STELLA AND CHARLES
GUTTMAN
COMMUNITY COLLEGE

Faculty Handbook
2018-2020
Note to Reader
Every effort has been made to present all information accurately; however, information may change.

This Handbook is for informational purposes only and does not constitute terms or conditions of employment, nor does it establish any past practice of The City University of New York or Stella and Charles Guttman Community College. The policies, procedures and College information have been paraphrased or otherwise presented for readability. Employees are advised to consult the appropriate administrative office or the Office of Academic Affairs, and current contracts and/or policies for complete details and requirements.

The City University of New York and Stella and Charles Guttman Community College reserve the right to make modifications as necessary to policies, procedures, and College requirements, including renegotiating contractual terms of employment with employees’ collective bargaining agents, without prior notice.

The Faculty Handbook is published by the Office of Academic Affairs. Any questions, corrections or additions should be sent to dean.aa@guttman.cuny.edu.
# Table of Contents

Welcome Letter from President Scott Evenbeck ................................................................. 8
Welcome Letter from Provost Howard Wach ................................................................. 9
The College .......................................................................................................................... 10
  Mission, Vision, and Institutional Goals ................................................................. 10
  History ......................................................................................................................... 11
  Administration ........................................................................................................... 13
  Accreditation .............................................................................................................. 14
Strategic Plan 2018-2022 ............................................................................................... 15
Fast Facts: Student Enrollment, Retention, and Graduation ............................................. 16
Fact Facts: Faculty .......................................................................................................... 18
Shared Governance and Faculty Practice Areas ............................................................... 18
The Campus .................................................................................................................... 19
  Classroom Locations ................................................................................................. 19
  ADA and Reasonable Accommodation Procedures .................................................. 19
Public Safety and Access .............................................................................................. 21
  Campus Security ....................................................................................................... 21
  Emergency Procedures ............................................................................................. 22
Settling In and Practical Matters .................................................................................... 24
  Faculty Workspaces ................................................................................................. 24
  Identification Cards .................................................................................................. 24
  Guttman Email .......................................................................................................... 24
  Telephone Service .................................................................................................... 25
  Business Cards ......................................................................................................... 25
Semester-to-Semester Guidelines .................................................................................. 25
  Instructional Principles ............................................................................................. 25
  Academic & Student Policies ................................................................................... 26
  Verification of Enrollment (VOE) ............................................................................ 26
  Culminating Course Experiences (Final Exam Period) ........................................... 27
  Student Course Evaluations ..................................................................................... 27
  Syllabi Guidelines .................................................................................................... 27
Textbooks & Guttman Online Bookstore ....................................................................... 29
Creating Accessible Documents and PDFs .................................................................... 30

Rev. August 23, 2018
<table>
<thead>
<tr>
<th>Reserves and E-Reserves</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and Procedures for Borrowing Materials</td>
<td>51</td>
</tr>
<tr>
<td>Copyright and Fair Use</td>
<td>52</td>
</tr>
<tr>
<td>Guttman Academic Works</td>
<td>53</td>
</tr>
<tr>
<td>Library and Information Commons Policies on Student Use and Behavior</td>
<td>54</td>
</tr>
<tr>
<td>Information Commons Code of Behavior Enforcement Protocol</td>
<td>57</td>
</tr>
<tr>
<td>Academic Support Programs</td>
<td>58</td>
</tr>
<tr>
<td>One-on-one Tutoring</td>
<td>58</td>
</tr>
<tr>
<td>Meet-Ups</td>
<td>58</td>
</tr>
<tr>
<td>eTutoring</td>
<td>58</td>
</tr>
<tr>
<td>Supplementary Instruction (SI) Groups</td>
<td>59</td>
</tr>
<tr>
<td>Assessment of Student Learning and Institutional Effectiveness</td>
<td>60</td>
</tr>
<tr>
<td>Assessment Framework</td>
<td>60</td>
</tr>
<tr>
<td>Assessment Days</td>
<td>60</td>
</tr>
<tr>
<td>Systematic Approach for Guttman Effectiveness (SAGE)</td>
<td>61</td>
</tr>
<tr>
<td>The Center for College Effectiveness</td>
<td>61</td>
</tr>
<tr>
<td>Office of Academic Testing</td>
<td>63</td>
</tr>
<tr>
<td>Testing Accommodations</td>
<td>63</td>
</tr>
<tr>
<td>The CUNY Assessment Tests (CAT)</td>
<td>63</td>
</tr>
<tr>
<td>Office of Student Engagement</td>
<td>64</td>
</tr>
<tr>
<td>Office of Student Engagement Programs</td>
<td>64</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>66</td>
</tr>
<tr>
<td>FERPA (Family Educational Rights and Privacy Act)</td>
<td>66</td>
</tr>
<tr>
<td>Procedure for Responding to Inquiries from Parents or Other Outside Parties</td>
<td>67</td>
</tr>
<tr>
<td>Behavioral Intervention Team (BIT)</td>
<td>68</td>
</tr>
<tr>
<td>Student Conduct and Community Standards</td>
<td>69</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>69</td>
</tr>
<tr>
<td>Behavioral Referral Chart</td>
<td>70</td>
</tr>
<tr>
<td>Frequently Asked Questions (FAQs) regarding Student Conduct</td>
<td>71</td>
</tr>
<tr>
<td>AccessABILITY Services</td>
<td>73</td>
</tr>
<tr>
<td>Accommodation Cards</td>
<td>73</td>
</tr>
<tr>
<td>General services</td>
<td>74</td>
</tr>
<tr>
<td>Specialized services</td>
<td>74</td>
</tr>
</tbody>
</table>
Welcome Letter from President Scott Evenbeck

Dear Faculty,

Welcome! It is good to have you in our ranks.

Our college was founded to “do college” in a new way, drawing on research and practices associated with strengthening student academic achievement and persistence. From our academic calendar, including a mandated bridge program, to our common curriculum in the first year to a limited choice of programs of study, Guttman Community College has sought to provide contexts associated with student success.

I say with great pride that Guttman is probably the most student-centered college you will ever experience. We believe that given the Guttman toolkit, every student can be successful. Although we are a young college still, our high graduation rates reflect the supportive environment we try to provide. We seek to be a campus of continuous assessment and improvement. All campus meetings always highlight our progress—from surveys of faculty, staff, and students to compilations of qualitative data to presentations on longitudinal data.

The college is now developing a new strategic plan, drawing on our strengths and attending to the issues of most importance to us. Diversity, equity, and inclusion are central to our work; and we approach the strategic plan through this lens. We also focus on sustainable practices as we reflect on our first six years and lay out our aspirations for the next five years.

Serving as part of our faculty means that you are now part of the Guttman story. Your contributions will have an impact and make a mark at Guttman. This handbook is a great compilation of resources to support your success at the College. I hope you will share the sense of honor so many of us feel to work at a college so committed to student success.

Sincerely,

Scott E. Evenbeck, Ph.D.
President
Stella and Charles Guttman Community College
Welcome Letter from Provost Howard Wach

Dear Colleagues,

Welcome. Thank you for being a vital part of our community at the Stella and Charles Guttman Community College and for your commitment to our mission of guiding community college students toward academic and professional success.

Faculty at Guttman Community College are the central contributors to our common effort. Your commitment to teaching effectively in our innovative education model is absolutely central to the success of our students. Your professionalism as engaged researchers, scholars, and creators is just as essential to our success as an institution. Your achievements as Guttman faculty benefit and enrich our students as well as their families, workplaces, and the life of the city. I thank you for your dedication to your discipline, to our students, to the College and to the University.

This Faculty Handbook has been prepared as a resource to assist you during your tenure at the College and represents our commitment to your professional success. The Office of Academic Affairs (OAA) will continue to update the resources contained in this handbook. Please take time to review it and do not hesitate to contact the OAA Team if you have inquiries, comments or suggestions about its content. We hope you find it helpful.

Once again, I thank you for your commitment to our students and our collective vision. I look forward to working with you.

My best wishes,

Howard M. Wach, Ph.D.
Vice President for Academic Affairs and Provost
The College

Guttman is the newest community college at the City University of New York. As an open-admissions institution, the College accepts applicants who have a high school diploma or its equivalent. Enrollment is approximately 1,000 students as of fall 2018. This will grow to approximately 5,000 when the College moves to a permanent home.

Planning Period
2008-2012

Date Opened
August 20, 2012

Main Campus
50 West 40th Street
New York, NY 10018
(646) 313-8000

Programs of Study
A.A. in Business Administration
A.A. in Human Services
A.A.S. in Information Technology
A.A. in Liberal Arts & Sciences
A.A. in Liberal Arts & Sciences – Science Concentration
A.A. in Urban Studies

Mission, Vision, and Institutional Goals

Mission Statement
Stella and Charles Guttman Community College is an urban public institution that offers associate degree programs in an environment that nurtures student success. Based on extensive research, Guttman Community College integrates excellence in teaching, proactive and responsive student supports and external partnerships. Our primary objective is to increase the number of students, especially those not effectively served in higher education, who persist in their programs of study and attain a degree in a timely manner. We offer a clearly defined educational pathway including an integrated first-year curriculum that is inquiry-based and majors that prepare students for careers and baccalaureate study. Guttman programs are academically rigorous, multidisciplinary and experientially based.

Vision Statement
Founded in the CUNY tradition of access to excellence, Stella and Charles Guttman Community College will support student achievement in a dynamic, inclusive and intellectually engaging environment. We will be recognized for the contributions of our students, faculty, staff and graduates to our communities and to a thriving, sustainable New York City.
Community is at the center of Guttman Community College’s mission, and students are at the center of the College. Guttman fosters an environment of cooperation and collaboration, where students, faculty and staff respect and appreciate each other’s perspectives, commonalities, differences and contributions. Students address compelling urban issues and move into the wider community through experiential learning and internships. Graduates will have the intellectual tools and confidence to be engaged citizens and responsible leaders.

College is a time and a place and an idea—an opportunity to cultivate the knowledge and experience required to meet intellectual, creative and professional goals. Guttman Community College supports students in developing the capacity to interpret and evaluate ideas they encounter both in and out of the classroom and to make informed judgments. Students will learn to express their ideas effectively and know that their voices are valued. They will graduate with a greater sense of responsibility for their academic success and personal growth, prepared to pursue additional studies, a career and lifelong learning.

Institutional Goals
Stella and Charles Guttman Community College maintains the following institutional goals as targets for success and growth:

- To improve student learning, retention and graduation rates by implementing and refining a new educational model to serve our students;
- To provide students with opportunities to achieve academically, grow socially, and contribute to the college and the community;
- To be an exemplary environment in which to work, one that affords faculty, administration and staff ample opportunities to grow, to learn and to practice their profession at the highest standards; and,
- To be a model learning organization by effectively communicating its mission and philosophy, being transparent in its operations, and sharing its knowledge widely with both internal and external stakeholders.

By pursuing these goals, Guttman Community College will make a tangible and enduring contribution to New York City by:

- Achieving a three-year graduation rate of 35%;
- Increasing degree attainment among those least likely to persist in higher education; and,
- Enabling graduates to become active participants in New York City’s workforce; and serving as a laboratory for research-based innovation in community college education.

History
Established on September 20, 2011, with Governor Andrew M. Cuomo’s approval of A Master Plan Amendment, The New Community College at CUNY was the University’s first new community college in more than 40 years. The second community college in Manhattan was inspired by then Chancellor Dr. Matthew Goldstein’s interest in improving graduation rates for
CUNY’s diverse urban students with a wide range of linguistic and cultural backgrounds. “There is no more urgent task in higher education than to find ways to help more community college students succeed,” Dr. Goldstein said. From 2008 – 2011, a Planning Team led by Senior University Dean John Mogulescu and Project Director Tracy Meade coordinated the development of the College model by committees of faculty and staff from across CUNY. Founding faculty were hired in September, 2010 and contributed to the planning of the first-year curriculum, the programs of study and all other aspects of the College. The development of the College has been supported by generous grants from the Bill and Melinda Gates Foundation, the Carnegie Foundation, and the Robin Hood Foundation.

The New Community College at CUNY officially opened its doors at 50 West 40th Street across from the famed Bryant Park on August 20, 2012. At the College’s inaugural Convocation, Dr. Goldstein awarded then Mayor Michael R. Bloomberg the prestigious Chancellor’s Medal from The City University of New York for his support and commitment to the development of this innovative new College. In accepting the medal Bloomberg commented, “I think this school has the potential to be a game-changing model for community colleges across the country.” The College enrolled its first class of 289 students in fall 2012 with the goal of achieving a three-year graduation rate of 35% for its first cohort.

In April 2013 The City University of New York received a $25 million gift from the Stella and Charles Guttman Foundation to support The New Community College at CUNY and two other community college initiatives to increase student retention and graduation rates. In honor of the $15 million endowment gift to the College, the foundation’s largest and the largest ever given to a New York State community college, the CUNY Board of Trustees passed a resolution to rename The New Community College, Stella and Charles Guttman Community College. The gift provides support for activities such as paid internships, community service and experiential learning and for scholarships and student emergency funds.

Learn more about the development of the College by reading the *New Community College Concept Paper*, the case study *Rethinking Community College for the 21st Century* and other college planning documents from 2008-2010. They can be found on the Planning Documents and Current Reports page of the college website.
Administration
The City University of New York

The Board of Trustees
William C. Thompson, Chair

Interim Chancellor
Vita C. Rabinowitz

Stella and Charles Guttman Community College

President
Scott E. Evenbeck

VP for Academic Affairs and Provost
Howard Wach

VP for Administration and Finance
Mary E. Coleman

Dean of Strategic Planning and Accreditation
Stuart Cochran

Dean of Student Engagement
Charles H. Pryor

Chief of Staff
Linda Merians

Legal Counsel and Labor Designee
Patricia Stein

Interim Dean of Faculty
Nicola Blake

Associate Dean of Academic Affairs
Niesha Ziehmke

Associate Dean of Academic Affairs
Marissa R. Schlesinger

Chief Librarian
Amy Beth
Accreditation

Stella and Charles Guttman Community College of the City University of New York is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). Guttman Community College was formerly New Community College at CUNY (2013 and prior years). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Accreditation was granted on June 22, 2017. (Additional information can be found by searching for Guttman at the MSCHE website.)

Guttman will submit a monitoring report to MSCHE, due September 1, 2018, documenting further evidence (1) that faculty and/or other appropriate professionals are provided sufficient support for professional growth and are reviewed regularly (Standard III); (2) that the institution supports and sustains the assessment of student achievement and communicates results to stakeholders (Standard V); (3) of comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution’s strategic and financial planning processes (Standard VI); and (4) of the implementation of a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency (Standard VII).

A small team visit may follow the submission of the monitoring report. The next Self-Study Evaluation is scheduled for 2020 – 2021.
Strategic Plan 2018-2022
The College adopted a Strategic Plan for 2018-2022 in spring 2018. The Plan includes two overarching institutional goals and four strategic plan goals. Detailed information about the strategic plan can be on the college website.

Institutional Overarching Goals

A. Create an equitable community in which all students, faculty, and staff from diverse backgrounds can work and learn to the best of their ability.

B. Engage in continuous assessment and rigorous and sustained research of its model to improve overall effectiveness in pursuit of its mission.

Major Strategic Plan Goals

1. **Improve the educational model**: GCC will deliver, assess, improve, and plan to scale its integrative educational model to serve all students with equity—especially those traditionally underserved in higher education—by engaging them through curricular, co-curricular and extra-curricular opportunities to learn, serve, and grow academically and socially.

2. **Be an exemplary environment in which to work**: GCC will be an exemplary environment in which to work, one that affords our diverse faculty, administration and staff ample opportunities to grow, to learn, to collaborate, and to practice their professions at the highest standards.

3. **Be a Model Learning Organization**: GCC will be a model learning organization by effectively communicating its mission and philosophy, being transparent in its operations, and sharing its knowledge widely with both internal and external stakeholders.

