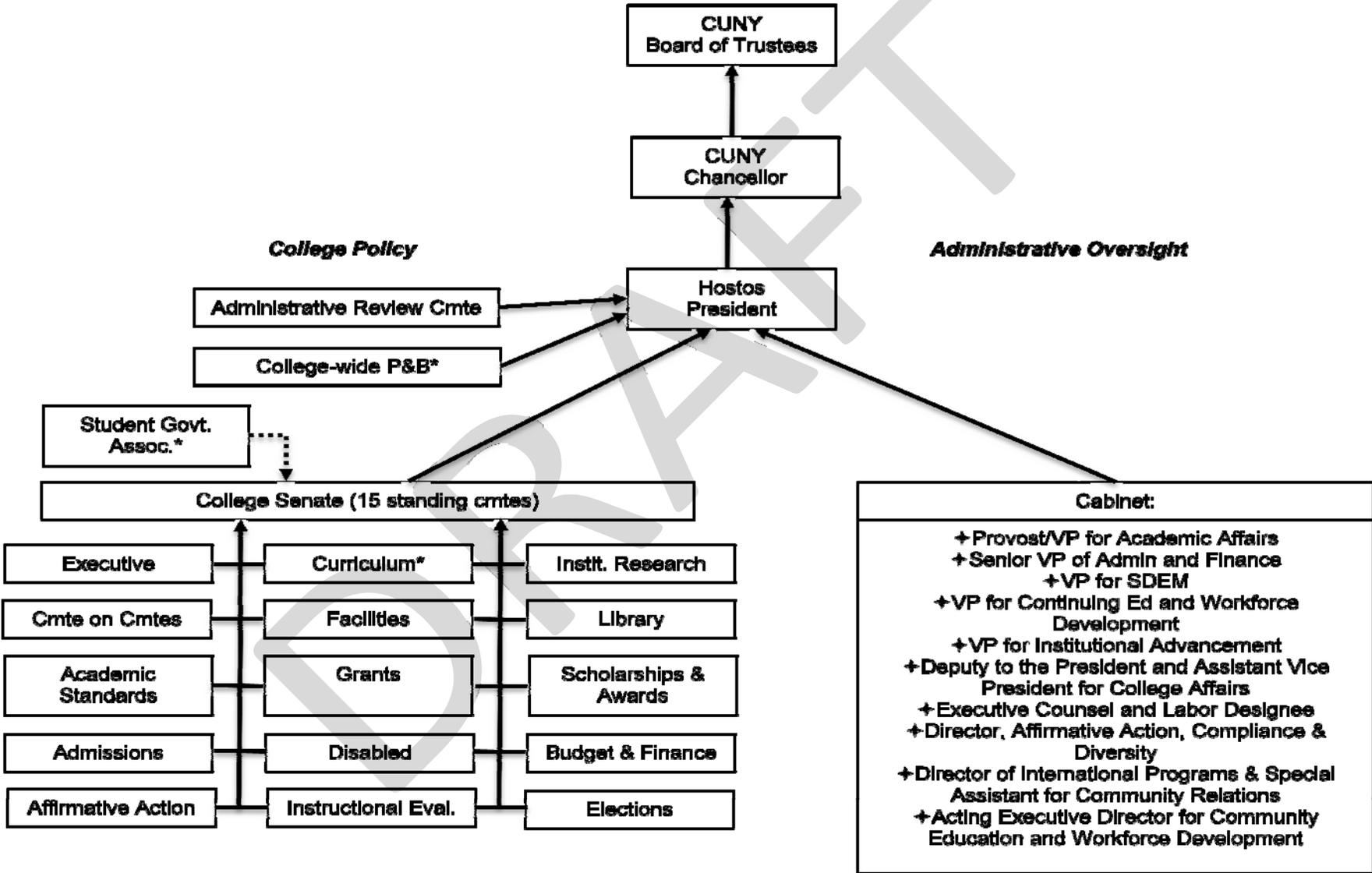
Three principle governance units at Hostos advise the President on essential institutional policy and practice matters: the College Senate, the College-Wide Committee on Personnel and Budget, and the Administrative Review Committee.

The College Senate, which includes representatives from the full-time faculty, non-teaching instructional staff, students, classified staff, the President, and Vice Presidents of the College, is “responsible for the formulation of academic policy and for, consultative and advisory functions related to the programs, standards and goals of the College.” (D- charter of gov). There are 15 standing committees of the College Senate, the most active being the Curriculum Committee (which discusses curricular policy and practice), the Executive Committee (which sets the agenda for regular and special Senate meetings) and the Committee on Committees (which oversees committee memberships and activities). The Student Government Association (SGA) is a student-led governance structure that advises the College Senate on matters related to student activities and the well being of the Hostos student body.

