

## Standard Five: Faculty

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### Description

#### *Faculty Composition, Recruitment, Hiring and Retention*

The Urban College of Boston faculty is composed of three full-time and approximately forty part-time instructors each semester (nine percent full-time and 91 percent part-time). Full-time faculty members include:

- Ms. Nancy Daniel, Division Chair, General Studies and Human Services, joined the faculty in 1991. Ms. Daniel teaches Psychology and Pro-Seminar I & II classes in Human Services & General Studies (See Exhibit 5.01: *Ms. Nancy Daniel Curriculum Vitae*);
- Dr. Grace Caines, Division Chair, Early Childhood Education, joined the faculty in 1993. She teaches Guidance and Discipline and Pro-Seminar I and II classes in Early Childhood Education ( See Exhibit 5.02: *Dr. Grace Caines Curriculum Vitae*); and
- Ms. Jessica Grecco, Instructor of English and the Coordinator of the Writing Lab, first joined UCB in 2004 and was appointed as full-time faculty in 2005. (See Exhibit 5.03: *Ms. Jessica Grecco Curriculum Vitae*.)

In addition to the three full-time faculty members listed above, UCB has approximately 40 adjunct faculty members teaching at UCB during all semesters of the 2005-2006 academic year: (See Exhibit 5.04: *Adjunct Faculty Curriculum Vitae*.)

#### Early Childhood Education (26):

John Borrero*	Paula Bowie	Irene Chan
Jenny Chin Lilo	Socorro Ching	Olive Chukwuanu
Ana Cordero	Mayra Cuevas-Contreras	Bernadette Davidson*
Doreen Dubique	Hanna Gebretensae	Carol Hilliard
Cynthia Hoisington	Mei Hua Fu	Jiaping Huang
Riola Lazo	Sylvaine Lestrade	Agnes Lugira
Wendy Luk	Jocelyn Marte	Margaret O'Hare
Sandy Pliskin	Rita Rzezuski	Karen Sheaffer
Paul Szetela	Kathleen Torosian	

#### Human Services Administration (4):

Margaret Credle-Thomas	Debbie Gulley	George Hayes
Dawn Mackiewicz		

General Studies (21):

Jill Alexander	Susan Bartzak-Graham	Christine Bonardi
John Borrero*	Caroline Boutte-Thompson	Joanne Daly
Bernadette Davidson*	Anne Gill	Eleanor Glaessel-Brown
Kenneth Grout	Catherine Jessamy-Babb	Dorothea Keeling
Yvonne Lalyre	Rochelle Mains	Michael Parise
Barbara Regan	Anthony Sammarco	Silvio Scaglione
Darnell Williams	Ying Wu	Guixia Yin

\* *Please note: These faculty teach in more than one division.*

The faculty distribution among divisions reflects the current size of each program; Early Childhood Education accounts for more than 80 percent of enrolled students. In addition, since all UCB students enroll in courses that comprise the general education core, as well as general education electives, the College balance of faculty is consistent with its course offerings.

Urban College of Boston promotes its excellent academic programs with a largely part-time faculty. The College's urban location in the Boston area, among over 100 colleges and universities, allows UCB to draw from a pool of excellent candidates. The quality and credentials of UCB faculty are particularly high specifically because members are employed in neighboring institutions, and their availability allows them to teach at Urban College part-time in the evening. The Urban College of Boston has hired faculty who are highly qualified; of the 39 part-time faculty teaching during the 2005-2006 academic year, 81 percent have master's degrees, 15 percent have doctorates, and four percent have bachelor's degrees. The College requires faculty members who have not earned the master's degree to possess significant expertise within their area of teaching. For example, Mr. Anthony Sammarco, who teaches *History and Culture of Boston* and *Boston Immigrants*, has written over 50 books on Boston's neighborhoods. Many UCB adjunct faculty members teach at other institutions, such as Harvard University, Lesley University, Wheelock College, Bay State Community College, and Bunker Hill Community College. (See Exhibit 5.04: *Adjunct Faculty Curriculum Vitae*.)

UCB seeks faculty members from diverse intellectual and socioeconomic backgrounds to match the inherent diversity of its student body and mission. Because the College is situated in an urban center replete with higher education institutions, and because UCB programs include courses in Spanish and Cantonese, it is necessary and possible to recruit a highly diverse faculty. In addition, many faculty members are *bilingual*. The current faculty include:

- 81 percent women and 19 percent men;
- 15 percent are of Asian descent;
- 11 percent of Hispanic/Latino descent; and
- 19 percent of African-American.