4. **Modify Space Use and Plan for Long-term Campus**: GCC will review and appropriately modify uses of existing space at 50 West 40th Street, secure additional short term space, and work with the Central Office to identify, plan, and develop a permanent campus that will allow for growth in student enrollments, faculty and staff to serve 3,000 - 5,000 students.
### Fast Facts: Student Enrollment, Retention, and Graduation

<table>
<thead>
<tr>
<th>FIRST-TIME FRESHMEN AND PROGRESS</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Enrollment</td>
<td>289</td>
<td>278</td>
<td>410</td>
<td>444</td>
<td>430</td>
<td>460</td>
</tr>
<tr>
<td>One-year Retention Rate</td>
<td>74%</td>
<td>69%</td>
<td>73%</td>
<td>70%</td>
<td>67%</td>
<td>N/A</td>
</tr>
<tr>
<td>Two-year Graduation Rate</td>
<td>28%</td>
<td>30%</td>
<td>28%</td>
<td>31%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Three-year Graduation Rate</td>
<td>49%</td>
<td>44%</td>
<td>46%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL ENROLLMENT: AGE</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 19</td>
<td>64%</td>
<td>47%</td>
<td>48%</td>
<td>49%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>19</td>
<td>19%</td>
<td>29%</td>
<td>27%</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>20-22</td>
<td>12%</td>
<td>20%</td>
<td>22%</td>
<td>20%</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>23-24</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>25-29</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>30-and over</td>
<td>&lt;1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Total</td>
<td>289</td>
<td>493</td>
<td>691</td>
<td>824</td>
<td>995</td>
<td>1,066</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL ENROLLMENT: SEX</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>52%</td>
<td>58%</td>
<td>59%</td>
<td>57%</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>Male</td>
<td>48%</td>
<td>42%</td>
<td>41%</td>
<td>43%</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Total</td>
<td>289</td>
<td>493</td>
<td>691</td>
<td>824</td>
<td>995</td>
<td>1,066</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL ENROLLMENT: RESIDENCE</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx</td>
<td>25%</td>
<td>24%</td>
<td>30%</td>
<td>34%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>22%</td>
<td>24%</td>
<td>25%</td>
<td>23%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Region</td>
<td>Fall 2012</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Manhattan</td>
<td>25%</td>
<td>21%</td>
<td>20%</td>
<td>20%</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>New York State (not NYC)</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Out of State</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Queens</td>
<td>23%</td>
<td>25%</td>
<td>22%</td>
<td>19%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Staten Island</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>289</td>
<td>493</td>
<td>691</td>
<td>824</td>
<td>995</td>
<td>1,066</td>
</tr>
</tbody>
</table>

**TOTAL ENROLLMENT: RACE/ETHNICITY**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Native Alaskan</td>
<td>1%</td>
<td>&lt;1%</td>
<td>0%</td>
<td>0%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>30%</td>
<td>25%</td>
<td>26%</td>
<td>26%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>50%</td>
<td>52%</td>
<td>55%</td>
<td>60%</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>White</td>
<td>14%</td>
<td>16%</td>
<td>13%</td>
<td>10%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>289</td>
<td>493</td>
<td>691</td>
<td>824</td>
<td>995</td>
<td>1,066</td>
</tr>
</tbody>
</table>
### Fact Facts: Faculty

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Full-time Faculty</td>
<td>18</td>
<td>29</td>
<td>37</td>
<td>43</td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>Number of Part-time Faculty</td>
<td>6</td>
<td>18</td>
<td>19</td>
<td>26</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>47</td>
<td>56</td>
<td>69</td>
<td>73</td>
<td>73</td>
</tr>
</tbody>
</table>

### Shared Governance and Faculty Practice Areas

In accordance with the college’s Governance Plan, each faculty member is assigned to one of three interdisciplinary practice areas—STEM, Social Science or Humanities—based on their disciplinary and pedagogical interests and experience. Assignments are made through consultation between the faculty member and the Provost.

The practice areas serve several important roles in college governance and faculty personnel decisions. Members of each practice area are elected to the College Council, Curriculum Committee, Academic Senate, and College Personnel Committee. In addition, each practice area elects a Faculty Personnel Committee (FPC). The FPCs conduct annual evaluations of each member of the practice area. They also conduct the first stage of peer review for reappointment, promotion, and tenure decisions. Faculty members are encouraged to consult with the chair and members of FPC for their assigned practice area on questions related to professional development and growth.

The [Governance Plan](#) is available on the college website.

### Contact

Nicola Blake, Interim Dean of Faculty  
[nicola.blake@guttman.cuny.edu](mailto:nicola.blake@guttman.cuny.edu)  
Tel: 646-313-8048; Room 607B
The Campus

Guttman’s main campus is a seven-story building at 50 West 40th Street in midtown Manhattan across from Bryant Park. The building houses all of Guttman’s first year students. Classrooms, science labs, The Hub, a one-stop student services center, the Information Commons and library, and additional common space for students allow for an intimate and supportive learning environment. The library, known as the Information Commons, serves as the College’s collaborative learning center. Along with a collection of books tailored to the College’s programs of study, students have access to 50,000 full-text electronic journals and 250,000 electronic books through state-of-the-art computer workstations. High-speed wireless and wired connections are available throughout the building. Students can access the Information Commons through the spacious Atrium which boasts floor-to-ceiling windows located left of the main entrance. The Atrium functions as an informal lobby and meeting space for student groups and activities.

With Times Square, Grand Central Station, the Schwartzman Building of the New York Public Library, the mid-Manhattan library, and many subway and bus lines within walking distance, the whole City is at the College’s doorstep.

Classroom Locations
Guttman classes are held in two locations:

- Guttman’s main campus at 50 West 40th Street (GCC)
- The School of Professional Studies (SPS) building at 119 West 31st Street, between 6th and 7th Ave.

Most classes meet on our main campus. Rooms on the main campus are listed in CUNYfirst as "40-XXX" (XXX = GCC room number). A Guttman ID card is required to enter the building and to access classrooms. All classrooms on the main campus feature dry-erase boards and either Interactive Whiteboards (SmartBoards) or projection screens, both of which are operated from a podium PC. Laptop carts are located in all non-lab classrooms. Problems with classroom or other technology at the main campus should be directed to the Guttman Helpdesk helpdesk@guttman.cuny.edu or 646-313-8008.

ADA and Reasonable Accommodation Procedures
Guttman complies with the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act, which protect persons from discrimination on the basis of physical or mental impairment. It is the policy of Guttman to provide reasonable accommodations for faculty, staff, and students with disabilities. Reasonable accommodations will be worked out on a case by-case basis. All discussions concerning disability accommodations are regarded as confidential and will only be disclosed to College staff when there is a specific need to know this information. Requests for accommodations should be directed to AccessABILITY Services in the Office of Student Engagement (students) or the Offices of Human Resources (faculty and staff), or as specified below. If faculty and staff are dissatisfied with the accommodation received,
they may make an appeal to the 504/ADA Coordinator, Arlene Peterson at arlene.peterson@guttman.cuny.edu or 646-313-8825.

Contact for Students
Crystal Vasquez, Associate Director of AccessABILITY Services
crystal.vasquez@guttman.cuny.edu
Tel: 646-313-8812, Room 506-B

Contact for Visitors
Shirley Law, Director of Facilities and Planning
shirley.law@guttman.cuny.edu
Tel: 646-313-8033, Room 015

Contact for Employees
Nila Bhaumik, Director of Human Resources
nila.bhaumik@guttman.cuny.edu
Tel: 646-313-8862, Room 708
Public Safety and Access

The Guttman Community College building is staffed with Public Safety Officers and Campus Security Assistants 24 hours a day, seven days a week. CUNY Public Safety Officers are New York State Peace Officers and are trained in handling and managing the variety of public safety situations that may occur in a campus setting. Campus Security Assistants are CUNY employed Security Officers who assist with the everyday operations of the Public Safety Department.

Faculty and staff access to the College is through the main entrance at 50th West 40th Street. The service entrance at 39 West 39th Street is reserved for deliveries only.

Campus Security

Guttman Community College is dedicated to ensuring that all members of the GCC community have a safe environment in which to work and learn. To ensure the safety of the community, the following regulations have been put in place:

- All faculty and staff must have a form of identification (ID) preferably a GCC ID or a government issued identification document, on their person at all times while on campus;
- It is not permissible to lend your Guttman ID to anyone for any purpose;
- Building windows must be kept closed at all times, except for specific emergency situations;
- Access to the lower roof areas on the 4th floor is restricted at ALL times;
- Everyone must comply with all CUNY policies while on the campus; and,
- All faculty and staff at Guttman must complete CUNY’s Workplace Violence Policy training and Sexual Harassment training upon hire and must repeat the training annually. They must retain a copy of their completion certificates in a hard copy or digital format.

After Hours Access

Faculty members of the College who wish to be on campus after hours or when the campus is closed must send an email with the date and time to publicsafety@guttman.cuny.edu and copy anastasia.koutsidis@guttman.cuny.edu. Staff members who wish to access the building after normal business hours, should also send an email to publicsafety@guttman.cuny.edu, copy anastasia.koutsidis@guttman.cuny.edu, and also copy their immediate supervisor in the request email.

Outside Guests

If you are expecting outside staff or guests for a meeting or event, please inform Guttman Campus Public Safety staff via an email to publicsafety@guttman.cuny.edu with the details of guest arrival and instructions as to where the guest will be going, and whom to contact upon their arrival. The guests will then be identified at the Public Safety desk in the lobby and granted access into the building, as per the instructions given. In addition we ask that you call
the Public Safety desk prior to your arrival if your visit to the campus occurs during off hours or on a holiday to ensure convenient entry into the building. If you are expecting a large group of visitors, please notify the Office of Public Safety in advance.

**Reporting Public Safety Incidents and Emergency Situations**
It is important to always notify Public Safety about all emergencies and possible hazards immediately. Public Safety personnel possess the appropriate training to manage and de-escalate situations that may pose a threat to the safety of members of the GCC community. It is particularly important to allow Public Safety to respond to altercations in the classroom or any location on campus. Do not try to resolve without assistance; contact Public Safety immediately.

All classrooms are supplied with phones that are labeled and have one touch dialing directly to Public Safety. In addition, in the event of a power outage or if you are unable to reach the phone, the numbers are: 646-313-8101, 212-221-4630 (analog phone line, will work in a power outage). Please store these numbers in your mobile, especially if you are teaching at SPS. SPS classrooms are not equipped with telephones.

**Annual Security Report**
The Guttman Community College Annual Security Report is posted each year by October 1st. The report can be found on [the college website](#).

**Contact**
The Public Safety Desk can be reached seven days a week, 24-hours a day
publicsafety@guttman.cuny.edu
Tel: 646-313-8101 or 212-221-4360
Tel: 646-313-8112; Room 015

Anastasia Koutsidis, Director of Public Safety
anastasia.koutsidis@guttman.cuny.edu
Tel: 646-313-8001, Room 008

**Emergency Procedures**
In all emergency situations, such as a fire, injury or altercation, please call Public Safety first and be prepared to supply necessary information. The Emergency Procedures Booklet and further information on CUNY and Public Safety policies can be found on [the college website](#).

**Emergency Closing Procedures**
In the event of weather emergencies (hurricane, snow storm, flooding, etc.) and local events which may endanger public safety, the president and/or University leadership may deem it appropriate to close the campus and cancel classes. Notice of campus closing will be posted on [the University website](#), [the College website](#) and via certain local radio stations and television stations.
CUNYAlert will notify faculty and staff of an emergency at the College. Should the need arise to cancel classes or suspend college operations, a message to that effect will be issued. Campus closure information can also be obtained by calling the College at 646-313-8000. Please sign up for CUNYAlert.

Fire Drills and Fire Alarms
Fire drills are conducted several times a year as per FDNY requirements. Notice is given when possible, with the date and time of the drills. During fire drills and actual fire alarms all persons are required to exit the building using the nearest stair exit. Persons who may need assistance exiting the building during a drill or fire alarm may gather near stair “C” located on the south side of the building, and wait for assistance from Public Safety. In the event stair “C” is blocked because of damage or fire please go to the nearest and safest staircase entrance and await the arrival of Public Safety for assistance in exiting. If possible please call Public Safety with your location at 646-313-8101 or 212-221-4630.

In the event of a fire alarm, all occupants of the building must exit the building using the nearest exit. Never use an elevator.
Settling In and Practical Matters

Faculty Workspaces
Faculty workspaces will be assigned by the Office of Academic Affairs. Workspaces will be equipped with a computer and telephone. Full-time faculty workspaces are located on the 6th Floor of the 50 West 40th Street location. Desk keys can be obtained from the Facilities staff in Room 005.

Part-time faculty share space on the mezzanine, accessible from the 3rd floor, with other part-time faculty in addition to the graduate coordinators. Guidelines for use of the shared spaces on the mezzanine are posted in the mezzanine. Limited storage is available.

Identification Cards
All faculty and staff will be issued photo ID cards by the Office of Information Services. Access to classrooms, offices, and consultation rooms via ID cards is assigned centrally. If your ID card is lost or misplaced, notify the Helpdesk immediately at helpdesk@guttman.cuny.edu or at 646-313-8008 to inform them so your ID can be deactivated. You will have to visit the Helpdesk in Room 304 to pay the lost card fee of $5.00 and obtain a new card.

Guttman Email
The Office of Information Services will inform you of your email account information and Guttman network user credentials upon hire. The Office of Information Services provides a welcome letter and packet to all new faculty which includes username and default password, phone instructions and general information about your assigned desktop computer, and other relevant technology matters.

Guttman email accounts can be accessed through Microsoft Outlook on campus computers. Your GCC email account can also be accessed via webmail on any computer by logging in at https://owa16.cuny.edu. Guttman email accounts may also be accessed via mobile devices. For assistance with setting up mobile access to your GCC email account, please contact the helpdesk at helpdesk@guttman.cuny.edu.

When accessing email via webmail, your username is “ncc\Guttman User ID” with no spaces (ex. John Doe – username: ncc\jdoe). Please note, you will be prompted to create your own password once you have initially logged in.

All faculty and staff must abide by the CUNY Policy on Acceptable Use of Computer Resources as well as the “Guidelines for Managing Classroom Laptops” attached as Appendix 1. The full Policy (Policy 4.01 Computer Resources Use) can be found on the CUNY website. Be mindful that CUNY reserves the right to audit the integrity of faculty, staff and student use of its computer resources, at any time.

Any portable devices, such as an iPad or a laptop computer, on long-term loan to you for off-campus use must be brought to the College and scanned for inventory purposes on an annual basis.
Telephone Service
Telephone service, including voice mail, is provided in faculty workspaces. All GCC phone numbers begin with the prefix: 646-313-XXXX. Adjunct faculty may share a common phone number.

Your welcome packet from the Office of Information Services will contain detailed instructions on how to use your assigned phone, including how to set-up your voicemail and to remotely access your voicemail.

Business Cards
The College will provide business cards for full-time faculty. All requests for business cards should be submitted to dean.aa@guttman.cuny.edu.

Semester-to-Semester Guidelines

Instructional Principles
In accordance with A New Community College Concept Paper, the following instructional principles have been developed to guide and inform teaching and learning practices at Guttman Community College. We hold in common the following teaching and learning principles, a commitment to create:

- Interdisciplinary curricula and learning opportunities for students to solve complex problems
- A culture of collaborative inquiry
- A collaborative classroom environment where all students participate
- Integrative learning opportunities that enable students to study and participate/contribute in meaningful ways to New York City and communities they identify as important to them
- Opportunities for civic engagement and democratic participation to develop and sustain a thriving New York City
- Consistent opportunities for faculty, staff, and peer mentors to learn from each other by collaborating inside and outside the classroom
- Opportunities for timely, ongoing constructive feedback to students that identifies strengths and areas in need of improvement and suggests strategies to build on strengths and improve
- Curricula that foster inquiry-based learning and build on student knowledge, experience and curiosity while promoting critical analysis of content and creative social action
- Course content that engages multiple perspectives on historical and contemporary issues;
- Culturally responsive pedagogy that values and affirms students’ diverse backgrounds and lived experiences as a starting point for all learning
- Content that is culturally relevant and meaningful
• Student-centered and experiential teaching strategies that promote engagement and active learning
• Scaffolded and differentiated instruction and assignments that address the needs of a diverse group of students
• A culture of academic rigor that sets and maintains high expectations for student learning; affirms that disciplines have bodies of knowledge that are foundational for students in a post-secondary setting; and incorporates disciplinary knowledge and ways of knowing in instruction
• Opportunities for students to collaborate in faculty research and/or develop research and creative projects of their own
• Active and reflective engagement in ongoing teaching and learning-centered professional development experiences
• Responsiveness to feedback received through teaching observations

Academic & Student Policies
A complete listing of Academic & Student Policies can be found on the Guttman website.

Verification of Enrollment (VOE)
During the second week of each semester, all faculty who are teaching are required to submit a Verification of Enrollment roster (VOE) for each class they are teaching. Faculty verify their roster through CUNYfirst. Reminder emails with detailed instructions for entering and submitting the information in CUNYfirst will be sent out by the Office of Academic Affairs. There is usually a six day window to submit the attendance information. It is extremely important that the information is submitted by the stated deadline, as this information is used to verify enrollment of students at the College for official purposes. The Office of Academic Affairs requires faculty to certify their class rosters by the deadline listed in the Guttman Academic calendar. The calendar can be found online.

It is a faculty responsibility to ensure accurate and timely VOE rosters. Even after submission, attendance rosters must be closely reviewed for errors and inaccuracies, which must be corrected immediately, otherwise resulting in negative implications for students:

When a faculty member indicates on the VOE roster that a student has not attended class, the Registrar assigns the student a WN grade. WN grades have a significant impact on a student’s financial aid eligibility, particularly when the student’s enrollment consequently drops below the full-time threshold. When a student drops from 12 credits to 9 credits in a term, potential impacts include the immediate loss of NYS TAP (up to $2400) and other Federal aid; and a balance of upwards of $3000. For Financial Aid staff, this involves manually updating CUNYFirst to adjust enrollment and awards for the term. Additional unintended consequences of an inaccurate VOE roster include the student’s inability to view grades, request transcripts or register for future terms and cancellation of future enrollment.
Culminating Course Experiences (Final Exam Period)
At the end of each semester, there are at least two days identified as Culminating Course Experience Days. For First Year Experience courses, these days can be used for presentations or other course-related activities. For courses in the programs of study, these are required course meeting times that can be used for a final exam, presentations, or other culminating course activity.

Student Course Evaluations
During each session (Fall 1, Fall 2, Spring 1, Spring 2), your students will need to complete course evaluations for each course section that you teach. Evaluations must be completed in-class, using laptop computers, tablets, or other internet-connected devices. Students access course evaluations by logging-in through the my.guttman portal. The course evaluation period typically occurs during the last three weeks of the semester. Specific evaluation dates will be announced at the beginning of each session.