The College-Wide Personnel and Budget (P&B) Committee is composed of all department chairpersons, the Provost and Vice of Student Development and Enrollment Management, at-large faculty members, the labor designee, and the Hostos President. Its charge is to make recommendations regarding the hiring and promotion of faculty, as well as associated financial resource expenditures. The Administrative Review Committee (ARC), composed of the President, all college Vice Presidents, 3 Higher Education Officers (HEO) representatives, and a faculty representative is responsible for recommending appointments and promotions for all classifications of HEOs.

The Cabinet, composed of Vice Presidents and the President’s Executive staff including his Deputy and Executive Counsel, is the college’s chief administrative management unit. It oversees college-wide operations, and members manage staff across five organizational divisions.

Table 3.1 Hostos Leadership and Governance Structure



**NOTE: Departmental Curriculum Committees and Departmental P&B Committees inform policy and advise decision-making of the College-Wide Curriculum Committee and College-Wide P&B*

Table 4.2 on the following page provides some key examples of how each governance structure aligns with different aspects of the college's mission. As shown in the chart, not all aspects of the mission are addressed by each governance structure, but Hostos' governance structures collectively reflect all aspects of the mission.

DRAFT

Middle States Self-Study Working Group #3

Table 4.2: Key Governance and Management Structures and Alignment with Hostos' Mission

Governance/ Management Structure	Access	Diversity/ Multiculturalism	Skills Development	Intellectual Growth	Socio-Economic mobility	Community Service
POLICY						
College-Wide Senate	Recommend policies and final decisions on pre-requisites and curricula items that affect access		Make final decisions on new programs and pre-requisites, as well as standards for exit from remediation	Make final decisions on standards for exit from remediation and graduation criteria; make final curriculum recommendations to President	Make final decisions on creating and changing degree (with license) programs that affect students mobility	
College-Wide Curriculum Committee	Recommend pre-requisites for courses and set curricular policies for courses at all levels	Will exercise leadership in implementing new strategic planning initiative to infuse cultural competency across the curriculum	Recommend pre-requisites for courses and set curricular policies for courses at all levels	Review and approve all new courses and programs, as well as changes to existing courses and programs	Discuss and act upon curricula items suggested by dep't with degree programs or feeder courses	
Committee on Committees	Ensures inclusivity of campus constituencies on the Senate					
Executive Committee	Ensures agenda setting that gives voice to diverse constituencies					
College-wide P&B	Hire & promote faculty that embody the mission of Hostos in serving the students of the South Bronx and similar communities					
ARC	Hire and promote staff					
Student Government Association (SGA)	Fund and speak at admissions workshops	Certifies and funds clubs representing diverse groups (e.g., racial/ethnic clubs, etc.)		Participate in College Senate, engage in study groups and debates	Certifies and funds career clubs (e.g., in Allied Health)	Engage in volunteer work with local nonprofits
ADMINISTRATIVE MANAGEMENT						
President's Cabinet	Have decision making authority and responsibility over all areas of Hostos' Mission					

Table 4.3 on the following page summarizes stakeholders' engagement, participation, and accountability within governance structures. In general, the working group found:

- Hostos' governance structures foster significant engagement across college constituencies.
- Limited participation/attendance (quorum) is an issue of concern that impacts the ability of the Senate to conduct college business. The importance of attendance has been highlighted by the recent CUNY policy that states, "the approval of motions by college decision making bodies such as the senate must be passed by a majority of eligible members" (D *). The chair of the election committee noted the difficulty maintaining the four at-large candidates on the College-Wide P&B and added that the election committee is exploring ways to speed up the voting process (D 3.10).

DRAFT

Middle States Self-Study Working Group #3

Table 4.3: Engagement, Participation and Accountability Key Leadership and Governance Structures and Extent to which they Foster Engagement, Participation and Accountability