It is extremely important for the Urban College of Boston to hire faculty who are committed to teaching the College's population of non-traditional students, appreciate students' diverse backgrounds and understand the obstacles that students face, such as previously difficult educational experiences and demanding family and career commitments. It is also important to

note that many faculty members live in neighborhoods that yield UCB students. When faculty are asked why they feel committed to this institution, many report that *they feel they are giving back to their community*. While it is essential to hire faculty who are among the very best in their field of study, it is equally important to hire faculty that believe in the mission of the College and who are sensitive to the non-traditional UCB students.

The faculty recruiting and hiring process is an open, equal opportunity process, which begins with the participation of the Division Chairs. The process entails submission of current curriculum vitae, with transcript, and a personal interview. Division Chairs make recommendations to the Academic Dean, who also interviews the candidate and elaborates on the student body, the College's mission statement, scope of work and contract implications.

Full-time faculty are offered a one-year contract that provides information regarding duties, salary, and workload expectations. Notification of non-renewal of the full-time faculty contracts by the College must be received by April of the completion year. Each adjunct faculty member signs a written contract with the College each semester, specifying the course(s) to be taught, salary, as well as the scope of responsibilities. (See Exhibit 5.05: *Faculty Letters of Appointment*.)

One of Urban College's greatest strengths is the retention of faculty. Fifty-eight percent of current faculty members have been teaching at the College for five years or more. Faculty retention figures are integral to UCB's compelling mission and to the extraordinarily motivated student body. Faculty are attracted and stay because they see that they are truly making an impact on and changing students' lives. One faculty member wrote on the *Community Survey*:

*The Urban College of Boston has made a significant contribution to the city of Boston, to Boston students and to the quality of early childhood education in Boston. UCB has worked hard to continue to grow and develop. The salary increase for faculty was an important investment.*

### ***Faculty Assignments and Workloads***

Urban College's full-time faculty members have adequate time to instruct, advise, evaluate and improve their programs. While the College does not engage in research, per se, full-time faculty are given time for professional development and independent research, as needed. Adjunct faculty members are expected to meet with students and evaluate and improve their courses on their own time. Faculty members often arrive early for their evening classes and stay late, allowing time to meet with students for advisement and academic counseling. Only seven of the adjunct (part-time) faculty teach more than one course per semester.

Full-time faculty loads at Urban College of Boston are twelve hours per semester, compared to fifteen-hour loads at many two-year colleges. In addition, Division Chairs (two of the full-time faculty members) are given a two-course reduction per semester to provide the duties of the chairman, and the other full-time faculty member has received a two-course reduction for the

2005-2006 academic year to redesign the English curriculum and assist in developing the Writing Lab.

### ***Faculty Additional Duties***

In addition to teaching, full-time faculty members, as well as some part-time faculty members, act as student advisors, are fully engaged in the understanding and evaluation of student learning processes and outcomes and develop the curriculum in their fields of expertise and across the curriculum. Urban College's specific mission and purposes, which include unusual student academic and personal support, mean that full-time faculty devote an uncommon amount of time to personal, one-on-one interaction with students.

Adjunct faculty members share the understanding that most UCB students will need more support than many typical college students and, by contract, are expected to provide one-hour per course, per week for office consultation; however, they often spend *much* more time than the required time. Additional support involves:

- Working to understand individual learning needs and tailoring work to fit these needs;
- Meeting student scheduling conflicts (work and family lives); and
- Meeting with students one-on-one in the LRC to assist with specific assignments.

### ***Faculty Compensation***

Full-time faculty salaries are based on educational background and expertise in the field. Salary is negotiated on the basis of academic rank, experience and workload.

While adjunct faculty salaries are non-negotiable, the salary paid is based on the length of service to the College. The starting salary is \$2,400 per three-credit course for new faculty members. After faculty have taught at the College three years, they receive a \$300 increase in pay. In addition, faculty who teach courses in Spanish and Cantonese are paid a supplement of \$400. Faculty view this tiered system of the UCB pay scale for adjunct faculty as a positive action by the College, and Urban College believes that this aids in the retention of adjunct faculty members. The College increased adjunct faculty salaries in 2003 and again in 2005.