Syllabi Guidelines
Faculty members are responsible for providing a syllabus to students at the beginning of each course. The syllabus is the College’s contract with the student regarding the content of the course, course policies, and the mechanism by which grades will be calculated. At minimum, each syllabus should clearly and accurately include faculty contact information, the catalog description of the course, course learning outcomes, textbook information, details regarding how grades will be calculated, a weekly schedule of readings and activities, and statements regarding academic honesty, disability support services, and expectations for out-of-class time. A syllabus template may be found in Appendix 3.

Syllabi must be submitted electronically to the Office of Academic Affairs no later than the end of the second week of the semester. Syllabi are electronically submitted via an upload of the syllabus file to the GCC community shared drive – the ‘N’ Drive, accessible via any on-campus computer – at the following path N:\Syllabi. Syllabi are uploaded into folders individually labeled by terms, e.g. N:\Syllabi\2018 S1. When submitting syllabi, the filename should follow this convention: SUBJXXX_CODE-SECT_SEM_YR_NAME, e.g. MATH103A_88395-03_Spring1_18_Smith.

Required Statements
All Guttman syllabi must include the following college-wide policy statements regarding Academic Honesty, Disability Support Services, Critical Incident Management, Viewpoint Tolerance, Expectations for Out-of-Class Time, and Starfish. Syllabi for ENGL 103 must also contain a statement regarding the CUNY Assessment Tests in Reading and Writing. The required statements are included below and may also be found in the Syllabus Template in Appendix 3.

Policy on Academic Honesty
Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work. GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its
Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. And if you are still uncertain, be sure to ask. Refer to Article II of your Student Grievance Procedures for further details on academic honesty and Guttman’s academic integrity procedures. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Disability Support Services
In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room 509-B to secure necessary academic accommodations and adjustments for additional information and assistance please call 646-313-8833 or email accessabilityservices@guttman.cuny.edu.

Critical Incident Management
Guttman expects students to respect the rights, privileges and property of other people. Faculty are required to report disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment or inhibits students' ability to learn.

Viewpoint Tolerance
Some of the issues covered during the seminar may evoke strong emotions. Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them. Civility is essential to all scholarly discourse.

Expectations for Out-of-Class Time
For every one instructional credit hour in class, a Guttman student is expected to spend at least two hours out-of-class studying, reading, writing, researching and working on projects, and preparing for tests. E.g. for a 3 credit course that meets for 3 hours each week, a student is expected to spend at least 6 hours outside of class time doing related course work. If a course provides more time in class than one hour for one credit, the additional time may offset out- of- class time expectations.

[For ENGL 103 Composition I only] CUNY Assessment Test Requirement
Passage of both the CAT-R and CAT-W exams is a requirement for successful completion of ENGL 103 Composition I. Students who enroll in ENGL 103 without first passing one or both exams must co-register for ENGL 100 Critical Reading & Writing Practicum and
successfully complete both the course and the practicum. Students who do not pass both exams before completing ENGL 103 or who do not successfully complete ENGL 100 will receive a grade of NC regardless of their grade in ENGL 103 and will be required to retake both ENGL 103 and ENGL 100 in a subsequent semester.

**Starfish**

Starfish is a communication tool for students, faculty, advisors, and many academic support and student service areas at Guttman. Instructors and advisors will use Starfish to provide you with feedback about your progress. Throughout the semester, you may receive emails or text messages regarding your academic performance and referrals to specific campus resources, such as peer mentors or tutors. You can use Starfish to “Raise Your Hand” and ask questions, and make appointments with your advisor or with other service areas. To access Starfish log into my.guttman.cuny.edu and click the Starfish icon on the left side of the page. If you need help using Starfish, you can speak to your advisor.

**Textbooks & Guttman Online Bookstore**

Textbook reporting is required by the Federal Higher Education Opportunity Act (HEOA 2008). Failure to meet this requirement, which specifies that the University display in its class schedule all relevant textbook information, could jeopardize students’ ability to receive federal financial aid (Pell grants). Textbook information must be made available to students before registration begins. CUNY reports to the college on compliance with textbook reporting after registration begins.

Guttman utilizes Akademos, an online bookstore at [GuttmanBookstore.com](http://GuttmanBookstore.com), for textbook reporting and student purchases. Textbook information entered into the bookstore will transfer back to CUNYfirst. If you need assistance or have any questions about your course materials, please contact [GuttmanBookstore@akademos.com](mailto:GuttmanBookstore@akademos.com).

**Submitting Your Textbook Information to the Guttman Online Bookstore**

1. **Login:** Go to [Guttmanbookstore.com](http://Guttmanbookstore.com) and click “log in.” You’ll then be prompted to enter your CUNYfirst Login credentials.

2. **Select a Course:** Click one of your courses to start the adoption process.

3. **Add Textbooks:** Use the search box to search by ISBN or title. When you click on a book, a pop-up will appear with full book details including pricing and edition alerts. Click “Adopt” to add it to your course.

4. If your course does not require textbooks, simply check the box next to “Adoptions not Required” and click submit.
a. Select the second option to indicate if you are utilizing Open Educational Resources in your course as part of the CUNY Zero Textbook Cost initiative

5. Preview Course: Review how students will see your course.

6. Submit Course: Click the “Submit” button to complete your course adoption. If you teach two or more sections of the same course, you can copy the information to all sections.

The bookstore receives daily updates from CUNYfirst regarding course information. If your courses are not listed, or if you experience issues logging into the bookstore, you can check back at a later date or send your course and textbook information to Guttmannbookstore@akademos.com.

Accessibility
Students who are registered with the Office of AccessABILITY Services and are entitled to an alternative format must contact the Office of AccessABILITY Services for assistance before ordering the textbook. Please contact 646-313-8833 or email accessabilityservices@guttman.cuny.edu for assistance.

Course Reserves
Books can also be placed on reserve in the Information Commons. In addition, the Information Commons staff can prepare e-readings for your course with scanned articles, book chapters, and other materials on request. Please note: copyrighted material must not be posted to public ePortfolios. If you plan to make course materials available electronically, please consult the information commons staff at library@guttman.cuny.edu.

Textbooks for Mathematics Courses
Faculty teaching Mathematics courses should contact Rebecca Walker, Program Coordinator for Mathematics, to confirm the textbook ordering process at Rebecca.Walker@guttman.cuny.edu.

To make it easier for students to order the exact editions you require, please include on your syllabi the ISBN number and edition of each book along with the title, author, and approximate price. In pursuing less expensive text alternatives for our students, we urge you to use the softcover versions of books whenever possible. When you do, please be careful to list the ISBN number for the softcover book, as it will be different than the one for the hardcover. If your chosen book is available in both formats, consider listing both ISBNs.

Creating Accessible Documents and PDFs
Faculty must make reasonable efforts to ensure that all course materials are accessible for all students. CUNY guidelines for creating accessible documents and PDFs are available online.
Class Cancellation and Faculty Lateness or Absence from Class

Last-Minute or Unanticipated Cancellation
Classes should be canceled only as a last resort. If a class needs to be canceled due to an emergency that occurs without ample time to secure a substitute instructor, please do the following so that a class cancelation sign can be posted on the classroom door notifying students accordingly.

1. Call the Public Safety Desk at 646-313-8101 to request that a class lateness/cancellation notice be posted on the classroom door. (If you are unable to reach x38101 you may call the alternate Public Safety Desk line at 212-221-4630. This is an analog phone that will work during power outages.)
2. You must let Public Safety know:
   a. Your name
   b. Which class and section number is being cancelled
   c. Where (building and classroom), and at what time the class meets
3. Send an email to dean.aa@guttman.cuny.edu specifying the same information as outlined in #2, above.
4. Send a message to your students via whatever mechanism exists for your class.

Advance Cancellation
It is recognized that all full-time Guttman faculty members must participate in academic conferences and activities that properly correspond to their responsibilities within the University. However, when these activities require that a faculty member be absent from class, it is the faculty member’s responsibility to ensure that her/his classes are appropriately covered during the absence. An appropriate substitute professor can be another professor at Guttman or a person who would otherwise be qualified to teach as an adjunct instructor (i.e., a person with a master’s degree or higher).

1. A Request for Substitution form must be submitted to the Office of Academic Affairs for approval in advance. The form is located in the Academic Forms folder on the N Drive and on the Faculty Resources page of the college website.

Faculty Lateness
The expectation is that all faculty will arrive at least a few minutes early for class. Nonetheless, unanticipated delays do occur and can lead to your late arrival for class. New York City road and rail traffic is fickle and you are urged to leave ample time to travel to class, wherever it may be held. In the event that you are running late for class and have access to e-mail or phone, please follow course cancellation procedures, as outlined above, as soon as possible.

Semester Checklist
1. Confirm date(s), time(s), and location(s) for your course(s) in CUNYfirst

2. Confirm course description in Guttman Course Catalog. The Course Catalog can be found on the Guttman website.
3. Confirm the start and end date(s) for your course, Assessment and Community Days, and any holidays or conversion days (days when classes meet on alternate days) via the Academic Calendar. The Academic calendar can be found on the Guttman website.

4. Prepare syllabi that include, at minimum: faculty contact information, the catalogue description of the course, course learning outcomes, textbook information, details regarding how grades will be calculated, a weekly schedule of readings and activities, and statements regarding academic integrity, accessibility, and expectations for out-of-class time. The four required statements are included in the Faculty Handbook under “Syllabi Guidelines”. A syllabus template may be found in Appendix 3.

5. Submit syllabus to the shared “N” drive, accessible via any on-campus computer. An email with detailed instructions for submitting syllabi is sent out at the start of each semester.

6. Review the Instructional Principles included in the Faculty Handbook.

7. Review procedures regarding accommodations for students with disabilities and testing arrangements included in the Faculty Handbook under “Integrated Academic Support”.

8. Review the Guidelines for Managing Classroom Laptops included in the Faculty Handbook.

9. Report textbook information to the Guttman Online Bookstore. Log into GuttmanBookstore.com with your CUNYfirst credentials to submit textbook information, even if you do not plan to use any textbooks. Reserve books and e-readings through the Guttman library by emailing library@guttman.cuny.edu.

10. Submit Verification of Enrollment Roster (VOE) via CUNYfirst according to the deadlines listed in the Academic Calendar. During the second week of classes each semester, faculty are required to log into CUNYfirst and submit a verification of enrollment roster, in which faculty identify students who have not attended class since the beginning of the semester. This information is used to verify enrollment of students at the College and directly impacts student financial aid, thus its timely completion and submission is of the utmost importance. You will receive an email reminder at the start of the semester from the Office of Academic Affairs with detailed instructions for submitting VOE rosters.

11. Submit grades via CUNYfirst according to the deadlines listed in the Academic Calendar. The Grade Rosters are made available and accessible to faculty in CUNYfirst before the culminating course experience or final examination period. It is imperative that semester grades are submitted by the deadline as any delay may impact student financial aid and eligibility to graduate on-time. Please find the College Grading Glossary in Appendix 2 of this Handbook. You will receive an email reminder at the start of the semester from the Office of Academic Affairs with detailed instructions for submitting grade rosters.
Technology Resources and Support

**CUNYfirst**

CUNYfirst stands for City University of New York Fully Integrated Resources and Services Tool. CUNYfirst provides electronic access to personnel records, student information, course listings, and class rosters and more. Without a CUNYfirst account a faculty member will be unable to access their class roster, submit the required verification of enrollment (VOE) or submit their semester grades.

New faculty must set up their CUNYfirst account by going to the CUNYfirst website and following the instructions on the screen. Once a faculty member establish their CUNYfirst accounts, they are assigned an EMPL Identification Number (EMPLID, pronounced “em-pull ID”). Faculty members use this number throughout their time at CUNY to access resources. In addition to an EMPLID faculty are also assigned a CUNYfirst username. If you have any questions, or need assistance regarding CUNYfirst access, please contact the helpdesk at helpdesk@guttman.cuny.edu.

**CUNYAlert**

Faculty, students and staff should sign up to receive CUNYAlerts at the CUNYAlert website.

**My.Guttman Portal**

The My.Guttman Portal provides faculty, staff, and student single-sign-on capabilities to all systems that allow for single sign-on. For faculty and staff this includes ePortfolio, as well as the communication portal. There are also links to the campus-wide calendar, and other areas of the College. For help with the communication portal, please contact the helpdesk at helpdesk@guttman.cuny.edu or at extension 38008.

The My.Guttman portal also provides additional functionality for students, who also gain single-sign-on access to their email, and One-Drive cloud-based storage account. The portal is located at https://my.guttman.cuny.edu. Members of the GCC community can log in using their Guttman User ID credentials.

**The CUNY Portal**

The CUNY Portal provides access to other University-wide services. In order to register for a CUNY Portal account:

- Go to www.cuny.edu and click “Portal Log-in “ and then “Register for a New Account”;
- Select “Faculty” and follow the instructions to establish a username and password. You will need your Social Security number and date of birth to register.

Once you are registered, click on “Portal Log-in” at www.cuny.edu and enter the new credentials to log-in. Once you have logged in, you will see the list of services available through the Portal, including the Chancellor’s Report and CUNYAlert.
N Drive
In addition to individual P drive access for all faculty and staff, Guttman also has an N drive available to faculty and staff where shared folders can be stored. Certain folders on the N Drive are restricted to authorized persons only. Additionally, on the N drive there is a folder labeled “How do I...?” this folder provides detail step by step instructions on how to request certain services and some forms are located in this folder. Most importantly there is a folder called Academic Affairs Forms where the most current versions of forms that you are required to complete each semester are located.

You can find forms such as the CUNY Multiple Position form, Adjunct Workload form and Request for Substitute Instructor form, Change of Grade form and Guttman Endowment Request, all conveniently located in the Academic Affairs Forms folder. The Academic Affairs Form folder is accessible to all GCC faculty and staff when on campus. These forms are also available online on the Faculty Resources page on the college website. When off campus, faculty can access the Academic Affairs ePortfolio, where these same forms are housed. There is also a Photo Archive folder on the N Drive where photographs from College events such as commencement, and photographs of faculty and staff as well as campus images are located.

Guttman White Pages
The easiest way to locate a person’s contact information – title, room location, phone number and email address is via the Guttman White Pages. This information is accurate and updated regularly by the Offices of Human Resources and Information Services. The Guttman White Pages is accessible from any Internet-connected device, and is mobile-friendly to accommodate your needs. The White Pages can be found online. Please use your Guttman User ID and Password to login to the White Pages.

Contact
Information Services Helpdesk
helpdesk@guttman.cuny.edu
Tel: 646-313-8008; Room 304
Academic Technology

Guttman Community College provides a range of academic technologies for use in classrooms and as part of your teaching and learning practices. We encourage faculty to incorporate academic technology in ways that foster collaborative, experiential and student-centered teaching and learning.

Classroom Technology at the Main Campus (50 W 40th Street)
Classrooms are equipped with either an interactive white board (IWB) (or Smart Board) or a ceiling-mounted projector. Smart Boards are located in virtually all campus classrooms and provide projection from a computer or laptop screen onto a whiteboard surface which is responsive to touch commands or a specially-designed pen. The boards enable instructors to give computer-based presentations and to annotate content directly on the board. The Smart Board technology comes with specialized software tools for use of the board, annotation and content development. You can also download software to your own computer to help you prepare materials beforehand.

Classrooms without Smart Boards have high-resolution (WXGA) ceiling-mounted projectors to support typical classroom presentation requirements. Like the Smart Boards, this technology enables real-time annotation capabilities using various software and hardware tools, even though it does not provide touch-based annotation directly on the board.

All classrooms include an instructor podium with a network-connected control computer and a DVD drive. Instructors access presentations and material either from a shared network drive, a separate laptop, and ePortfolio/Blackboard, as an attachment to an email or from a portable storage device such as a USB stick. The control computers are connected to the Internet, so additional content can be accessed directly from the Web.

Document cameras and scanners are available in a number of Guttman classrooms and connect directly to the Smart Board. Classrooms are also equipped with Apple TV capabilities.

There are laptop carts with 30 computers each stationed in each classroom. Appendix 1 contains the guidelines for managing classroom laptops. A class set of iPads is available for instructional use upon request and will provide students with direct access to campus Wi-Fi from anywhere in the building. The iPads can be used for experiential learning projects, documenting service-learning activities, and capturing audio and video for course assignments.

Classroom Technology at the School of Professional Studies
All classrooms at the SPS building feature dry-erase boards and Interactive Whiteboards (Smartboards) which are operated from a podium PC. Instructions for accessing the PC are posted at the podium. Wi-Fi will be available and laptops in rooms 110 and 116. Students may also check out laptops at the main campus and take them to SPS for classroom use. IT will confirm the credentials needed to access Wi-Fi in a separate message at the beginning of the semester. Please note that food is not permitted in SPS classrooms.

Rev. August 2018
Digication ePortfolio
Guttman’s commitment to electronic portfolios embodies the College’s mission to provide students with innovative technological resources to enhance their competitiveness in the 21st Century workplace. All students at Guttman maintain their own ePortfolios and use them to learn, reflect and share work with peers and faculty. ePortfolio use is also integral to our college-wide assessment practices.

All faculty are expected to integrate ePortfolio practice into their courses to support the college instructional principles. Faculty may also use ePortfolio for the sharing of course materials with students. Additionally, many faculty and staff maintain their own personal ePortfolio to showcase their professional identities and expertise.