Leadership/ Governance Structure	Engagement/Representation	Attendance	Accountability/Transparency
POLICY			
College-wide Senate	<p>Includes: Voting members—Full-time faculty, non-teaching instructional staff, students, classified staff are all voting members.</p> <p>Non-Voting members—The President and VPs of the College.</p>	Attendance is an issue (see previous page narrative).	Meetings are open to the entire college community. Minutes are posted online. Dates, materials, and agendas are sent to Senators and academic department members in advance of meetings.
College-Wide Curriculum Committee	<p>Voting members: Each department has a member, a student member.</p> <p>Non-Voting: Registrar’s office Dean of OAA.</p>	Attendance is an issue.	Meetings are open to the entire college community. Minutes are posted.
Committee on Committees	9 members elected each year by Senate (includes 2 students and 1 staff)	Adequate attendance.	Distribute annual report to OAA.
Executive Committee	7 members elected each year by Senate	Adequate attendance.	Minutes are posted.
College-wide P&B	Provost-OAA, the chair of each department, VPs, President, labor designee, and 4 at-large faculty members with voting rights.	Attendance is good however, maintaining the 4 at large faculty members is an issue as elections can take an entire semester-year to complete.	Meetings as needed (at least monthly). Votes kept confidential with General Counsel. Minutes are confidential (deal with personnel issues).
ARC	President, VPs, 3 Higher Education Officials (HEO) representatives, and a faculty representative	Adequate attendance.	Meetings as needed. Votes kept confidential with General Counsel. Minutes are confidential (deal with personnel issues).
Student Government	Student Government members are elected and Student Senators are chosen from this elected group. Four members of this group sit on Hostos Association-an important decision making body that has authority over budgets/certification of student clubs	Attendance is steady and adequate.	The SGA has bi-monthly meetings that are open to the entire student body; the SGA charter mandates a General Student Assembly once per semester.
ADMINISTRATIVE MANAGEMENT			
President’s Cabinet	9 members (detailed in Table 3.1)	Adequate attendance/participation.	Activities reported in annual divisional operational plans and end-of-year reports.

To understand how Hostos' governance structures compare to those of other two-year, public higher education institutions serving diverse student bodies of nontraditional learners, this working group examined the governance systems of other CUNY colleges, including Bronx Community College, the Borough of Manhattan Community College, and looking most closely at LaGuardia Community College as perhaps the closest comparison— given that it represents another urban community college that serves mostly Hispanic and other minority populations (D 3.12). The working group also compared its governance structures with those of select community colleges outside CUNY (i.e., certain community colleges within the California system (D 3.13), Miami Dade Community College (D 3.14), Garret College (D 3.15), Charleston College (D 3.16), and University of DePaul (D 3.17)) that serve student populations similar to that of Hostos. Key findings include the following.

Within CUNY, LaGuardia Community College, Bronx Community College, and the Borough of Manhattan Community College, along with Hostos, all have student representation in their college senates. The Hostos College Senate is a shared community senate experience with a ratio of 1 student per 4 non-student senators. LaGuardia, like Hostos, includes staff in their senate. Colleges outside of CUNY that were examined as part of this analysis have, for the most part, separate governance structures for students and faculty, and neither structure includes staff.

There is a degree of variation among colleges in the extent to which students and staff are involved in curriculum issues (both development and approval). LaGuardia and other CUNY colleges [which ones] each have separate Faculty Councils, some of which are responsible for approving curricular issues. However, Hostos does not have such a structure. At LaGuardia, the faculty council does not address curricular items. However, at some institutions outside of CUNY (e.g., University of DePaul), the faculty council does have that responsibility.

At Hostos, unlike LaGuardia, the College wide P&B has four at-large faculty members in addition to the chairs of each academic department. The composition of Hostos' College-Wide Curriculum Committee (CWCC) is similar to that of the LaGuardia, although, at LaGuardia, a Dean is chair of that committee while, at Hostos, like other colleges as part of this analysis, the chair is a faculty member. Most colleges reviewed appear to have curricula items submitted simultaneously to the CWCC and a dean of Academic Affairs (D 3.18)

Table 4.4 on the following page provides additional details related to this analysis.

Table 4.4: Comparative Analysis of Select Leadership and Governance Structures

Key Issues	Hostos	LaGuardia CC	Other CUNY	Other Colleges outside CUNY
Composition of Senate (D 3.19)	Faculty from the dept's based on a 1 to 15 ratio, students based upon a 1 student to 4 nonstudent senate member ratio, and staff both instructional and classified. At large faculty based on a 1 to 20 members of faculty ratio.	One faculty member from each dept, an administrator from each division, staff and students in a 1 to 1 ratio with non-student senators.	Approximately student to non-student ratio BCC 15:58, BMCC 2:15, QC 1:2	Outside CUNY the norm appears to be no students in the college senate. Examples of college senates without students: Miami-Dade C.C. & The California C.C. system Garret College
College-wide personnel and budget decisions (D 3.20)	Membership includes: President (chair) Appropriate Deans Chairs of each dept. Four at large faculty	President (Chair) Dean of Continuing Ed. Chairs of each dept. Chief Librarian One other Dean		
College Wide Curriculum Committee. CWCC (D 3.21)	One faculty member from each department, one student representative (the Dean of OAA and Registrar staff as ex-officio members)	Chair of committee is Dean of OAA but membership is not spelled out in charter of governance		

Question 4: How does the Hostos Foundation Board assist the college in meeting its mission and goals?