### ***Faculty Professional Development***

Twice a year, the Urban College of Boston sponsors faculty development seminars intended to inform, to enrich the teaching experience at UCB and to provide an opportunity for faculty members and academic support staff to get to know each other and share information. (See Exhibit 5.06: *Faculty Professional Development Seminars*.)

Typically, these full-day seminars involve an outside speaker, group discussions, and time to meet informally during lunch. Recent faculty colloquium seminars have dealt with the following topics:

- Karen Burke, Professor of Curriculum and Teaching, St. John's University, New York – Student Learning Styles (Dr. Burke conducted two seminars.);
- Sheila Taylor-King, Academic Dean, Urban College of Boston – Assessment of Student Learning Outcomes; and
- Cynthia Parker, Interaction Institute for Social Change, Boston – Urban College's Strategic Plan.

Eighty-five (85) percent of faculty have taken advantage of these seminars during the past two years, a testament to their commitment to the institution and to their profession.

To set the tone for high ethical standards for Urban College faculty, each new full- and part-time faculty member is provided a copy of the *Faculty Handbook* when hired; updated versions of the Handbook are provided each year. (See Exhibit 5.07: *Faculty Handbook*.)

### ***Teaching and Advising***

At Urban College, the faculty is responsible for course content and the method of instruction. This responsibility is informed by a community-wide understanding of the particular needs of UCB students and how and what they learn.

### ***Instructional techniques***

Classes at Urban College are small, averaging seventeen students. The College recognizes that its student body needs a varied method of teaching delivery. Therefore, instructors provide learning tasks that include readings, projects (both group and individual), oral presentations, discussions, lectures as well as cooperative learning. Case studies, role-playing, field trips, and guest lectures also enhance course content and learning. The College embraces developing an understanding of the inter-relatedness of knowledge and of the connections between the major fields of study and disciplines of the liberal arts.

### ***Assessment of instructional techniques***

The College embraces a variety of assessment methods. Including:

- Portfolios;
- Writings (papers);
- Projects (individual and group);
- Presentations (both oral and visual); and
- Tests (periodic quizzes, mid-term and final exam).

Full-time faculty are given the responsibility of advising all students. In addition, the College enlists the assistance of part-time faculty who have been with the College for five years or longer to assist with the task of advising during registration periods. Currently, full-time faculty provide advising throughout the semester – there is no designated time within the semester for which advising occurs, with the exception of the registration period. Since UCB students work full-time, many are unable to visit the College at times other than their appointed class night. Therefore, it has worked best for the College to allow students to visit with advisors throughout the semester. Students are encouraged, however, to make appointments with advisors to ensure that advisors have allotted enough time to provide proper advisement.

### ***Faculty Evaluation***

All faculty members are observed by the Division Chairs and/or by the Academic Dean at the beginning of their teaching careers at Urban College. In addition, all faculty members are evaluated by students on a standard form at the end of each semester. The Academic Dean reviews all the evaluations and sends each instructor a copy of his/her numerical results, accompanied by all student comments. Full-time faculty members are evaluated annually by the Academic Dean and adjunct faculty are periodically evaluated in class by the division heads as well as the Dean. (See Exhibit 4.17: *Faculty Evaluation Form* and Exhibit 4.18: *Observation of Teaching Form*.)

### ***Scholarship, Research and Creative Activity***

Full-time faculty members are fully supported in scholarship, research and creative activities that enhance their ability to contribute to the mission of Urban College, as needed. For example, in the summer of 2004, the Division Chair of Human Services Administration and General Studies attended the ten-day *Learning-Styles Institute* hosted by St. John's University in New York City.

While the Urban College of Boston expects, encourages and supports faculty scholarship, research and creative pursuits, and academic freedom in these pursuits, it does not have a formal support program in this area. Many adjunct faculty members, however, are heavily engaged in scholarship, research and creative activities. For example, Anthony Sammarco has authored over 50 books on Boston neighborhoods.

### ***Academic Support Staff***

Urban College has a staff of four individuals dedicated to academic support. The Director of Academic Support Services, Mr. Josie Hatuëy, coordinates academic support for students who need extra help to be successful in their studies. The Learning Resource Center has three part-time tutors who assist students with understanding, organizing and improving their assignments: Ms. Olivia Dybing, Ms. Dorothy Chavez and Mr. Thomas Weber. Three of the four individuals who provide academic support are bilingual.