Professional development workshops are offered on the practical applications and pedagogy of electronic portfolios. The Area Coordinator for Academic Technology and other faculty and staff peers are also available by appointment to assist in the integration of ePortfolio practice into your courses. eTerns, or student electronic interns, are available to support both students and faculty in using ePortfolio. eTerns are available for drop-in assistance in the Information Commons. You can also schedule an appointment with them, or have them visit a class session.

You can log into the ePortfolio system by going to the Guttman portal at https://my.guttman.cuny.edu.

If you have questions about ePortfolio or wish to contact an eTern, please email ePortfolio@guttman.cuny.edu.

Starfish
Starfish is a student retention and success system that Guttman began using during the 2015-2016 academic year. Starfish supports student success by strengthening our instructional team, programs of study, and career strategists’ models. All full-time and part-time faculty are expected to use Starfish regularly to award kudos, raise flags, and make referrals for students to various support services at the college as appropriate. Please see the Starfish ePortfolio (available after logging into the My.Guttman portal) for more information about the ways you can help students “Connect to Success” with Starfish. Professional development is available online or in person and every faculty member will receive a Starfish quick reference guide. If you would like to receive Starfish professional development or have any Starfish-related questions, please email starfish@guttman.cuny.edu.

Blackboard
Blackboard is a Web-based e-learning and course management system maintained centrally by the University. Blackboard fosters a collaborative learning environment offering faculty a virtual extension of the classroom. The system provides a range of functionality, including but not limited to, discussion boards, online quizzes, announcements, submission of assignments,
evaluation and assessment of student work, and a grade book. Blackboard content can be used to create customized learning paths for students.

Each course taught at Guttman has a course shell created in the Blackboard system, which can be activated and used at the discretion of the instructor. The Area Coordinator for Academic Technology provides professional development for faculty who wish to use some or all of the features of the Blackboard course shell.

Blackboard is accessible through the CUNY Portal using your CUNY Portal ID.

**Turnitin**

Turnitin is an online tool for students to use to help guard against plagiarism. At Guttman, we use Turnitin differently. It isn’t for instructors, it is for students. If students upload papers to Turnitin, there is an opportunity for online accuracy review. It is not the “Plagiarism Police” but is intended for students to learn when and how to properly cite a work. Students will be able to identify when they are relying too heavily on the text of others by not adding enough of their own analysis. Faculty can request a Turnitin account by emailing an Information Literacy librarian: alexandra.hamlett@guttman.cuny.edu or meagan.lacy@guttman.cuny.edu.
The Curriculum

The curriculum of Guttman Community College consists of an integrated and interdisciplinary core curriculum and six clearly defined programs of study. Entering students must complete the Guttman Bridge as a pre-enrollment requirement. The curriculum is structured by the Guttman Learning Outcomes (GLOs).

Guttman Learning Outcomes (GLOs)

The Guttman Learning Outcomes encourage students to aim high and provide them with a framework for their entire educational experience, connecting school, college, work and life. These outcomes build on Lumina Foundation’s Degree Qualifications Profile and are informed by AAC&U’s LEAP Essential Learning Outcomes. They are an inclusive framework for a contemporary liberal education, defined not as a selected set of disciplines, but as a set of knowledge and skills for all aspects of life: school, work, citizenship, and social responsibility. They are reflective of the College’s mission and values.

The College’s institutional learning outcomes are classified under five general areas:

1. Broad, Integrative Knowledge: General Education
   - Engages with issues that have contemporary, historical, scientific, economic, technological, or artistic significance
   - Exhibits an understanding of how different disciplines create knowledge and approach questions
   - Evaluates multiple perspectives on key issues connected to societal concerns
   - Connects prior knowledge to ideas, concepts, and experiential learning across courses and majors
   - Expresses curiosity about the essential questions that drive personal, academic, or professional growth

2. Applied Learning
   - Builds on content knowledge using research and analytical skills to provide creative solutions to real-world problems
   - Collaborates effectively with others to solve problems and complete projects

3. Specialized Knowledge: The Majors
   - Recognizes the scope and principal features of the field of study, including its main theories and practices
   - Understands and uses the vocabulary specific to the field of study
   - Connects content and concepts of specialized knowledge to the ideas studied in the City Seminars, Ethnographies of Work, and other general education courses
   - Demonstrates knowledge of problem-solving techniques and the ability to formulate hypotheses for research purposes
4. Intellectual Skills for Lifelong Learning

- Demonstrates the ability to analyze ideas, theories, and issues by breaking them down, identifying the component elements, and explaining how they relate
- Demonstrates a thorough understanding of context, audience, and purposes and their relationship in response to the assigned task(s)
- Demonstrates skillful attention to and successful execution of a wide range of written and oral conventions and stylistics choices appropriate to the task
- Applies mathematical methods to reason about and solve quantitative problems from a variety of contexts and situations
- Analyzes and utilizes quantitative and qualitative data to explore, explain, and understand important issues
- Locates, evaluates, and cites multiple information resources in projects, papers, and presentations
- Demonstrates ability to use appropriate technologies, and/or to acquire new ones to meet academic, professional, and personal goals
- Demonstrates ability to assess own work and trajectory as a learner

5. Civic Learning, Engagement and Social Responsibility

- Identifies and explains his or her own cultural background, including its origins, development, and assumptions
- Understands difference and respects diverse cultural perspectives and demonstrates how they influence interpretations of critical issues in society
- Describes various historical and contemporary positions on democratic values or practices, and his or her position on specific problems
- Takes an active role in a community context, such as work, service, co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience
- Demonstrates integrity, honesty, and ethical reasoning in academic and professional contexts

The Guttman Bridge Program

The Guttman Bridge Program provides an extended orientation to Stella and Charles Guttman Community College and prepares students for a smooth transition to college by addressing academic, social, and personal needs. At the same time, the program provides Instructional Teams with an opportunity to assess and adapt instructional strategies to students’ strengths and learning styles. During the Guttman Bridge Program, students participate in a condensed City Seminar composed of sessions in Critical Issue, Quantitative Reasoning, Reading & Writing, and Studio, as well as sessions modeled on the first-year student success seminar, Learning about Being a Successful Student (LaBSS). As a culminating activity, students work in collaborative groups to research and present interpretive exhibits that will convince travelers to spend time in New York City neighborhoods.
Common Read
The Guttman community selects a book to be read in common by each entering class. New students, faculty, and staff receive free copies of the book in the spring and summer. The book is used as part of the curriculum for Summer Bridge. Faculty members are encouraged to use the book in their fall semester FYE courses.

First Year Experience
The interdisciplinary first-year core curriculum is the centerpiece of the College’s educational model. The core is an extensive learning community that provides opportunities for students to build reading, writing, quantitative reasoning, and research skills in the context of credit-bearing learning activities focused on New York City. Students attend full-time in the first year and earn both college credits and equated credits for the hours spent in class and the competencies they demonstrate in the fall and spring terms. Significant time during both semesters of the first year is reserved for guided practice with faculty and peer mentors and for advisement with faculty and Student Success Advocates (SSAs) in order to ensure that all students can demonstrate beyond the level of minimum proficiency skills and knowledge necessary for baccalaureate transfer and workplace readiness. Additional student support services are available.

Programs of Study
Each of the programs is designed to provide well-defined pathways to a degree and to ensure an appropriate balance of academic and professional preparation according to degree type. The small number of programs and limited choice in courses is not meant to preclude students’ options or narrow their horizons. Rather, the well-defined pathways are responsive to research that shows too many students get caught in long sequences of remedial coursework and confusing menus of choices of majors and courses that impede their progress to a degree. The programs of study are listed below.

- A.A. in Business Administration
- A.A. in Human Services
- A.A.S. in Information Technology
- A.A. in Liberal Arts & Sciences
- A.A. in Liberal Arts & Sciences – Science Concentration
- A.A. in Urban Studies

Detailed information about each program is available on the college website.
Integrated Academic Support

Instructional Teams
The first year experience is led by instructional teams. Instructional teams are central to the model of the Guttman Community College and provide a collaborative setting across academic and student engagement. Team members includes instructors of City Seminar I & II, Ethnographies of Work I & II, Statistics, and Composition I. In addition, in order to provide integrated support to students with varying strengths and backgrounds, each team includes SSAs, graduate coordinators, peer mentors and library staff. Each team works with one “house” of students each: three cohorts of approximately 25 students or a total of 75-90 students.

Team Meetings
During the semester, faculty, SSAs, and graduate coordinators will meet each week at regularly scheduled periods of 1½ hours. Attendance is expected for each member of the team, and one faculty member is designated to serve as Instructional Team Leader. For faculty, SSAs and graduate coordinators, these meetings are counted as compensated instructional time. Library staff and peer mentors may be invited to attend specific meetings but will not otherwise participate.

The team leader prepares agendas and facilitates team meetings during the semester and at pre-, mid- and post-semester meetings. In addition, the team leader works with the team’s assigned SSA to manage follow-up with the Office of Student Engagement regarding individual students. The Provost works with the team leaders to address any common issues across the teams and, in addition, may convene all team members during the assessment days or at other times during the semester.

The main purpose of the weekly meetings is to support student learning by discussing curricula, instructional strategies, students’ strengths and challenges. Team meetings routinely include the following agenda items, at the discretion of the team leader:

- Reviewing the effectiveness and alignment of curricula;
- Planning and adapting classroom and out-of-class activities and assignments;
- Reviewing student progress and problems;
- Sharing best practices for instruction and student support;
- Planning and conducting grading and assessment;
- Coordinating follow-up with peer mentors and College staff on the progress and well-being of students; and,
- Generating ideas for improving the learning community experience for Guttman students, faculty and staff.

Early in the semester, time is reserved for discussion of student engagement, including attendance, lateness, completion of assignments, etc. At mid-semester, the teams discuss student progress and coordinate assessment of student work. In the latter part of the semester,
time is reserved for discussion of plans for recuperation and/or acceleration for individual students during the 6-week Fall II and Spring II sessions. Teams discuss the effectiveness and alignment of curricula and assignments throughout the semester.

In addition to the weekly meetings, most teams also meet at least once prior to the beginning of each semester, during the mid-semester Assessment Days, and at least once after the conclusion of each semester. Members of the teams are encouraged to be in regular communication and to visit each other’s classrooms as participants and observers to reinforce the mission of the first-year learning community.

**Graduate Coordinators**

Like peer mentors and SSAs, graduate coordinators provide embedded support to our students. Graduate coordinators are graduate students from across disciplines. They facilitate the Studio component of City Seminar I & II. They are important members of the instructional teams and may also work with students outside of classes on areas where they need additional help and support.

**Semester Structure: 12 week and 6 week Sessions**

Guttman follows a simulated semester structure to facilitate timely student progress towards degree completion. The fall and spring terms are 18 weeks long and are divided into two sessions; the Fall I and Spring I sessions are 12 weeks long and the Fall II and Spring II sessions are 6 weeks long. Students who do not successfully complete their 12 week courses may have the option to retake that course during the 6 week sessions to maintain progress and stay with their House, cohort, or in their program of study. Students also take additional courses during the 6 week sessions to advance more quickly towards degree completion.

**Experiential Education**

Experiential Education can be viewed as ongoing or frequent opportunities for students to apply learning to desirable, relevant goals with expectation of achievable challenge throughout the course and/or in a culminating performance task. (based on Wiggins, G. & McTighe, J. (2008). Put understanding first. *Educational Leadership, 65*(8), 36-41.)

Often referred to as active learning or student-centered learning, Experiential Education as a pedagogy of engagement may include community-based learning and participatory research, service-learning for civic engagement, technology-assisted learning, outdoor education, field experiences, internships, study abroad, and other engaging strategies that decentralize the instructor in the learning process and harness student strengths in cognition, affect and intuition through multiple sensory modalities for learning, such as:

*making, designing, creating, annotating, doodling, role-playing, using case studies, dramatic reading, scripting, debating, video simulation, creating avatars, musical accompaniment, singing, rhythm, classroom and out-of-classroom activities requiring getting up and moving around, employing apps and social media, using humor,
narrating, lyricizing, gaming, imagining, contemplating, call and response, repeating aloud, imitating, using gustatory, olfactory, tactile, visual stimulation, experimenting, collaborating, competing, field work, interning, excursions, inviting guest speakers, virtual conferencing, improvising, constructing prototypes, modeling*

In this type of constructivist pedagogy, the instructor’s role is to: a) identify instructional goals and learning outcomes; b) link goals to students’ prior knowledge; c) set up optimal conditions for students to engage in experiences that help to attain those outcomes; d) facilitate student reflection upon the experiences in order to articulate what they learned. In theory, Experiential Learning is situative, contextual—drawing from Dewey, Kolb, Friere, Vygotsky, Lave, Wenger and others who view learning as social, contextualized, occurring through participation in community or through the affordances of one’s environment. Experiential Learning allows the learner to engage in cognitive transfer more readily as new information gained through this type of pedagogy is more accessible in working memory.

Experiential Education is quality teaching for student learning for all learners. As the preferred pedagogy of the Guttman model, it supports and intentionalizes differentiated instruction for students of varied abilities, varied pre-college preparation, and varied proficiency in English language usage. Experiential Learning can also be career-predictive for learners and, in some forms, increases the likelihood of future employment opportunities and active citizenship roles.

In terms of Guttman’s New York City-centric curriculum and institutional Civic Engagement Learning Outcome, Experiential Education includes teaching for civic learning, engagement and social responsibility. The experiential educator uses a variety of student-centered instructional approaches to promote this learning. Faculty who design experiences to draw students into "the commons" and help them to situate themselves there as learners and citizens employ specific evidence-based experiential practices to this end, as use of these practices has demonstrated the power to foster civic engagement.

Contact
Claire King, Assistant Professor of Experiential Education
claire.king@guttman.cuny.edu
Tel: 646-313-8055, Room 605

Valora Blackson, Director of Partnerships and Community Engagement
Valora.blackson@guttman.cuny.edu
Tel: 646-313-8066, Room 408

CUNY Categories of Experiential Learning Opportunities (ELO)
In 2015, the New York State Budget included a provision requiring the City University of New York (CUNY) and State University of New York (SUNY) to develop a plan to make experiential/applied learning activities available to enrolled students starting in Fall 2016. For CUNY, this represented an opportunity to take a new and more comprehensive look at the broad spectrum of experiential learning currently offered to our students, and to think
creatively about how best to maximize these opportunities and ensure their quality and integration into the college experience.

In response to the new law, CUNY’s Board of Trustees passed a resolution in 2015 to develop a plan to assess the university’s current practices regarding experiential learning with a goal of increasing the quality and availability of such opportunities for CUNY students. In order to carry out this resolution, ensure CUNY’s compliance with the new state requirement, and allow the university to fully benefit from the opportunity to enhance experiential learning for its students, Chancellor Milliken convened a task force in June 2015 to initiate and lead the planning phase of this important initiative.

At CUNY, experiential and applied learning opportunities should be a transformational component of the undergraduate experience. Educational research indicates that high-impact practices that take ideas and concepts beyond the classroom can increase rates of student retention and student engagement, and can be beneficial in shaping their longer-term personal development as critical and creative thinkers. These practices, known at CUNY as experiential learning opportunities (ELO), take many different forms, all of which allow “learners to have direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop individual capacity to contribute to their communities.”

**Formal Internship** - paid: Academic programs integrating classroom learning and productive work experience in a field related to a student’s academic and career goals. Formal internships provide students with learning experiences integrating theory and practice. As an academic program, it serves as a partnership among students, education institutions, and employers. Includes remuneration.

**Formal Internship** - unpaid: Academic programs integrating classroom learning and productive work experience in a field related to a student’s academic and career goals. Formal internships provide students with learning experiences integrating theory and practice. As an academic program, it serves as a partnership among students, education institutions, and employers. Does not include remuneration.

**Independent Internship** - paid: An independent internship is a form of ELO that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, give employers the opportunity to guide, and evaluate talent. Includes remuneration. Could be college- or university- sponsored.

**Independent Internship** - unpaid: An independent internship is a form of ELO that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, give employers the opportunity to guide, and evaluate talent.
Does not include remuneration. Could be college- or university-sponsored.

**Co-operative Education** - paid: Formally recognized as an academic program integrating classroom learning and productive paid work experiences in a field related to a student’s academic and career goals. Co-op provides students with progressive learning experiences integrating theory and practice and serves as a partnership among students, educational institutions, and employers. This type of education is directly tied to a career and is always paid.

**Service Learning/Community Service** - Ongoing and sustained volunteerism, service learning, and/or community service performed by students to enrich the learning experience and strengthen communities. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

**Clinical Preparation/Practicum** - Practicum describes instruction in a supervised clinical/medical, social work or school (student teacher) setting where students have an opportunity to apply the theoretical knowledge they have acquired.

**Research/Field Study** - Mentored, self-directed work that enables students to make an original, intellectual, or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others. The projects have inquiry, design, investigation, discovery and application.

**Campus or University-Based Work and/or Leadership** - Productive work experience that serves the campus community by supporting the academic success of other students, the governance of campus life and student engagement through leadership, or campus operations through specialized skills acquired through formal training and in a paraprofessional capacity.

**Civic Engagement** - A teaching and learning focus on educating students as citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

**International Applied Learning Opportunities** - Experiential learning opportunities for matriculated students while abroad, including internships, cooperative education, service learning/community service, clinical preparation/practicum, research/field study, campus- or university-based work and/or leadership, and civic engagement opportunities.