The Hostos Foundation was created in 2002 to establish an ongoing fundraising support infrastructure to help Hostos meet its mission and goals into the future.

A twelve-member Board of Directors (including the Hostos President and the Vice President of Institutional Advancement) directs the management of the operations, property affairs and concerns of the Foundation and actively promotes fundraising activities consistent with the provision of the Foundation By-Laws, as written or amended in the Certificate of Incorporation. Board members are ethnically diverse and represent business and industry, banking and finance, government agencies, community-based organizations and arts institutions located in the South Bronx and similar communities. (D 3.23)

The Board of Directors makes recommendations concerning the acceptance of monies, grants, securities and/or any other donations. They also make decisions on the distribution of funds, which can be allocated to student scholarships, direct student support, emergency funds, and support to academic programs. Since its inception, the Foundation has raised \$1,392,513 and distributes about \$40,100 annually.

The Hostos Foundation Board assists the college in meeting its mission and goals in a number of ways (D 3.24). Since its inception, the Foundation has raised \$940,064 in scholarships, direct student support and emergency funds – all of which help our diverse student population access opportunities to build their basic academic skills, experience intellectual growth through our 27 liberal arts and career programs, and seek higher paying employment as a result of their education and training that helps make them upwardly mobile from a socio-economic perspective. Also since its inception, Foundation funding has provided over \$47,000 in direct support to the ongoing development of a variety of academic programs, as well as to the improvement of critical student support services. (D 3.25) Further, the Foundation Board's composition is one of the ways the college seeks to ensure diversity and community service – by bringing in diverse professionals from the community to help raise and distribute funds in support of diverse students from the community. Additional examples of how Foundation support helps further Hostos' mission are provided in Table 4.5 on the following page. Also see Working Group 2's response to question 4 under Standard 3 for additional analysis about how the Foundation, as part of Hostos' fundraising efforts, supports academic programs and scholarships to students.

The Foundation's role in helping the college meet its mission and goals is expected to only increase with time. The Foundation, alongside the Division of Institutional Advancement (which includes Alumni Relations), the two major entities responsible for fundraising, are expected to increase fundraising efforts by 2.5% annually, as stated in Hostos 2010-11 Performance Management Process (PMP) targets. As of May 31st, 2011, fundraising efforts have raised \$483,260 in accordance with its initial committed targets for this academic year. More detailed targets related to fundraising will also be set as part of the Division of Institutional Advancement's fundraising plan, which is currently under development (D 3.26).

Middle States Self-Study Working Group #3

Table 4.5: Snapshot of How The Hostos Foundation Helps Meet Hostos Mission

Access	Diversity/ Multiculturalism	English language skills, Intellectual Development, Socio-Economic Mobility	Community Service
<p>The Board raises scholarships and emergency funds for students, as well as dollars to support academic programs and student supports</p>	<p>Recipients receiving support reflect a diverse student body, including Hispanics, African American and West African.</p> <p>The Foundation Board members represent a diverse group of individuals.</p>	<p>Scholarships, direct student supports and emergency funds make it possible for students to develop their basic academic skills, grow intellectually, and be better positioned for upwardly mobile employment</p> <p>Provided financial support to library to increase services for students</p> <p>Support to academic programs and student supports strengthens basic skills and intellectual development, as well as upward mobility of students</p>	<p>The Board composition represents community-based organizations, business sector, culture and arts, and health related entities.</p>

DRAFT

Question 5: To what extent are the Board and other entities responsible for fundraising effective in raising resources?

As mandated by the CUNY Compact and as a PMP indicator that is tracked each year, the Hostos Foundation Board, alongside staff within various units across divisions, are charged with raising funds to support both academic and student support services needs.

Working Group #2’s response to Standard 3, Question 4 provides more details about scope and level of fundraising by the Foundation Board, the Alumni Relations Department, as well as by staff across divisions via grants, events, and individual donor solicitations.

As mentioned in response to the preceding question (#4), Hostos annually sets targets for fundraising as part of the PMP process. This is CUNY’s mechanism for measuring the effectiveness of Hostos’ fundraising efforts. As Table 4.6 below shows, since the PMP process was created in 2005, Hostos has most years effectively met or exceeded its annual targets (D 3.27).