The Director of Academic Support Services receives a base salary, while tutors in the Learning Resource Center are paid an hourly compensation. In order to acquire and retain qualified individuals for academic support, the College offers pay at the high end of the salary scale compared to many other area colleges offering the same services. Academic staff are evaluated annually on their performance based on the goals established between each member of the staff and the Academic Dean.

The Director of Academic Support Services is involved in evaluation, planning and follow-through for students referred to him by course instructors. The Director also:

- Works with the LRC to develop an academic plan for individual students;
- Refers students to academic services at other area institutions;
- Assists in career counseling; and
- Conducts workshops on basic grammar and computer skills.

The Learning Resource Center tutors help students:

- Improve their reading and writing skills;
- Improve math skills;
- Improve their computer skills;
- Access information on the Internet;
- Practice oral presentations;
- Complete outside class assignments;
- Format their assignments according to standard practices; and
- Improve their revision and editing skills.

## **Appraisal**

Urban College's reliance on adjunct faculty is not viewed as an institutional weakness; rather, because it allows the College to recruit and hire a highly talented and experienced faculty with ties to area colleges and universities, UCB's faculty composition is considered a benefit to the institution. The College's faculty retention statistics are excellent.

The College has maintained a salary for part-time faculty that is consistent with the median salary ranges for Boston area two-year colleges and increased the salaries in 2003 and in 2006.

Faculty roles and responsibilities are consistent with Urban College's mission and purposes. Two of the three full-time faculty members teach two courses every semester, serve as head of degree programs and academic advisor to students enrolled in the program. They meet weekly with the Academic Dean and periodically with academic advisory committees. These assignments and workloads are appropriate and standard in the field. Adjunct faculty members teach from one to three courses per semester.

Financial support for faculty professional development is modest at this stage in the institution's development. Currently Urban College of Boston relies on faculty seminars for professional development and they are sufficient for the mission and purposes of the College.

Full-time faculty have the expected responsibilities and adequate facilities for teaching and advising. They are also involved in the planning and evaluation of programs and outcomes. Adjunct faculty, according to the *Community Survey*, feel somewhat removed from planning and evaluation activities and would like to have more office space for student support and advising.

### ***Institutional Effectiveness***

Urban College periodically evaluates the sufficiency of and support for its faculty. Since 2001, the College has added one full-time English faculty member and plans to add a full-time Spanish bilingual faculty member in Early Childhood Education in 2006. Adjunct faculty compensation increased in 2003 and again in January 2006. These are significant steps for a small college in the early stages of development.

The *Audit* results predictably noted UCB's dependence on adjunct faculty.

In the *Community Survey*, 93 percent of the total sample believed that: *Faculty members are qualified and skilled in the subject matter they teach*. When asked: *Faculty numbers and time commitment are sufficient to fulfill the mission of the College*, 84 percent responded *always or usually*. Eighty-two (82) percent agreed that: *Instruction methods are appropriate to the capabilities and learning needs of non-traditional students*. For the general question on the faculty standard, 82 percent of the total sample reported that Urban College demonstrates great strength in its faculty. This represents the third highest rating of the eleven standards.

The effectiveness of teaching and advising by faculty is determined by student evaluations, at the end of each semester, and by classroom observations, during the semester, as well as the student and graduate surveys. These evaluations (based upon the current and graduating student surveys, along with input from the faculty, Division Chairs and Academic Dean) provide the College with mission and integrity accountability information related to the effectiveness in teaching and understanding of UCB students' specific needs.

### **Projection**

- Urban College plans to continue seeking an intellectually and socio-economically diverse faculty, committed to the needs of its students. UCB is pleased with the quality and number of its instructors and added a third full-time faculty member. The College plans to hire a *bilingual* (Spanish) full-time faculty member in Early Childhood Education.
- Future adjunct faculty compensation increases will continue to depend on budget as well as competitive market trends.

- Urban College is committed to providing professional development to all its faculty members and will continue to offer seminars that enhance the understanding of student learning, course development, teaching and outcome assessment.
- During the next academic year, UCB plans to appoint a committee to develop a policy on academic freedom. The institution's policies on ethical conduct are in place and are reviewed periodically.
- At this time, the College perceives a need to improve evaluation of teaching and advising outcomes. With that in mind, the institution plans to include better methods of faculty and course evaluations.
- With a high percentage of adjunct faculty, Urban College will continue to encourage faculty scholarship, research and creative activities, as they unquestionably benefit the institution, its mission and its students, but there is no current plan to devote resources to these efforts.