**ELO Attribution Values**
Faculty are required to add all values that apply to course descriptions in CUNY First.

<table>
<thead>
<tr>
<th>ELO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERN_Internship</td>
<td></td>
</tr>
<tr>
<td>COPED_Co-Operative Education</td>
<td></td>
</tr>
<tr>
<td>SLCS_Service Learning Community Service</td>
<td></td>
</tr>
<tr>
<td>RFS_Research/ Field Study</td>
<td></td>
</tr>
<tr>
<td>CWL_Campus Work Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Rev. August 2018
Office of Partnerships and Community Engagement (OPCE)

The Office of Partnerships and Community Engagement provides an array of services to students, faculty, staff and the community. Acting as a bridge between Guttman Community College and New York City, OPCE works with industry and community partners to provide experiential opportunities designed to support the Guttman curriculum and facilitate student career preparation. In collaboration with the Assistant Professor for Experiential Education, OPCE works with faculty to target and integrate partner opportunities into coursework. OPCE also provides career development and job readiness training to students through a newly revised Prep for Success program.

Contact OPCE for assistance with securing organizations and industry professionals for customized career panels, classroom presentations, and industry site visits. OPCE can also provide data on real time labor market trends.

Contacts
Valora Blackson, Director of Partnerships & Community Engagement
Valora.blackson@guttman.cuny.edu
Tel: 646-313-8066, Room 408

Community Days

Community Days are a central component of the Guttman educational and pedagogical model that occur at the mid-point of the fall 1 (October) and spring 1 (April) semesters and run concurrent with Assessment Days. The days are reserved for students to engage in a curricular assignment that affords an experiential learning opportunity (ELO) to engage civically through community service, political activity, leadership, advocacy, or becoming substantively informed on issues related to social justice. Community Days assignments may begin before the semester’s two designated Community Days and may take place on campus or off. Regardless, there should be an intentional and guided reflection component to the student experience that may occur on the October and April dates. The reflection component is both a sound pedagogical reinforcement of learning, and allows the instructor to determine and document the mastery of specific learning outcomes associated with applied learning and civic learning, engagement, and social responsibility GLOs.

For students in the First Year, each Instructional Team integrates a graded assignment incorporating civic activity, service-learning or community-based research as part of City Seminar in keeping with the chosen theme and the goals of the Civic Learning, Engagement and Social Responsibility GLO. The Community Days assignment can be an integrated part of a
semester-long, NYC-centric approach or can be a discrete assignment designed for students to implement independently or reflect upon previous civic learning during the two days each semester while faculty are involved in assessment. If faculty choose to integrate service as their Community Days assignment, they are encouraged to work with OPCE in assisting students to find service opportunities according to students’ interests, themes of the course, discipline or major, geographic and time preferences.

For students in the Programs of Study, faculty create assignments in two designated courses with Community Days in mind so that students have opportunities to link the content and skills of their coursework to civic concerns correlated with their disciplines. Part of the Community Days assignment offers students a framework in which they reflect upon how what they are learning in their major can have a public dimension that serves the common good. Continuing students participate in Community Days according to faculty assignments and expectation of reflection.

The faculty member with expertise in Experiential Education supports faculty in the design, implementation and assessment of their Community Days assignments. The Office of Partnerships and Community Engagement (OPCE) assists faculty in identifying potential community partners relevant to their coursework.

**International Education: Global Guttman**

Global Guttman is Guttman’s international education initiative. The initiative launched in Fall 2014 through the Office of Academic Affairs and has supported programs in Germany, Ecuador, Jamaica, Chile, China, and the state of Alaska. Global Guttman currently operates short-term, faculty-led travel abroad programs for Guttman students who meet the eligibility criteria. These travel programs are embedded into credit-bearing classes.

Selection of proposals for international education is competitive, given that the funds to support these experiences limit the number of outbound trips. Global Guttman mirrors much of the vision of the Global CUNY initiative launched by Chancellor Milliken in 2014 which aims to double the number of CUNY students who study abroad, as well as Guttman’s institutional learning outcomes, specifically around Civic Engagement and Social Responsibility. Global Guttman prepares students for global citizenship through understanding and interpreting diverse social, environmental and economic challenges at a global level.

**Guttman Endowment Grants for Student Success**

The Charles and Stella Guttman Foundation gift allowed the College to establish an endowment. Guttman Endowment Funds can be requested to support a range of High Impact Practices (HIPs) and Experiential Learning Opportunities (ELOs) during the semester or on Community Days that have been proven to enhance student learning and success.
Recipients of the Student Success Funds are required to submit related assignments and evidence of student learning, upon completion of the Student Success Fund activity. At the start of each semester, a request for proposals for these Student Success Funds will be disseminated with detailed instructions on how to apply.

**Information Commons and Information Literacy**

The Information Commons (IC) is a place to learn, share, and collaborate on academic work. The [IC is also a virtual space](#), providing you with access to e-books and online article databases 24/7.

In the IC, students can find computers, library resources, study space, an IT Student Help-desk and laptop loan station, eTern support for ePortfolios, Academic Instruction (tutoring) Services, UMOC tutoring, Peer Mentoring, and Meet-Ups to support their academic success. The library also purchases copies of all textbooks for current courses and makes them available for checkout at the circulation and reserve desk. Students can use media-scape tables with projection screens for sharing and collaborating on their work. As an academic learning environment, the Information Commons is intended for academic study as the priority use.

Checking out books and accessing e-resources from off campus requires a library barcode. The IC Staff can assign one to the back of your Guttman ID card on the spot. Sometimes newly issued IDs come with a barcode that needs to be activated at the circulation service desk. Staff is available during all scheduled open hours. For a current listing visit the [library homepage](#).

The Information Commons is a great place to showcase student work. It’s a space we hope you will sometimes bring your class to spread out and collaborate in. We also hope to see you pass through to lend helpful input to students while they navigate assignments or just to say hello and share your work.

**Location**: First floor adjacent to the Atrium.

**Fall I and Spring I Hours**:
Monday-Thursday: 7:00 a.m.-10:00 p.m.
Friday: 7:00 a.m.-8:00 p.m.
Saturday 9:00 a.m. – 5:00 p.m.
Sunday: Noon-5:00 p.m.

**Contact**
Information Commons Library Desk
[library@guttman.cuny.edu](mailto:library@guttman.cuny.edu)
Tel: 646-313-8090

Amy Beth, Chief Librarian
[amy.beth@guttman.cuny.edu](mailto:amy.beth@guttman.cuny.edu)
Electronic Resources
Students and faculty have access to over 100 databases covering a wide range of subjects and disciplines. These databases provide easy access to over 50,000 full-text electronic journal and magazine titles, all of which can be accessed on or off-campus via the library website. In addition, students and faculty can access over 200,000 ebooks in its ebook collections. Most of these database collections can be searched simultaneously using Guttman’s discovery tool, OneSearch. OneSearch is the default search on the library homepage and is also used to search CUNY-wide library holdings.

Print Resources
In addition to our small onsite print collection, Guttman students and faculty have access to more than eight million print books held by CUNY’s 24 colleges. All of these titles can be searched in OneSearch. Just select the “All CUNY” option in the dropdown menu inside the search box.

The college is also located less than half a block from the Stephen A. Schwartzman Building, the main research library of the New York Public Library, the resources of which include more than 14 million books, 400 databases, 700,000 digitized images, 30,000 e-books, music, and video items, 66,000 linear feet of manuscripts, and much more.

Information Literacy Resources
Our Information Literacy Librarians are our teaching librarians and are part of the Guttman Faculty. Information Literacy Librarians are available to collaborate with you on assignments and to support your own information literacy instruction. Additionally, they have created an Information Literacy Toolkit, where you will find multiple lesson plans covering various information literacy competencies that can be adapted and embedded into course curricula.

While Library Faculty deliver tailored information literacy instruction sessions in your classrooms for your students, they additionally provide individual research consultations for you and for your students’ research.

Need to request library instruction for your class? Submit the “Request Library Instruction” form, linked to the library homepage. Please note that for planning purposes, Information Literacy Librarians require at least two weeks advance notice prior to the request date.

Rev. August 2018 50
Research Guides/LibGuides
Research guides, or LibGuides, are web pages of useful resources accessible through the IC homepage. Compiled by the librarians, LibGuides are created for specific disciplines to provide a useful place for students studying in those disciplines to begin their research. If you have suggestions for a LibGuide, contact an Information Literacy Librarian.

Open Educational Resources (OERs)
Rising textbook prices have become a major obstacle to student learning in colleges nationwide. As a response to this problem, scholars are creating Open Educational Resources (OERs). OERs are publically available, cost-free textbook alternatives. OERs can be ebooks, coursepacks, online video tutorials, and more, but their purpose is always to make quality knowledge content freely available to the world, so that educators can use and adapt OER materials for their instruction, and students do not have to contend with additional cost-barriers to their education. If you would like guidance on finding OER materials, or converting your course to a Zero Cost Textbook Alternative course (which allows to students to search specifically for Zero Cost courses in CUNYfirst), contact an Information Literacy Librarian.

Reserves and E-Reserves
Many faculty request that heavily-used materials such as course required texts, required readings (chapters, articles, etc.) or class assignments be placed on reserve for their classes. All requests should be sent to library@guttman.cuny.edu. Required texts are also reported by faculty directly into Akademos. We purchase a minimum of one copy of everything required for class and have funds when multiple copies are needed. Scanned documents or chapters not to exceed 25% of a book can be put in the eReserves module or uploaded to ePortfolio, or to Blackboard. If uploaded to ePortfolio, make sure the settings are not for Public View. Fair Use Copyright Guidelines require we restrict to Guttman. If you need assistance with scanning, please visit the IC. Physical items placed on Reserve include books, audio content, films, and personal copies. Items on Reserve are available for 3-hour loan. Reserve may be checked out for other loan periods; indicate what is needed when you submit your Reserve items/list.

Policies and Procedures for Borrowing Materials
As a CUNY faculty member, you will receive a library barcode printed on your Guttman ID. This barcode is different from your EmplID, and must be activated before attempting to use. A member of the IC Library staff can activate your patron account any time you can swing through the IC. It only takes moments to process and will support your ability to access resources remotely and to be able to borrow items throughout CUNY both on-site and by placing online orders. Items are checked out of the Information Commons using your faculty ID card, which has a Guttman specific activated barcode on the back. The same barcode supports remote access to online resources. Books may be checked out to students for three weeks. Faculty have 8 weeks and staff have 4 weeks. DVDs are also available; loan periods may vary.
Renewing Books Online

- Click on the link to OneSearch on Info Common’s homepage.
- Login to your OneSearch account by using your 14 digit library barcode (beginning with 2) as both your username and password. (Note: Do not enter spaces or dashes.)
- Click on “My Account” and then click on “Loans” to renew.

Requesting Books from other CUNY Libraries
You can request a book from any of the 24 CUNY libraries. To search for titles, use OneSearch, but change your search parameters by clicking on the “All CUNY” option in the dropdown menu in the search box. By default, OneSearch only searches Guttman’s holdings, so if the Info Commons does not have a book or other resource that you want, you must specify “All CUNY” locations to expand your search and locate holdings at other CUNY schools.

When you have located a title that you want to request:

1. Click on the title’s record.
2. Scroll down to “Locations.”
3. Identify a location where the title is available. Then, click “Deliver to” and choose a pickup location (i.e., Guttman or any CUNY library you prefer).

A staff member from the circulation desk will notify you by email when your materials are ready for pickup.

Interlibrary Loan (ILL)
If you are unable to obtain a book through CUNY OneSearch, or if Guttman does not have electronic access to a particular journal article you are looking for, request the items through Interlibrary Loan (ILL). ILL is a service that allows you to borrow materials from other libraries outside of CUNY. ILL services are extended to faculty and staff only. To make an ILL request, simply submit the form linked to the library homepage.

Note: Electronic articles are typically delivered within 48 hours, and books take about a week to arrive in the mail. Guttman absorbs ILL costs making ILL free to patrons. You are responsible for overdue and lost book fees. Also, if a resource is available for loan at Guttman or the New York Public Library, interlibrary loan requests will not be honored.

Copyright and Fair Use
Title 17 of the United States Code, the United States Copyright Act, places limitations on the exclusive rights to use or incorporate copyrighted material during the time the material is covered by copyright. However, for educators, an important exception to those limits is commonly known as ‘fair use.’ The fair use exemption permits limited use of copyright works for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, etc.
Faculty must consider four factors when evaluating whether or not to use copyrighted materials in the classroom:

- The purpose of the use of the copyrighted work;
- The nature of the copyrighted work;
- The amount of the copyrighted work to be used; and,
- The effect of reproduction on the sale of the copyrighted work.

Generally, one should use no more than one article from a periodical or single chapter from a book, a single illustration, graphic or chart, or poetry excerpt not to exceed 250 words. You are responsible for obtaining copyright permission for any use of materials that do not comply with the Fair Use Exemption, or any other exemption provided by the Copyright Act.

For additional guidance on whether your planned use of third party work falls under the ‘fair use” exemption, consider Cornell University’s “Checklist for Conducting a Fair Use Analysis Before Using Copyrighted Materials” found at: https://copyright.cornell.edu/policies/docs/Fair_Use_Checklist.pdf.

Library Faculty are available to provide additional guidance on using copyrighted materials.

**Guttman Academic Works**

Guttman Academic Works is part of CUNY’s institutional repository, which is “dedicated to collecting and providing access to the research, scholarship and creative work of the City University of New York.” In service to CUNY’s mission as a public university, Academic Works intends to make faculty scholarship, in all its forms, freely available for public access and use. To browse collections and submit your own work, visit the Academic Works website.
Library and Information Commons Policies on Student Use and Behavior

The Guttman Community College Library and Information Commons (IC) is a place to learn, share, and collaborate on academic work. As an academic facility it is available for use by the entire College community and is designed and utilized for study and learning. To achieve this purpose our community needs access to a good academic work environment. This policy is designed to ensure that environment.

All users are expected to adhere to the rules and regulations of this policy and of the College while present in the Information Commons. All users are required to follow the direction of the IC staff and all other college officials regarding these policies. Failure to comply with these policies may result in removal from the IC and/or disciplinary action.

FOOD AND DRINK

Food is not permitted in the IC. Drinks are allowed only if they have a cover. Food that is to be eaten later must be in sealed containers inside of closed bags at all times. This policy provision helps the College maintain a clean and pest free environment. Food and drink are permitted in both the Atrium and on the Lower Level.

NOISE

To create conditions conducive to academic study, the IC requires a library-like atmosphere, which will ensure that all community users are able to use the space as it is intended. The College recognizes that group work and collaborative study generates conversation. However, all IC users must maintain a low and reasonable voice / noise level at all times to allow all users a productive environment.

- Electronic devices are to be set to silent/vibrate
- Phone calls/video chats must be taken outside of the IC (Atrium or any other public space)
- Headphones are to be used with the volume set for the individual listener and should not exceed a level audible by others

BEHAVIOR

Inappropriate behavior will not be tolerated and may result in removal from the IC and/or disciplinary action. Inappropriate behaviors include, but are not limited to:

- Loud noise (from people or from electronic devices)
- Phone calls/video chats
- Failure to use headphones
- Misuse or abuse of property
- Unauthorized use or removal of equipment
- Arguing or fighting
- Threats and threatening behavior
- Abusive or bullying language or behavior

Rev. August 2018
- Sexually explicit language or behavior
- Harassment of any kind
- Title IX violations (sex or gender discrimination)
- Possession or use of drugs or alcohol
- Vaping of any substances
- Weapons possession or use
- Gambling
- The sale of anything for per commercial gain or private profit
- The use of equipment for commercial gain or private profit
- Use of the space for any illegal activities under local, state and federal laws
- Any other behavior not listed here that disrupts the educational process and/or the wellbeing of another member of the community

**SIGNS AND FLYERS**

Posting a sign or flyer in the IC requires prior approval. Please consult a member of the IC staff (located at the main IC service counter or reachable at 646-313-8090), or the Office of Student Engagement (located on the Mezzanine level or by phone at 646-313-8269) to secure permission.

**EQUIPMENT BORROWING AND RETURNS**

The policy and procedure for short term equipment loans requires a valid GCC ID that must be presented to borrow equipment of any kind from the IC. Use is limited to the IC unless otherwise specified or formal arrangements are made. Some items require an active barcode in addition to the EMPL ID.

As part of the Information Technology (IT) department’s equipment loaner program, currently enrolled students may borrow a short-term laptop from the student IT Helpdesk located within the IC. The equipment is for academic use, and must be returned before the IC closes in the same condition in which it was borrowed. Any damages must be reported to the staff at the student IT helpdesk or the IC staff immediately. Usage of Guttman laptops is governed by the policy on acceptable use of computer resources.

**UNIVERSITY POLICIES**

Please see the following links for Guttman and for CUNY-wide policies that may be useful to you while using the Information Commons and while attending Guttman Community College:

**GCC Children on Campus Policy**

**University wide Library Services policy**

**City University Maintenance of Public Order policy**

Rev. August 2018
University Policy on Drugs and Alcohol

University Policy on Computer Use

University Policy on Sexual Misconduct

University webpage for Combating Sexual Violence

University Students’ Bill of Rights

University Policy on Sharing and Copyright Infringement

University Drug/Alcohol Use Amnesty Policy

Please see the Guttman Community College Public Safety webpage for other policies on campus.