Table 4.6: Hostos PMP Targets and Actuals for Alumni-Corporate Fundraising

	2005-06	2006-07	2007-08	2008-09	2009-10
Targets		\$623,934	\$920,651	\$853,450	\$855,811
Actuals	\$413,825	\$623,935	\$920,651	\$760,925	887,206

Source: CUNY OIRA, University PMP 2010-11 Year-End Report; _____.

As part of the new strategic plan, the college has also set a five-year fundraising outcome and a number of key fundraising-related performance indicators that focus on doubling the donor base, diversifying funding sources, and better aligning fundraising with the programmatic needs of the college (D 3.28). Performance on this strategic planning outcome and performance indicators will be reported out to the college community each year. In addition, as mentioned in response to the preceding question (#4), Hostos’ new Division of Institutional Advancement (created in 2006) is currently in the process of designing a multi-year fundraising plan to increase donors and dollars across categories (individual donors, foundations, corporate, government) – working closely with the Alumni Office and the Hostos Foundation Board. This plan will set even more detailed fundraising targets against which those responsible for fundraising on at Hostos will measure their fundraising effectiveness.

Question 6: What has been the impact of Hostos’ governance systems changes over the past five years? What areas still require improvement?

The most significant effort at governance systems change has been the process of revising the Charter of Governance. The last six years has seen very slow progress. The Senate first approved draft 10 of the Charter in February 2004 (D *). The President’s Office and CUNY Legal Affairs then reviewed and revised Draft 10 and recommended changes to conform to “open meetings law requirements.” These recommendations have yet to be fully approved by Senate. Lack of consensus and lack of participation (which creates the inability to call a quorum) are some the main causes of this gridlock (D 3.29). See Appendix 4.2, which tracks incremental revisions of drafts.

Technological advances, and particularly, the Senate’s adoption of new technology, should also improve the speed of governance changes and decisions. For example, a new electronic voting system, which is intended to increase participation, is currently being tested.

In more recent developments, there has been a move towards increased collaboration across divisions, which is a significant change in Hostos’ organizational culture. In the past two years the college has held joint retreats for selected faculty and staff leaders in the Office of Academic Affairs (OAA) and Student Development and Enrollment Management (SDEM). Additionally, inter-divisional committees, like the Information Learning Commons (ILC), bring together heads of units that might not otherwise meet. Membership on other college committees also shows an increase in inter-divisional representation.

Overall, with the exception of some governance systems issues with the Senate, the institutional governance structures, including Senate committees, function well and continue to improve.

Relationship to Other Standards

The issues of leadership and governance interconnect with much of the analysis across other standards. However, joint analysis was conducted for Hostos’ Standard 4, Question 5, with the following other working group standard and question, since both examine fundraising issues at the college.

Working Group	Standard	Question(s)
2	3 – Institutional Resources	4

Recommendations

1. Explore the possibility for creating a Faculty Council that would deal with faculty issues, especially curricular items.
2. Adopt the revised Hostos Charter of Governance.
3. Promote more effective functioning of the Senate. For example:
 - Provide annual orientation to new Senate members.
 - More strongly enforce existing rules surrounding attendance and remove members who consistently do not attend meetings.
 - Strongly consider having alternate faculty, student and staff members to ensure quorum.
 - Implement the new Senate voting technology as soon as possible.
 - Enforce procedural rules of the Senate that gets business done in a more timely manner (e.g., Robert's Rules).
4. Identify new ways to address the community service aspect of our mission in Hostos' various governance bodies. For example, ways for students, faculty, and staff to strengthen their service to the community.

DRAFT

Standard 5: Administration

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

Summary of Findings and Conclusions

Evidence exists on multiple fronts that Hostos has effective administrative structures that facilitate student learning, foster faculty/staff development, and support ongoing quality improvement at the college. Of note:

- Through the CUNY Performance Management Process (PMP), Hostos annually assesses administrative effectiveness on those issues that are of importance and concern to CUNY (D 3.33).
- Some divisions, notably Administration and Finance, collect regular detailed data on administrative effectiveness and use those data to inform the development of future operational plans (D 3.34).
- Within divisions, many administrative structures that support student learning and faculty development utilize CUNY-administered satisfaction assessments, with some offices conducting periodic impact assessments that help them make adjustments to services as necessary and appropriate (D 3.35).
- Hostos has a number of communication mechanisms in place to ensure productive cross-divisional and interdepartmental communication. Many of these exist in the form of committees and regularly scheduled meetings that help administrative services run more smoothly (D 3.36).

In some instances, decisions affecting the college's capacity to facilitate learning and research/scholarship, and foster quality improvement are made by CUNY. For example, CUNY Central determines when new lines can be allocated for faculty hiring at all its constituent colleges. However, despite recent hiring freezes (just lifted in fall 2011), Hostos has been able to maintain staffing levels that meet the needs and requirements of the college, including the changing student body (D 3.37).

Overall, Hostos meets the fundamental elements of Standard 5. Evidence of these findings and conclusions is presented in the following report.

Working Group 3 – Standard #5 Report

Question 1: How well does the college assess and measure administrative effectiveness within each division?

Hostos' administrative structure across and within divisions is as outlined in the organizational chart provided in Appendix 5.1.

The CUNY-Wide PMP, which aligns goals and outcomes between all the CUNY campuses, is the tool used at the executive level for assessing administrative effectiveness (D 3.38). See Appendix 5.2 for a copy of the 2010-11 Hostos PMP targets.

Within each division, unit heads and managers work with the Vice Presidents of each division, as well as the Office of Institutional Research, to develop assessment plans.

In the last 10 years, outcomes assessment of student learning has taken hold on campus, and we are now increasing our focus on accountability and assessment of administrative offices. Administration and Finance, for example, has worked with Institutional Research to develop a yearly assessment plan for each unit. This plan contains measureable goals that are updated annually and are directly tied to the mission of the division. Additionally, all offices in each division submit annual reports that document their progress and activities over the just completed academic year (D 3.39 - 2010-11 OAA annual report as an example).

The CUNY-Wide Student Experience Survey (SES) assesses student satisfaction with administrative functions on each CUNY campus, among other issues, such as time spent studying, faculty-student interactions, etc. This survey compiles student opinions on a range of administrative services, from academic advising, to library, career and counseling services, to registration, as well as other student services. According to results from the 2010 SES, Hostos students were either “Very Satisfied” or “Satisfied” with the following administrative services: registration process (69 percent); financial aid services (66 percent); and billing and payment procedures (69 percent). In all three areas, students at Hostos showed higher levels of satisfaction with these services than for the community colleges, as a whole.

While it is not clear exactly how administrative processes have been modified as a result of these surveys, interviews with VPs conducted by members of this working group confirmed that Hostos VPs consider these survey’s results in the development of their annual operational plans.

Question 2: In what way and for what reasons have staffing patterns and reporting lines been changed in the past five years? How do these changes reflect the changing needs and circumstances of the college?

A. Many staffing changes resulted from the CUNY COMPACT and related CCIP program.

CUNY has driven Hostos’ most substantial changes and increases in faculty lines. As discussed more in detail by Working Group #2 in response to Standard 3, Question 1, in 2003, CUNY created the CUNY Compact and related Community College Investment Program (CCIP). These two initiatives allocated revenues to the six community colleges to make substantial improvements and additions to their faculties. CCIP was directed exclusively toward the academic core of these institutions and led to the addition of 17 faculty at Hostos between 2003 and 2010 (D 3.41). (D-Appendix 3.1 in WG 2)

B. Evolving student needs have changed Hostos’ staffing patterns.

OAA and SDEM have added new lines and offices over the last 5 years to address the need for more one-on-one services for student and their families to increase retention. These

include Single Stop, The STARS Center, Academic Achievement and Transfer Office (D 3.42).

Hostos has in place an Affirmative Action plan to ensure diversity and inclusiveness in the hiring process. (D – affirmative action plan) To some extent, the diversity of Hostos' faculty and staff reflect the diversity of the student body. The percentage of female faculty members hired during the past five years has remained proportional to the percentage of female of students enrolled at the college. While the racial/ethnic composition of faculty and staff at the college has changed over time, Hostos remains one of the most diverse community college campuses in CUNY.

Question 3: How effectively do current administrative structures facilitate learning for a diverse, non-traditional student body? How effectively do they foster the professional development of staff and faculty?

A. A number of administrative structures are in place that facilitate student learning for a non-traditional student body and foster professional development of faculty and staff.

As Table 5.1 on the following page shows, across divisions, Hostos has many administrative structures and services that support student learning and faculty/staff development. Various administrative structures and services facilitate student learning in a number of ways, from helping students understand which courses they need for graduation, to offering students access to learning opportunities that help them succeed in college and the world beyond. Various administrative structures foster faculty and staff professional development by helping faculty and staff maintain cutting edge pedagogical practice (e.g., incorporating new technologies into their classrooms), as well as support research and scholarship in their areas of interest (e.g., provide assistance accessing and writing grants). All of these structures and services enrich the environment at Hostos and contribute to effective teaching and learning.