Questions regarding this policy can be directed to:

Information Commons staff, First Floor, 646-313-8090
Office of Student Engagement, Mezzanine Level, 646-313-8269
Public Safety Department, Room 015/Lobby, 646-313-8101/646-313-8112
Information Commons Code of Behavior Enforcement Protocol

Ensuring that all Guttman students, faculty, and staff can utilize and enjoy the Information Commons will require a common effort, shared by all, to reinforce the message communicated by the new policy document. For faculty and staff, this means speaking to students who are visibly violating the policy and requesting their cooperation. The message must be clear and consistent from all Guttman personnel.

The agreed-upon steps for enforcing behavioral expectations in the Information Commons will be as follows:

1. If a flagrant violation of the policy poses an immediate danger (e.g., fighting, display of weapons, or other clearly threatening behavior in either language or action), Public Safety will be immediately called to intervene.

2. For other policy violations that do not pose an immediate danger:
   
   Step 1: IC staff, other College staff, or faculty observing a policy violation make a first request that the IC user correct the behavior. If the initial contact is with non-IC staff, IC staff are immediately informed.

   Step 2: If the behavior does not change, a second request is made and the IC user is notified that Public Safety will be summoned if there is no compliance with policy.

   Step 3: If the behavior does not change after a second warning, Public Safety is called. The responding officer will request the IC user’s College identification, record their name, and issue a final warning that should the behavior continue, the user will be removed from the IC.

   Step 4: If the behavioral violation continues, Public Safety removes the user from the IC and initiates disciplinary action.

With the exception of documents covered by confidentiality regulations, the Chief Librarian will be notified of all reports created in connection with the incident, originating with either Public Safety or the Office of Student Conduct.
Academic Support Programs

Guttman offers a variety of options to meet the needs of our students and providing the support to build a strong academic foundation. Services available include One-on-One tutoring, Meet-Ups, eTutoring, and Supplementary Instruction (SI) groups.

One-on-one Tutoring
The main advantage with one-on-one tutoring is tutors have more time to address the specific needs of an individual student. The tutor will differentiate the session based on how quickly the student learns, their level of mastery, learning style, etc. The student, in turn, has more time to ask questions or have a concept explained than if they were in a group setting.

The tutors are located in the Learning Lab. Although walk-in appointments are sometimes available, Starfish appointments are preferred. To schedule an appointment with a tutor, use the “services” tab on Starfish.

Meet-Ups
Meet-Ups are collaborative group study sessions that are facilitated by peer mentors. Meet-Ups cover Algebra, Biology, Chemistry, Information Technology, Statistics, and Writing. All of our Meet-Up mentors attend 2 weekly class sessions related to their Meet-Up subject working closely with faculty to support/facilitate in-class presentations, group and individual student work. Their experience in the classroom, and proximity to the student experience, allows them to build rapport with students and support faculty in classroom activities. Mentors meet weekly with their assigned faculty to best support the classroom.

Meet-Ups differ from Tutoring because they are primarily defined as group academic support spaces and students are encourage to drop-in. Often a student will attend a Meet-Up with other classmates to prepare for an exam or complete group work and will set one-on-one time after with a mentor or tutor for more individualized support. Mentors can be found in the rear of Information Commons (Room 105) and students can access their full availability and Meet-Up times on Starfish under the “Services” tab and the Meet-Up mentor subject.

Contact
Danny Ambrose, Ed.D., Director of Mentoring & Student Success
peermentoring@guttman.cuny.edu
Tel: 646-313-8085; Room 104, Info Commons

eTutoring
Guttman offers free, 24-hour, online tutoring support for students through eTutoring. The service is staffed by a consortium of professional educators to work with students either synchronously (e.g. chat, question/answer forums) or asynchronously (e.g. writing submissions). Live, online tutoring sessions are offered in a range of subjects including math, biology, chemistry, statistics and research methods and information literacy. For writing feedback, the online writing lab allows students to submit up to three (3) drafts of the same
writing assignment (may not exceed 8 pages). The drafts are typically reviewed within 24-48 hours and returned with feedback. Students can access eTutoring on any computer either on or off campus. To access eTutoring, use the “services” tab on Starfish.

**Supplementary Instruction (SI) Groups**
Supplementary Instruction (SI) Groups are tutor-facilitated, group, review sessions that meet on a regular basis (1-2 times a week). Prior to the start of the semester, the tutors (SI Leaders) have undergone extensive training in planning, pedagogy and team building. SI leaders attend all the classes for their course and submit plans to the Area Coordinator of Academic Support prior to conducting their session. Student participation in SI sessions is anonymous and voluntary. If you are interested in the SI program for your course(s), please contact Camila Torres.

**Contact**
Camila Torres, Lecturer, Mathematics and Area Coordinator for Academic Support
[camila.torres@guttman.cuny.edu](mailto:camila.torres@guttman.cuny.edu)
Tel: 646-313-8103, Room 611
Assessment of Student Learning and Institutional Effectiveness

Guttman Community College is committed to continuous improvement through sustained and systematic assessment. Assessment is a shared institutional responsibility that engages faculty, staff, administrators, and students. Guttman’s assessment work focuses on student learning, academic program, and institutional assessment as follows:

1. General Education and Academic Program Assessment is guided by the Office of Academic Affairs and the Assessment & Learning Committee. Students’ growth and development throughout their academic career at Guttman are assessed in two areas:
   - Guttmn Learning Outcomes (GLO)
   - Periodic Program Review (PPR)

2. Assessment of Institutional Effectiveness is guided by the Center for College Effectiveness (CCE) through a framework known as the Systematic Approach for Guttman Effectiveness (SAGE)

Assessment Framework
The design principles of Inquiry, Reflection, and Integration serve as the framework to guide Guttman’s assessment processes.

- Framing assessment as an inquiry into student or institutional learning highlights its scholarly nature, making it more engaging and rewarding. Inquiry helps stakeholders focus on questions related to learning and improvement.
- Incorporating reflection helps faculty and staff make meaning from their findings and identify recommendations for change. Reflection transforms assessment into an individual and collective learning opportunity.
- In an assessment context, integration involves “closing the loop,” applying the recommendations emerging from reflective assessment to the active process of changing pedagogy and practice, curriculum, and even institutional structure. Designing and implementing new curricula or pedagogical strategies to improve student learning is central to assessment that emphasizes integration. Integration can also address institutional structure and practice.

Assessment Days
Assessment Days are scheduled at the beginning, middle, and end of the Fall I and Spring I semesters. Full-time faculty members are expected to contribute to the work of each Assessment Days and are encouraged to describe their contributions as Service to the college in their reappointment, promotion, and tenure portfolios.

The Assessment Days provide opportunities for faculty, student engagement staff, and students to assess student attainment of the Guttmn Learning Outcomes (GLO) and each program of study’s learning outcomes. An agenda for each set of Assessment Days is determined by the
Systematic Approach for Guttman Effectiveness (SAGE)
The Systematic Approach for Guttman Effectiveness Plan is a framework for continuous improvement. The Center for College Effectiveness guides college areas in their use of the SAGE Plan to identify goals and practices, present evidence to highlight accomplishments and challenges, and determine ways to improve. The SAGE Plan is comprehensive in aligning area goals, the college’s strategic plan goals, and accreditation standards.

The SAGE planning process streamlines multiple assessment and data collection initiatives by Guttman, CUNY, and accreditation organizations. The SAGE plan engages college areas in a commonly agreed-upon, user-friendly, useful process that focuses on reflection (by looking back at our practices and accomplishments) and direction (by looking ahead at enhancing our practices). The intention is that units will systematize data collection in support of their goals, link evidence to improvements, and have rationales for resource requests.

Benefits

- Provides an easy-to-follow template for mapping plans, practices, and performance
- Links area plans to goals and standards by Guttman, CUNY, and accreditation organizations
- Maximizes efficiency and minimizes duplication of efforts for assessment and data collection activities
- Documents activities and achievements on an ongoing basis
- Describes sufficiency of area resources
- Promotes evidence-based reflection, decisions, and problem-solving
- Creates a SAGE community of practice across college areas

SAGE Process

Each SAGE plan involves three stages:

1. Identify Goals and Practices: Describe what the unit plans to accomplish and how it aligns with college goals.
2. Support with Evidence: Describe what information the unit will collect to demonstrate its performance.
3. Reflect and Improve: Describe accomplishments, challenges, and ideas for improvements

The Center for College Effectiveness
About the CCE
The Center for College Effectiveness (CCE) is an on-campus resource that partners with the Guttman community to provide information that supports planning and decision needs.

The CCE is responsible for:

- Institutional research, including analyzing data about student demographics and performance
- Institutional assessment activities and the SAGE framework: Systematic Approach for Guttman Effectiveness
- College-wide survey research, including student, employee, and alumni surveys
- Data dashboards with information refreshed daily for operational needs

The CCE workspace is a data-themed room located on the mezzanine in 207Q.

Contact information
Elisa Hertz, Director
Matt Au, Institutional Research Analyst in Surveys and Assessment
Joseph Contreras, Institutional Research Analyst in Data Analysis

cce@guttman.cuny.edu

Learn more
tinyurl.com/guttmanidea
Office of Academic Testing

Guttman’s Office of Academic Testing provides information and services pertaining to the CUNY Assessment Tests (CAT), The CUNY Elementary Algebra Final Exam (CEAFE), and the Ability to Benefit (ATB) tests. These services are provided to students entering Guttman Community College as well as to students in the Math Start program.

Testing Accommodations

Students entitled to accommodations for any of the above tests are required to register with the Office of AccessABILITY Services. Please contact the Office of AccessABILITY Services at 646-313-8833 or email accessabilityservices@guttman.cuny.edu for assistance.

The CUNY Assessment Tests (CAT) evaluate competencies in the areas of reading, writing and mathematics. Students take these tests on admission to the College unless they have demonstrated proficiency in these subject areas by other standards. You can review the CUNY admissions assessment test requirements on the Testing Information page of the CUNY Testing website.

NOTE: As of fall 2018, CUNY is modifying its policies and practices regarding proficiency tests. While incoming Guttman students continue to take the CUNY Assessment Tests, proficiency after enrollment of proficiency is no longer determined through the tests. The Office of Academic Affairs will distribute guidelines regarding proficiency testing when they are finalized.

The Reading Test

The Reading Test (or CATR) is designed to measure reading comprehension and is untimed, multiple choice, and computer based. A score of at least 55 is considered a demonstration of proficiency.

The Writing Test

The Writing Test (or CATW) is designed to measure the ability to do college-level writing in English based on critical reading, thinking, and writing skills. Ninety minutes is allotted for the completion of this paper-and-pen test (time may differ for students with accommodations). Non-electronic dictionaries are allowed. A score of 56 or higher demonstrates proficiency.

The Math Test

The math test is untimed, multiple choice, and computer based. It is composed of three sections: Elementary algebra; College algebra; and Trigonometry. A score of 57 or higher on the Elementary Algebra portion of the test demonstrates proficiency in math.

Contacts

Yvonne Rubie, Academic Testing Director

testing@guttman.cuny.edu
Tel: 646-313-8172

Terry Houston, Testing Specialist

testing@guttman.cuny.edu
Tel: 646-313-8006
Office of Student Engagement

The Office of Student Engagement (OSE) encourages and complements students’ academic success by offering quality services and programs that cultivate student learning. OSE staff are educators, guided by ten professional competencies and standards, in the co-curricular components of students’ college experience. OSE is comprised of a number of units that work together to empower students to take an active role in their own education and prepare them for success after Guttman.

OSE is committed to students’ personal growth and degree completion. OSE collaborates with faculty and other campus areas to create engaging opportunities that deepen students’ academic experiences, to support individual students, and to develop systems and programs geared toward student success and academic momentum.

The units that make of Student Engagement at Guttman include AccessABILITY, Academic Advising & Student Support, Peer Mentoring, Single Stop, Student Leadership & Campus Life, Student Conduct & Community Standards, Testing, and Wellness.

Office of Student Engagement Programs

Women of Gratitude, Resilience, Integrity and Talent (GRIT)
The Women of Gratitude, Resilience, Integrity, and Talent (GRIT) mentorship program exists to provide academic, personal, professional, community and leadership development to young women at Stella and Charles Guttman Community College. We strive to enhance participants’ lives through mentorship, enrichment programs, and workshops that serve to inspire individual advancement. Our vision is for all program participants to achieve academic excellence, graduate from college, and become successful leaders and role models in their respective careers and communities.

Contact: womenofgrit@guttman.cuny.edu.

United Men of Color (UMOC)
The United Men of Color (UMOC) program at Stella and Charles Guttman Community College is designed to provide an inclusive and supportive space where men of color, in particular, can receive academic support, mentoring, and have the opportunity to engage in social-cultural dialogue that will enhance their understanding of self and their relationship to different communities. At UMOC, our scholars participate in a variety of activities that include but are not limited to monthly workshops, community service projects, and program initiatives designed to build character and a sense of community amongst participants. UMOC is part of the larger CUNY Black Male Initiative umbrella.

Contact: umoc@guttman.cuny.edu.
**Phi Theta Kappa Honor Society (PTK)**

Phi Theta Kappa is the international honor society of two-year colleges. The purpose of PTK is to recognize and encourage scholarship among two-year college students. PTK provides an opportunity for the development of leadership and service for high academic achieving students. Beta Phi Gamma is the College’s chapter.

**Women Resource Services**

Women’s Resource Services is dedicated to helping every woman at Guttman Community College become self-assured with a streetwise savvy that comes from actively engaging with the world. We welcome men and women alike who are committed to gender equity and social change. The Women Resources Services engage topics such as civic engagement, domestic and/or gender violence, and sexual harassment education, among many other topics. Additional programming includes monthly luncheon support groups and Women Collective groups.

Contact: womenresourcescenter@guttman.cuny.edu

**Safe Zone**

Safe Zone Certification program is comprised of a voluntary network of faculty, staff, and student advocates committed to creating a campus climate where all LGBTQ+, and other genders, are able to thrive academically, professionally, and personally on campus. It is a campus-wide program designed to provide foundational knowledge needed to support and act in solidarity with LGBTQ+ populations. Safe Zone is designed to visibly identify a network of students, staff, and faculty who support the LGBTQ+ population, better understand LGBTQ+ communities and some of the issues the community faces, and are aware of various LGBTQ+ resources available. Safe Zones are offered throughout the academic year for faculty, staff, and students.
Academic Advising

The College’s advisors support students from a strengths-based, appreciative, and developmental perspective. Students in their first year work with Student Success Advocates, and receive advisement from Career Strategists in their continuing years.

Student Success Advocates
SSAs are expert advisors, guides and coaches that support students’ academic and professional success from recruitment through the first year. As members of the instructional teams, they provide advisement, create academic plans, facilitate student-centered activities, and arrange for referrals to resources as needed. In addition to providing proactive advisement, each SSA leads three sessions of the LaBSS component of Ethnographies of Work I & II. The offices of the SSAs are located with the faculty on the 6th floor.

Career Strategists
Career Strategists support continuing students in selecting their majors, registering for courses, developing academic and professional plans, and preparing for careers and transfer to baccalaureate colleges. They work closely with program coordinators and the Office of Academic Affairs to orient students to each program of study, to arrange college visits and on-campus transfer fairs, and to address the needs of continuing students. The offices of the Career Strategists are located on the mezzanine.

Visit the Advisement webpage.

Contacts
Charles Pryor, Dean of Student Engagement
Dean.ose@guttman.cuny.edu
Tel: 646-313-8818, Room 205

Bindi Patel, Deputy to the Dean of Student Engagement
bindi.patel@guttman.cuny.edu
Tel: 646-313-8119, room 207E

Esperanza Martin, Student Engagement Coordinator
Esperanza.Martin@guttman.cuny.edu
Tel: 646-313-8269, Room 207N

Victoria Romero, Associate Director of Student Support and Academic Advising
victoria.romero@guttman.cuny.edu
Tel: 646-313-8843; Room 610-B

FERPA (Family Educational Rights and Privacy Act)
College faculty and staff abide by the regulations of the Family Educational Rights and Privacy Act regarding maintaining the confidentiality of student educational records. Students may
permit third parties to receive access to their academic records by visiting the HUB and filing a FERPA Release form. Students may also elect not to disclose certain records by completing the FERPA Non-disclosure form. Faculty who receive a request from a third party to gain access to a student’s records, including information about academic progress, should contact the Office of the Registrar.

The College provides regular FERPA training for faculty and staff. University guidelines for the implementation of the student records access policy and the Federal Family Educational Rights and Privacy Act can be found in the College Bulletin.

**Procedure for Responding to Inquiries from Parents or Other Outside Parties**

As general principle, faculty may not disclose student information in oral, written, or electronic form to anyone except Guttman faculty and staff who need that information to perform their college-related functions. There are very specific incidents that information can be shared so it is best to direct all inquiries to the Dean of Student Engagement’s Office in order to determine if the request violates FERPA policies.

If parents, family members, etc. contact faculty, they should be referred to the Dean of Student Engagement, Charles H. Pryor, II, at dean.ose@guttman.cuny.edu or via phone at 646-313-8269.
Behavioral Intervention Team (BIT)

Guttman Community College is committed to providing a safe environment for the community. The College’s Behavioral Intervention Team (BIT) was established to identify, assess, and monitor students displaying levels of distress, disruption, or behavioral dysfunction that might warrant timely intervention. The team’s primary goal is to provide threat assessments and early intervention before a crisis arises.