Table 5.1: Snapshot of Administrative Structures/Services and their Impact on Student Learning and Staff/Faculty Professional Development

Division	Structures/Services that Facilitate Student Learning	Structures/Services that Foster Staff/Faculty Professional Development
OAA (D 3.46)	-Academic Advisement -Hostos Academic Learning Center (HALC) -Library -Office of Educational Tech -Academic Computing Center -Accelerated Student in Associate Program (ASAP) -College Now -Hostos Success Academy -Freshmen Blocks -Freshmen Academy -Honors Program -Study Abroad	-Center for Teaching & Learning – faculty development workshops and retreats -Office of Educational Tech -Research/scholarship grants assistance -OAA Faculty Fellow Program -Expert speaker presentations
Student Development and Enrollment Management (D 3.47)	-Counseling -Financial Aid -Career Services -Leadership Academy -Transfer Office -Disabilities Office	-Staff professional development workshops and retreats -Expert speaker presentations -Access to studentvoice.com (provides coaching and tools to increase faculty and staff student development effectiveness)
Administration and Finance (D 3.48)	-Information Technology	-Staff professional development workshops and retreats -Expert speaker presentations
Institutional Advancement (D 3.49)	-Scholarships -Alumni Relations	Research/scholarship grants assistance
Workforce Development		-Staff professional development workshops and retreats

B. Hostos measures effectiveness using CUNY-administered surveys that assess satisfaction. In some instances, impact assessment is also conducted.

The CUNY-administered Student Experience Survey and Faculty Experience Survey (FES) provide information on the extent to which students and faculty are satisfied with a variety of the administrative services at Hostos. For example, according to the 2009 FES (D 3.51):

- 63% of Hostos faculty reported Hostos provides good or excellent support for technology.
- 62% of faculty rated the Center of Teaching and Learning workshops as above average.
- 58% of faculty rated Hostos’ assistance in grant writing as above average

In some instances, for example with HALC and many of its college readiness programs, Hostos conducts periodic analyses to assess the degree to which the college is effectively improving the academic skills students need to succeed in college. For example, each year OIR analyzes the CUNY assessment test results from the HALC workshops as compared to the performance of students exiting from remedial courses and other workshops given by the college. In addition, results from surveys conducted by HALC, Academic Computing Center, and the library are posted on line (D 3.53). These results are used by the constituent units/departments to improve their services in the

succeeding year. See Working Group 4’s response to Standard 9, questions 1 and 2 for more information, which provides additional detail about how assessment results are used to improve student support services.

Question 4: How effectively does Hostos ensure productive communication across administrative units?

A number of communication mechanisms exist to support cross-divisional and interdepartmental communication. As is evident from what is presented in Table 5.2 below, Hostos’ primary communications methods across administrative units need to be formalized in years to come. This is a major priority in the next strategic plan – systematizing how administrative units communicate to inform decision-making so that feedback loops exist to strengthen programs and services.

Table 5.2: Snapshot of Intra-and Inter-Department Communication Structures

	Communication Structures	Participants	Participants’ Function	Frequency of Meetings	Vehicle for communication
Within Divisions	Unit meetings within each division (Unit Directors, Chairs and Coordinators)	Deans, Directors, and their personnel	Provide update and discuss new initiatives, etc.	Academic Council and Chairs and Coordinators: 3 or 4 times per term	Newsletter and emails
Across Divisions	Cabinet meetings	President Provost, Vice Presidents, Deputy to the President, Executive Counsel and Labor Designee, and Special Assistant to President	To provide update, discuss new initiatives, report progress and accomplishments	Weekly or as called by the President	Report outs from representatives to their divisions at regular meetings
	Extended Cabinet meetings	Same as Cabinet and includes Deans, Directors	Discuss up-dates, and provide reports, training	As called by the President, but usually monthly	Report outs from representatives at meetings
	Stated meeting of the faculty	President, Cabinet and college community	Each Division highlights their program initiatives, introduce new hires, provide reports	Once a term, as required by the Charter	Report outs from representatives at meetings
	Registration Committee	Key leadership from Academic Affairs, Administration and Finance and Student Development and Enrollment Management SDEM	Review registration processes and college registration calendar	2 or 3 times a term in preparation for registration	Oral presentations, written materials, calendar of events
	Enrollment Management Cabinet	Key leadership from OAA, SDEM and Admin & Finance relating to enrollment and admission	Review enrollment projections, plan for registration, review admissions and financial aid issues/procedures	1x/month during the academic year	Report outs from representatives at meetings
	Information Learning Commons	Staff dealing with technology issues	Technology issues	1x/month, or as needed, each term	Meeting minutes

Relationship to Other Standards

The issue of effectiveness of Hostos' administrative structure and services cuts across the analysis of other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
2	3 – Institutional Resources	1
4	9 – Student Support Services	1-2