Faculty members are encouraged to contact the BIT team whenever they feel there is a serious problem with a student that should be brought to the attention of other first-responding offices on campus. BIT reports are never made part of a student’s academic or disciplinary record.

Behaviors to refer to BIT include, but are not limited to,: unusual, or bizarre behavior; passive expression of aggressive thoughts; psychological or behavioral concerns with no sign of improvement despite referrals; current physical/sexual abuse, intimate partner violence, and stalking or other behaviors that raise serious concern.

The Guttman BIT team typically monthly, and as the need arises, to identify conditions of concern and discuss how best to support distressed students. The team includes staff from the Office of Student Engagement, Student Conduct, Wellness, AccessABILITY, Legal Counsel, Academic Affairs, and Public Safety. When necessary, the team offers resources for timely intervention, treatment, referrals and follow-up for students in distress.

Please note: anyone from the campus community who observes an emergency or imminent threat to self or others should immediately contact Public Safety Department at extension 646-313-8101 or 911.

A Confidential Incident Report for the Behavioral Intervention Team can be completed via the My.Guttman portal or Guttman website by:

- Submitting an online form
- Downloading the fillable form and depositing it at the Public Safety desk in the lobby
- Writing an email to guttmanbit@guttman.cuny.edu

Rev. August 2018
Student Conduct and Community Standards

The Office of Student Conduct and Community Standards (OSC) at Guttman Community College promotes a safe and secure community and enforces The City University of New York (CUNY) rules and regulations through civility, integrity, and student learning while treating each student with dignity and respect. The OSC fulfills this mission by:

- Developing, disseminating, interpreting, and enforcing the University’s rules and regulations;
- Educating students about institutional expectations and holding them accountable for their actions;
- Intervening effectively when student behavior violates the University/College’s rules and regulations;
- Supporting students during conduct experiences to foster maturity; independence, responsibility, advocacy, and life-long learning skills;
- Offering education and awareness to the campus community; and
- Working collaboratively with campus officials to maintain campus safety.

Admission to Guttman Community College (GCC) carries with it special privileges and imposes responsibilities. GCC is committed to the development of students’ personal and academic excellence. As voluntary members of the GCC community, students are expected to act with civility towards others in order to foster and promote an educational environment conducive to the College’s mission. As such, students are expected to conduct themselves as law-abiding citizens of the College at all times.

Contact
Carolee Ramsay, Associate Director of Student Conduct
carolee.ramsay@guttman.cuny.edu
Tel: 646-313-8019; Room 009

Academic Integrity
Guttman faculty are responsible for teaching courses, maintaining standards of academic achievement and providing direction to the student population. Faculty should provide information about course expectations in their syllabi, as well as details about what constitutes plagiarism or unacceptable levels of collaboration among students in the course. You are encouraged to explain to students what cheating is, and to discourage such activity by requiring, for example, alternate seating during exams; shutting off and storing all electronic communication devices in closed containers before a test starts; the announced use of online programs (SafeAssign, Turnitin) to deter plagiarism, or handing out exams with questions organized in several different ways.

The protocol for addressing suspected incidences of academic dishonesty is dictated by CUNY policy. A faculty member who suspects or learns of a potential violation of Guttman’s standards of academic integrity shall inform the student(s) and investigate the matter, in consultation
with the Academic Integrity Officer if appropriate. The College Academic Integrity Officer is appointed by the President.

If the faculty member concludes that the circumstances warrant a sanction, the incident must be reported to the Academic Integrity Officer, using the Guttman Report Form, as well as on the N-Drive. Academic sanctions may range from an essay assignment on integrity code compliance, citation training or other assignment, to grade penalties, course grade reduction or failure. You may access further information on student academic discipline on the web.

**Behavioral Referral Chart**
The chart below details which office(s) to contact regarding specific types of student behavior. Mildly disruptive behaviors should be referred to the Instructional Team or Advising. Behaviors and concerns related to mental health should be referred to the Wellness Office. Behaviors and concerns related to disabilities or accommodations should be referred to the AccesABILITY Office. Behaviors that involve threats to the wellbeing of students or other members of the community should be referred to the BIT team and/or Public Safety.
Frequently Asked Questions (FAQs) regarding Student Conduct

What should I do in the face of persistent disruption?
Current university policy states that a student who persists in disrupting a class may be directed by the faculty member to leave the classroom for the remainder of the class period and can be referred the student to the Office of Student Conduct for judicial action. The student should be told the reason(s) for such action and be given an opportunity to discuss the matter with the faculty member as soon as practicable. Prompt consultation should also be undertaken with Chief Student Affairs Officer and/or the Director of the Office of Student Conduct. (Room 009)

Should I act immediately or wait for a pattern of misbehavior?
A fundamental tenet of progressive discipline is to document and respond to "small" incidents sooner rather than later. Early intervention—sometimes in the form of a 'behavioral contract' developed by the Office of Student Conduct or designee and a referring teacher—might help define needed boundaries for a student. Generally, teachers who state reasonable expectations early and enforce them consistently help students avoid the harsher consequences that later flow from more serious infractions. The fact that a student may have a disability should not inhibit you from notifying appropriate authorities (including the campus public safety department, as needed) about disruptive behavior.

When should I call public safety?
You should call the campus safety officers whenever you believe there is any threat of violence or other unlawful behavior—including a student's refusal to leave a class after being told to do so. Any threat of violence should be taken seriously. Err on the side of caution and notify public safety as soon as you can.

When do I fill out a BIT Report?
The Behavioral Intervention Team has been established to identify, assess, and monitor students displaying levels of distress, disruption, or behavioral dysfunction that might warrant timely intervention. The team’s primary goal is to provide threat assessments and early intervention before a crisis arises. For more information, review the BIT Manual or email GuttmanBIT@guttman.cuny.edu.

What if there is an allegation of academic misconduct?
If students are caught for an act of academic misconduct, the instructor has the discretion to resolve the matter formally or informally. Typical outcomes include:

- Academic penalty (usually an F) on the assignment
- Academic penalty for the course (usually an F)
- The instructor may send the matter to the Academic Integrity Officer for the committee to investigate. If there are multiple reports or the case is egregious in nature, the case will automatically be investigated and adjudicated
- The Academic Integrity Officer will send it to the Office of Student Conduct for formal adjudication
• If your case goes through the Faculty Student Disciplinary Committee (FSDC) hearing, and there is a preponderance of evidence, students are likely to receive a suspension or expulsion from the College.

For further information on academic misconduct, please review the college’s Manual of Students Rights and Responsibilities.

What are the limits on First Amendment rights?
First Amendment rights are not absolute. The comprehensive authority of school officials should be consistent with fundamental constitutional safeguards to prescribe and control conduct in schools. The college classroom is not a 'public forum' like a city street or a park. Instructors can define the course agenda, set and limit topics for discussion, give grades that reflect a student's knowledge or reasoning, and maintain order in the classroom. They should freely perform these important functions, as long as they refrain from unlawful discrimination or seek to punish students solely for expressing unpopular viewpoints pertinent to the course.

How should I respond when a disruption occurs or when I want to report a student?
Faculty/staff members have broad authority to manage the classroom or their area of work. It is best to correct innocent mistakes and minor first offenses gently. If the behavior in question is irritating, but not disruptive, try speaking with the student after class/in private. There may be rare circumstances when it is necessary to speak to a student during class about his or her behavior. Correct the student in a courteous manner, indicating that further discussion can occur after class. If behavior is extremely disruptive and disorderly- write a complaint to the Conduct Officer (carolee.ramsay@guttman.cuny.edu). The complaint acts as your statement and your email address acts your signature. (See Manual of Students Rights and Responsibilities)

If there is an escalation or threat, call Public Safety at ext. 38101

If the offense is sexual in nature, report it to the Title IX Officer, Public Safety, and Conduct.
AccessABILITY Services

Guttman serves a higher percentage of students with disclosed disabilities than other CUNY campuses. There may also be some students who have not disclosed disabilities, or who may now know they are eligible to receive services from the Office of AccessABILITY.

The Office of AccessABILITY Services promotes an equal opportunity for students with documented disabilities in pursuing academic and career goals. Students, whose disabilities may require accommodations, are required to schedule a student accommodation review meeting with the Office of AccessABILITY Services as early as possible. It is advisable to speak with the Associate Director prior to any course exams, for which a student may require special accommodations.

It is the student’s responsibility to initiate a request for accommodation. The right to self-disclosure is protected by law, even if the student has previously identified herself/himself as a person with a disability. Appropriate accommodations will be worked out on a case by-case basis. All applications concerning disability accommodations will be regarded as confidential, and will only be disclosed when there is a specific need to know this information (e.g., to a proctor of an examination for which special accommodations have been approved).

Guttman complies with the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act, which protect persons from discrimination on the basis of physical or mental impairments.

A useful guide to strategies for supporting students with disabilities in the classroom developed by the CUNY Office of Student Affairs is available online.

Accommodation Cards

Students who register with the Office of AccessABILITY Services are given accommodation cards to present to faculty regarding the academic modifications they should receive in classes. Students must present their card to their instructors in order to receive the accommodations to which they are entitled. Students who do not provide their accommodation card to the faculty are required to speak with the Office of AccessABILITY Services to discuss the importance of using academic accommodations and adjustments.
Sample Accommodation Card

**General services** include:

- Priority registration for classes
- Disability management counseling
- Liaison to faculty
- Specialized individual or group orientation to campus
- Advice on classroom accommodations
- Assistance to faculty and staff to work effectively with students with disabilities
- Tutoring referrals
- Assistive technology (e.g., notetaking tools, text-to-speech software, etc.)

**Specialized services** for students with disabilities include but not limited to:

- Testing accommodations (e.g., extended time, distraction-reduced testing environment)
- Peer Note-taking assistance
- Readers
- Scribes
- Sign language interpreters
- Assistive listening devices
- Real-time captioning services
- Preferential seating in class
- Use of the adaptive technology stations located in the Information Commons, laptops, and all computer spaces.
- CUNY LEADS (Linking Employment, Academics, and Disability Services) career preparation and guidance services
- Referral to NYS ACCES-VR (Adult Career and Continuing Education Services-Vocational Rehabilitation)

**Contact**

Office of AccessABILITY Services
accessabilityservices@guttman.cuny.edu
Tel: 646-313-8833; Rooms 506-B and Room 207, Cubicles: D, K, M, P

Rev. August 2018
Frequently Asked Questions regarding AccessABILITY Services

Q: Who determines the appropriate accommodations for students with disabilities?

A: The Office of AccessABILITY Services Team is designated professionals to determine appropriate accommodations and auxiliary aids for students with disabilities. The determination is based on disability documentation from a qualified professional provided by the student and a collaborative assessment of the student’s needs. It is the student’s responsibility to provide AccessABILITY Services with appropriate documentation before services are initiated.

Q: When should I provide accommodations?

Students have the responsibility for making their accommodation needs known to you in a timely fashion. They are also encouraged to provide you with an accommodation card from AccessABILITY Services listing the identified academic adjustments, and to discuss privately with you their accommodation needs. They are not, however, required to discuss their disabilities.

Q: How is confidentiality maintained?

A: Students with disabilities have the right to meet with you privately regarding disability matters, and their confidentiality must be maintained. Treat all disability related information as confidential medical information. It is important to refrain from making direct reference to the accommodation form or to your knowledge of the student’s disability during class. Please feel free to contact the AccessABILITY Services Office to set up a collaborative meeting with the student to discuss accommodations or other academic issues as indicated.

Q: How do I provide testing accommodations?

A: Students who are eligible for testing accommodations (e.g. extended test time, separate location, assistive technology, etc.) will ask you to complete a Testing Arrangement Form from the Office of Testing. On this form you will indicate the time and place for exam pickup as well as specific testing instructions. Please sign the form and immediately return it to the Office of Testing at least 5 days prior to the exam. The test will be administered and proctored by the Office of Testing and returned to your office upon completion. Any questions about the actual testing accommodations can be directed to the Office of AccessABILITY Services in room 506A.

Q: Am I expected to adjust my course or evaluation criteria?

When providing accommodations, institutions of higher education are not required to lower academic standards or compromise the integrity of the school, department, or program. According to Federal Law, you are not required to provide an accommodation that “fundamentally alters” the course itself, nor are you expected to alter your grading scale or evaluation criteria. Although students with disabilities may receive accommodations, they should be expected to perform at a level commensurate with their peers.
Q: Students do not always make the need for accommodations known at the beginning of the semester. Is there something I can do to facilitate this process?

A: Students have the responsibility for making their disability-related accommodation needs known to you in a timely fashion. You can facilitate this process by including a disability statement on your syllabus that invites students with disabilities to meet with you to discuss their needs.

Q: What is my role in providing students with course materials?

A: Students with disabilities need access to course materials and information presented in your classroom at the same time as all other students. Services will make every effort to insure that each student has an alternate format of course materials as deemed necessary based upon individual disability. Wherever possible, please provide the AccessABILITY office information regarding required reading so that we may procure the alternate text materials in a timely manner or arrange a method for electronic information to be sent to the student.

Q: How can I help a student who appears to have a disability but has not disclosed or requested any accommodations?

A: You may want to initiate a conversation with the student regarding their apparent difficulties in class and possible support services. If a student reports they had either special education classes or resource room in high school, they will generally be eligible for support at the college level. You may always call the AccessABILITY Services for advice or assistance regarding any disability related issues.
Wellness (Mental Health Counseling)

The mission of Wellness is to support and aid students in reaching their academic and personal goals by promoting their interpersonal and psychological well-being. We are committed to assisting students in addressing any stress, conflict, and other psycho-social factors that may be a hindrance. We seek to provide a non-judgmental space, work collaboratively, and equip students with effective strategies to use now and in the future.

Wellness provides short-term, mental health counseling services to assist students with any counseling or adjustment related issues such as:

- Anxiety
- Depression
- Relationship/family issues
- Stress
- Self-worth/self-esteem
- Sexuality

All counseling services are free, confidential, and voluntary. Additionally, Wellness facilitates several workshops and events throughout the year to support student growth and well-being.

Contact
Wellness Email: wellness@guttman.cuny.edu

Courtney Stevenson, LMHC, Associate Director of Counseling Services and Wellness Clinician
wellness@guttman.cuny.edu
Tel: 646-313-8165; Room 507

Stephanie Pinho, LMHC, Wellness Clinician
wellness@guttman.cuny.edu
Tel: 646-313-8143; Room 506A

Referring a student to Wellness

- **Walk them to the Wellness office** (Rm. 506A & 507). If a clinician is not available, students can fill out a blue form and drop it in the box located outside Room 507.
- **Email Wellness AND the student**, making the appropriate introductions and connection. Begin the email by saying, “Following up on our earlier conversation, I wanted to connect you to Wellness” or “I wanted to connect you with Wellness (cc’ed here). They provide confidential mental health counseling and can be a great resource and support.”
- **Call Wellness while the student is present**. Student can either make an appointment over the phone or walk down on their own.
Helpful tips for making referrals

- Keep in mind the confidential nature of Wellness services and maintain student privacy.
- Invite students to see you during office hours or after class. Let them know it is safe and beneficial to talk to you.
- Ask preliminary questions to facilitate and ease the referral process such as, “Is there anything that may be a factor with what’s happening now such as personal issues, family conflict, financial stress?” “Have you spoken to anyone about what is going on?”
- Decrease the stigma attached to getting help. Invite them to talk to Wellness and share contact information.

Psychiatric Emergency

In the event of a psychiatric emergency, such as when a student discloses suicidal/homicidal ideation or is exhibiting psychosis, ensuring the student’s safety is paramount. Do not simply email the Wellness office or submit a BIT form. One must ensure safety by either connecting them in person to Wellness or Public Safety or sending a mobile crisis team or EMS to their location.

If the student is on-campus, immediately walk the student to the Wellness office or Public Safety, informing them of the situation.

If the student is off-campus, try to keep the student engaged in communication with you until you can get them help. If you are on-campus but the student is not, immediately locate a Wellness Clinician or Public Safety in person, and make the transition by passing communication to them.

If you and the student are off-campus, attempt to gather the student’s location. Call 911 or the Mobile Crisis Team Services for NYC by dialing 1-888-NYC-WELL (1-888-692-9355) and asking to speak with a counselor to make a mobile crisis team referral. Go to the Mobile Crisis Team referral website for more information.

After safety is established, complete a BIT Form, detailing the incident and steps taken.

If there is an imminent threat to self or others, immediately contact Public Safety (646-313-8101) or 911.

After-Hours Emergency and Crisis Contacts

- Guttmann Public Safety: 646-313-8101
- Police/Ambulance: 911
- NYC WELL Counseling Services: 1-888-NYC-WELL (1-888-692-9355) or text WELL to 65173
- National Suicide Prevention Lifeline: 1-800-273-TALK (1-800-273-8255)
- Safe Horizon Domestic Violence Hotline: 1-800-621-4673
- National Suicide Prevention Lifeline: 1-800-273-TALK (1-800-273-8255)

Frequently Asked Questions: Responding to Students’ Wellness Needs

What should I do if a student tells me about side effects from or changes to psychotropic medications?
If a student discloses information regarding psychotropic medications, encourage them to speak with their prescribing physician (i.e. their psychiatrist or primary care practitioner) about what they are experiencing and/or make a referral to Wellness. Please note that Wellness does not prescribe medication, but can make referrals to a psychiatrist.