Recommendations

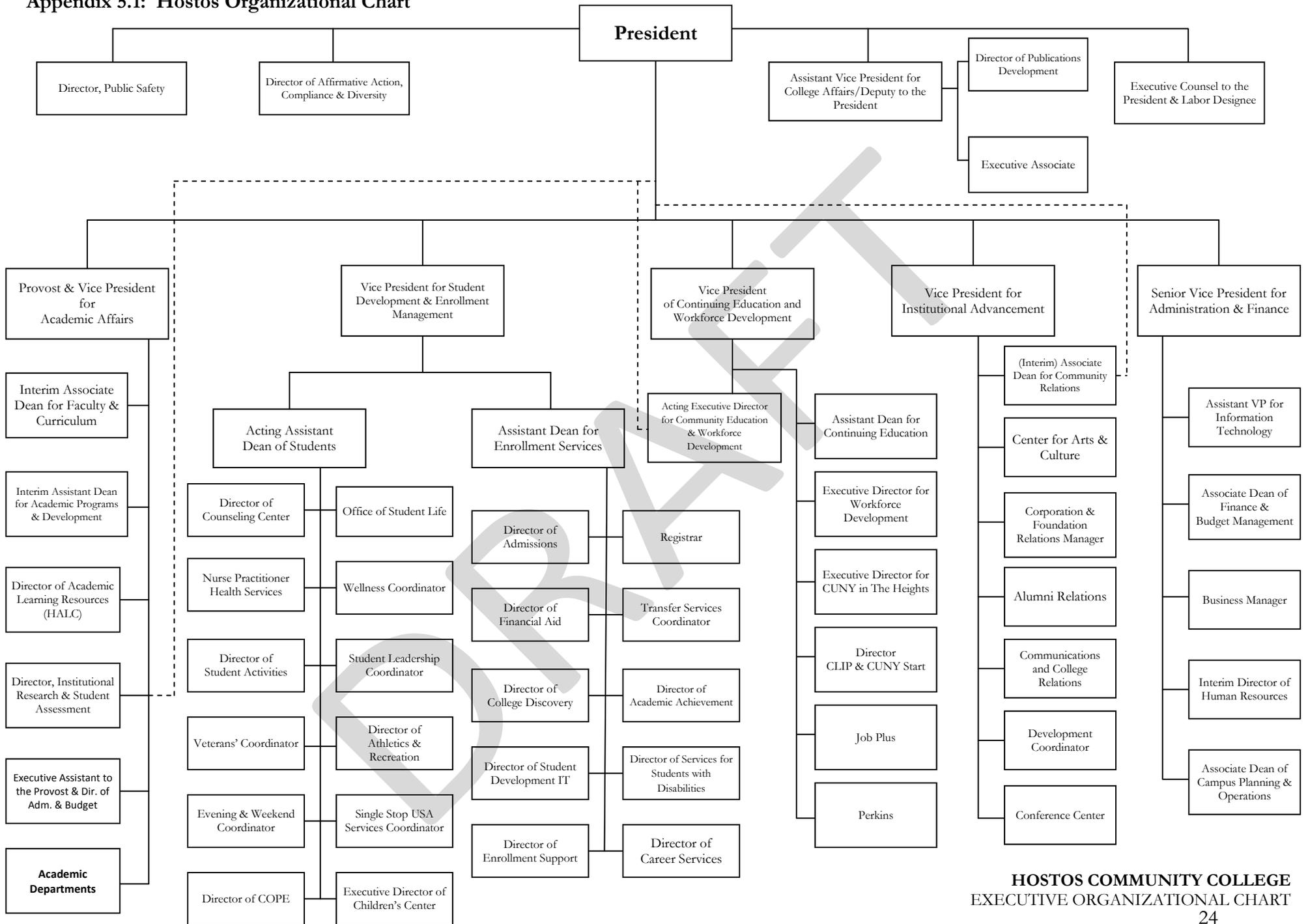
1. Identify specific indicators that consistently and continuously assess the effectiveness of administrative structures – particularly those that support teaching and learning – within each division. Track progress according to these indicators as part of annual divisional operational planning.
2. Systematize how administrative units communicate to inform decision-making so that feedback loops exist to strengthen programs and services.
3. All procedures, timelines, and leadership structures should be well defined and well documented. Details, such as committee members and chairpersons, should be available.

Appendix 4.1: CUNY memo to Presidents and CAOs re: CUNY Central Information for Middle States and other self-study reports, 9/26/11

DRAFT

DRAFT

Appendix 5.1: Hostos Organizational Chart



Appendix 5.2: 2010-11 Hostos PMP targets

DRAFT