Depending on the nature of what they disclose or behaviors you observe, it may be appropriate to additionally complete a BIT Referral Form (see Behavioral Intervention Team for more information about BIT).

**What should I do if a student writes or tells me about wanting to commit suicide or other forms of self-harm?**
Immediately walk the student to Wellness or Public Safety, informing them of the situation. If the student emails you, do not simply forward the email to Wellness or BIT. Appropriate action must be taken to ensure safety which could include calling 911 or 888-NYC-WELL for a Mobile Crisis Team. After safety is established, complete a BIT Referral Form. See the above subsection, Wellness > Psychiatric Emergency, for a more detailed description of appropriate steps.

**What should I do if a student writes about wanting to enact violence against another person?**
Immediately walk the student to Public Safety or Wellness, informing them of the situation. Do not simply forward the email to Wellness, Public Safety, or BIT. If there is an imminent threat to others, immediately contact Public Safety (646-313-8101) or 911 (if off-campus). After safety is established, complete a BIT Referral Form. See the above subsection, Wellness > Psychiatric Emergency, for a more detailed description of appropriate steps.

**What should I do if a student writes or tells me about being sexually assaulted or raped?**
If you are a mandated reporter, share with the student that any information they share with you regarding sexual harassment, you are required to report it to Guttman’s Title IX Coordinator, but they can speak with a Wellness Clinician if they wish to keep the information confidential. Ideally, inform the student of your reporting obligations before they disclose reportable information. Regardless if they disclose information to you or not, make a Wellness referral. If they disclose, additionally, report the information to Guttman’s Title IX Coordinator.

If you are not a mandated reporter, make a Wellness referral and inform the student of their rights under Title IX, letting them know they can report it to Guttman’s Title IX Coordinator. If they are not ready to report, they can speak with a Wellness Clinician confidentially. See above subsection, Wellness > Referring a student to Wellness, for how to facilitate a referral.

**Single Stop**

The Single Stop Office provides services and resources to help students address barriers that prevent them from attending and completing school. We provide this service in collaboration with both internal and external partners. All the services are free to students and their families. The office offers free assistance with:
• Applying for and Accessing Benefits (health insurance, child care vouchers, money for food)
• Financial Literacy coaching
• Legal counseling (Immigration resources, Housing Issues, etc)
• Filing taxes
• Paying for food
• Child care referrals

Student Pantry and Clothing Closet
The Guttman Student Pantry is located in the office and is available to all students Mon-Fri 8:00am-5:00pm. Please refer students to the pantry if they exhibit hunger or tell you about difficulties accessing food.

Guttman maintains a free closet of professional clothing for students. The Single Stop Office can provide access to the closet for students preparing for interviews, internships, jobs, and other professional or academic occasions.

Supporting Undocumented Students
SingleStop can help undocumented students access services provided by CUNY and other agencies. Faculty are encouraged to refer students to the SingleStop office if they disclose needs related to immigration or citizenship.

Office Location

Single Stop is located in the Lower Level, room 020 and 021. Walk-ins are accepted Monday, Tuesday and Friday from 8:00 am to 5:00 pm, Wednesday and Thursday from 9:00am to 6:00pm. Appointments can be scheduled by calling 646-313-8064 or 646-313-8857, email SingleStop@guttman.cuny.edu or through Starfish.

The Carroll and Milton Petrie Student Emergency Fund
The College has received a grant from the Carroll and Milton Petrie Foundation to support students who are facing urgent financial emergencies that threaten their success at school. Repayment is not expected. There are two categories for grant awards: Tier 1, which awards up to $65.00 to pay for a specific expense; Tier 2, for an award of more than $65.00. Students must fill out an application form, which the Single Stop Office will process and send to the Emergency Fund Committee. Members of the Committee will interview students who apply for awards of more than $65.00. All currently enrolled Guttman students are eligible to apply. Funds are awarded to help support the many different kinds of financial challenges our students face, among them the purchase of textbooks, payment of medical or dental bills, money for rent, or money for food. For more information, please see the Student Information page on the college website.
If any of your students have urgent financial needs, please tell them about the Petrie Emergency Fund and refer them to the Single Stop office to receive more information and assistance with the application process.

Peer Mentoring

The Peer Mentoring Program is an integral component of the academic and co-curricular student experience at Guttman Community College. All peer mentors help ease the transition from high school to college, and coach students through their continued educational career while at Guttman. Reporting to the Director and Associate Director of Mentoring & Student Success, peer mentors are visible, active, and invested in the development of an inclusive, academically-focused community.

Peer mentors can be found throughout campus, from the Admissions Office to the Information Commons. Their primary responsibilities include giving tours of the College, responding to student questions, and providing focused academic support. Peer mentors are active participants in New Student Orientation, the Summer Bridge Program, and first-year learning communities, and they plan and facilitate social and educational programs for the entire campus community. There are four types of peer mentors:

- Admissions & Access Peer Mentors
- First Year Experience (FYE) Peer Mentors
- Meet-Up Peer Mentors
- Transfer Peer Mentors

Admissions & Access Peer Mentor
Admissions & Access Peer Mentors guide prospective students and families through Guttman’s unique admissions process. These peer mentors coordinate and implement Admissions events including group information sessions, individual meetings, and campus tours. This includes weekly shifts, occasional evenings and select Saturdays. Individuals who enjoy public speaking, event management, with strong customer service skills, and desire a career in counseling, advising, communications or public relations are well suited for the Admissions role.

First Year Experience (FYE) Peer Mentor
FYE Peer Mentors assist first-year students with study skills, time management, organization, collaboration strategies, general academic competencies, and using online resources. FYE Peer Mentors are available for one-on-one and small group meetings in the Den (Room 105). They also participate in weekly in-class Studio and/or LaBSS sessions that are designed to build academic, professional, and leadership skills. Individuals who enjoy public speaking, facilitation, collaborative group work, and desire a career in education or helping professions are well suited for the FYE role.
Meet-Up Peer Mentor
Meet-Up ASPMs are responsible for attending specific course sessions and modeling effective listening and participation, while also facilitating group work during in-class activities. Additionally, these peer mentors lead a weekly group study session (a Meet-Up) to provide academic support for a particular class or subject area.

Transfer Peer Mentor
Transfer Peer Mentors design and facilitate Transfer Bridge workshops for any student transferring to a senior college. They also lead Alumni Transition Touchpoints for Guttman graduates who have transferred to Baruch, Brooklyn, City Tech, Hunter, and Lehman College. These workshops/touch points cover tips on navigating academic and administrative matters at the senior college, time management and organizational skills, and getting involved on campus. Guttman alumni who currently attend one of the above listed senior colleges, who are involved in campus life, who possess strong communication skills, and who desire a career in education or helping professions are well suited for the Transfer role.

Contacts
Danny Ambrose, EdD, Director of Mentoring & Student Success
Daniel.Ambrose@guttman.cuny.edu
Tel: 646-313-8085; Room 104, Info Commons

Andrew Bennett, Associate Director of Mentoring & Student Success
Andrew.Bennett@guttman.cuny.edu
Tel: 646-313-8163; Room 105A, Info Commons

8 Ways Students Can Engage with Peer Mentors
Students are encouraged to connect with Peer Mentors inside and outside of the classroom before, during, and after their time at Guttman. Here are eight different ways students can access Peer Mentors:

1. Admissions Events
   Prospective students, families, and supporters meet our Admissions & Access Peer Mentors during campus tours, group information sessions, and committed student events. These events are designed to communicate the unique structure and expectations of Guttman Community College while creating a welcoming environment.

2. The Den
   Located in the rear of the Information Commons (Room 105), the Den is a multi-purpose space that serves as a social and academic workspace for students. It is also the administrative home base for the entire peer mentor team. Students, faculty, and staff are encouraged to visit the Den on a regular basis to learn more about Peer Mentoring services and to connect with the Peer Mentoring program administrators. The Den is generally open between the hours of 9am and 7pm when classes are in session.

Rev. August 2018
3. **In the Classroom**
Peer mentors are integral to many components of the first year experience including Studio and LaBSS (Learning about Being a Successful Student). In the classroom, Peer mentors support instructor-led exercises, facilitate small group discussions, and lead academic skill-building activities.

4. **Meet-Ups**
Meet-Ups are collaborative group study sessions facilitated by peer mentors. All Guttman students are encouraged to attend Meet-Ups early in the semester to get ahead and stay ahead! Meet-Ups take place in the rear of the Information Commons and are offered for the following subjects: Algebra, Chemistry, Human Biology, Information Technology, Precalculus, Statistics and Writing. Students can sign-up for Meet-Ups on Starfish or simply drop in!

5. **Direct Connect**
A Direct Connect is a 30-minute one-on-one conversation with a Peer mentor on various topics including time management, study skills and test-taking strategies, organizational tips, getting involved on and off campus, and utilizing Guttman resources. Students can sign-up for a Direct Connect on Starfish or simply stop by the Den (Room 105, Info Commons).

6. **The Compass**
The Compass is a student resource desk located in Guttman’s Atrium (first floor). Peer mentors staff the Compass between the hours of 9am and 7pm when classes are in session. At the Compass students can check-out games for use in the Atrium and access information on upcoming campus events.

7. **Campus Programs**
Peer mentors support the implementation of various campus-wide programs throughout the academic year. They are participate New Student Orientation, Summer Bridge, and other Student Engagement sponsored events.

8. **Transfer Bridge**
Transfer Peer Mentors design and facilitate fall and spring Transfer Bridge workshops for Guttman graduates who will be transferring to a senior college. These workshops will cover tips on navigating academic and administrative matters at the senior college, time management and organizational skills, and getting involved on campus.

**Frequently Asked Questions about the Peer Mentoring Program**

**How do students get to be peer mentors?**
- Guttman students and CUNY students apply for peer mentor positions during the month of April
• Students must submit an online application consisting of short answer responses, a professional resume, and unofficial transcript
• Invited applicants participate in a three-hour group interview process
• Select applicants participate in a 30-minute individual interview with Guttman faculty, staff, and peer mentors

What are the requirements students must meet to be peer mentors?
• Have completed one year at a CUNY community or senior college by the start of appointment in August
• Be a full-time student (part-time students graduating mid-year are eligible to apply)
• Have a 2.75 cumulative and 2.5 semester grade point average or higher for Admissions & Access, First Year Experience (FYE), and Transfer peer mentor positions.
• Have a 3.0 cumulative and 2.5 semester grade point average or higher for Meet-Up peer mentor positions.
• Maintain the required cumulative/semester GPA to remain in the position

Do students value their engagement with peer mentors?
Students report that they like having a peer mentor for many reasons. Their responses fall into three categories:

1. They like having someone closer to their own age that they can go to with questions or problems. For many going to a peer is much less intimidating than approaching a staff or faculty member, especially for first-year students.
2. They like hearing suggestions, ideas, and recommendations from peers for everything from how to set up a schedule, study techniques, to what to do for fun. They often find it easier to seek advice from a peer than a faculty or staff person because their peer is speaking from personal experience.
3. They appreciate being able to develop a supportive relationship with a peer without having to actively seek it out, which can be very daunting for students.

What do faculty and staff say about working with peer mentors?
Faculty and staff report that peer mentors are helpful in many ways, including:

1. Mentors can be helpful in developing new and creative teaching activities and assignments that appeal to students and get them excited about learning.
2. Mentors lend a second level of contact and support for students. Mentors can talk with students to help sort out issues before the students go to faculty/staff members.
3. Mentors help instructors remember their experiences as students, which in turn enhances teaching and learning.

How are peer mentors assigned to classes/designated to support campus events?
• Meet-Up Peer Mentors are selected and assigned to respective classes based on their academic strengths and their availability. Meet-Up Peer Mentors are only assigned to classes in which they have previously excelled, either at Guttman or at another CUNY college. These peer mentors attend one classroom session and hold one or two Meet-Up Sessions each week. Meet-Ups are scheduled at times that are convenient for students in a particular class or subject area. Additionally, Meet-Up Peer Mentors have periodic out-of-class check-ins with the faculty they support.

• First Year Experience (FYE) Peer Mentors are selected and assigned to Studio and/or LaBSS sections based on their previous engagement in Studio/LaBSS and their availability. FYE Peer Mentors contribute to the planning and facilitation of select activities in Studio and LaBSS.

• All peer mentors are available to provide activity/event support to administrative offices and faculty throughout the academic year. Staff, Faculty, and Administrators who wish to have peer mentor participation in an upcoming event should submit a request via the online Peer Mentor Support Form (www.guttman.cuny.edu/peermentoring). The form gathers event/activity details including date, time, and the nature of peer mentor support needed, etc. Program Administrators then review and approve requests based on peer mentor strengths, abilities, and schedules.

Do peer mentors receive training?
Yes! All peer mentors are required to participate in a two-week Mentor Leadership Development (MLD) program in early August, four Fall II MLD workshops, and monthly staff in-services throughout the academic year. MLD sessions are designed to equip peer mentors with the skills to listen empathically, communicate effectively, and understand the diverse experiences of their peers. Additionally, specialized development is provided in the areas of co-curricular program planning, academic support strategies, and admissions functions. Ongoing coaching and feedback occurs through weekly team meetings facilitated by Lead Peer Mentors and bi-weekly one-on-one meetings led by Peer Mentor Program Administrators.

How many hours a week do peer mentors work?
Peer mentors work 12 hours per week beginning in August through the end of Spring I in June. Lead peer mentors work 15 hours per week. Some periods of time require greater staffing, including evenings and weekends.

How are peer mentors compensated?
• Ongoing professional development opportunities including conference/workshop attendance
• Networking and mentoring opportunities with dynamic Guttman faculty and administrative professionals
• An hourly wage of $13.50.
Student Leadership, Groups, and Activities

Student Leadership
Guttman Community College will provide students with many opportunities to develop leadership skills. Becoming engaged with campus life and student leadership contributes to the academic, social and cultural environment of the College. Also, Guttman leadership programming supports student preparation for professional and community responsibilities. For more information about any of the student leadership opportunities described below, call 646-313-8121 or visit room 004 on the Lower Level.

Student Government Association (SGA)
As official representatives of the Guttman student body, the SGA provides guidance to the administration, faculty, and staff on all student related matters. The SGA also disburses student activity fees, coordinates extra-curricular activities, and charters student clubs and other student organizations. The SGA includes four student officers and six senators elected by their peers in April of each year. Leadership competencies for SGA members include, but are not limited to decision making, advocacy and activism, civic engagement, work life balance, and ethical leadership.

Clubs and Organizations
If students are interested in co-curricular activities, they can start a club with support from the Student Government Association. They can also join an existing club with other members of the Guttman student body. Club members generally meet during common hours, which are held on Tuesdays and Thursdays during the Fall I and Spring I semesters. Leadership competencies for club members include, but are not limited to: identity development, self-awareness and community building.

List of current and past clubs at Guttman:

- **Guttman Dance Team (GDT):** was created to give students with an interest in dancing and performing. This group will have various practices and performances throughout the academic year.

- **Global Guttman Fellows (GGF):** is the student organization arm of the Global Guttman Study abroad program. The purpose of GGF is to give students who have experienced study abroad an opportunity to share their experiences with their peers, in an effort to encourage them to participate in future study abroad programs.

- **S.P.A.R.K. (Students Promoting Acts of Respect and Kindness):** is a service organization focused on promoting social service programs and events. These events center on suicide prevention awareness, cancer/breast cancer/AIDS walks, depression, and civility.
Intramural Sports
Guttman Community College participates in the CUNYAC intramural activities program and students are encouraged to sign-up as a Guttman representative. The season for intramurals generally runs from November through May. The intramurals championship series include competition in each of the following activities: handball, chess, table tennis, co-ed volleyball, indoor soccer, co-ed basketball and 5K run. Leadership competencies for recreation and intramural members include, but are not limited to self-awareness, identity development, collaboration, follow-through, and community building.

MLK Day of Service
Every January the Guttman community joins millions of people across the country for a day of service. Most recently, the Guttman community held a dictionary-drive and donated the books to Books Through Bars, a non-profit organization that provides dictionaries to incarcerated individuals. Leadership competencies for MLK Day of Service participants include, but are not limited to: empathy, civic engagement, identity development, self-awareness and community building.

NYC Recreation Passes
Thanks to a generous grant from the CUNY University Student Senate, a limited number of annual membership passes to NYC Recreation Centers are available to Guttman students. There are recreation centers in each of the five boroughs. NYC recreation centers offer facilities such as indoor pools, weight rooms, basketball courts, and dance studios. Leadership competencies for recreation participants include, but are not limited to: initiative, follow through, confidence, identity development, and self-awareness.

Committee Service and College Governance
The student body at Guttman is an important stakeholder of the Guttman campus community. As such, students are invited to join college committees at the College. Some committees students participate in are: MLK Day of Service Committee, Faculty/Student Disciplinary Committee, and the Tech Fee Committee. Leadership competencies for committee members include, but are not limited to: critical engagement, civic engagement and governance.

Conferences and Workshops
Students can participate in the many conferences and workshops sponsored by The City University of New York. Conferences and workshops are valuable non-formal learning opportunities and excellent venues for networking. The following conferences are held annually and have been well attended by Guttman student representatives: CUNY Emerging Leaders Conference; CUNY Leadership Challenge; NYS Association of Black & Puerto Rican Legislative Caucus Conference and the Somos El Futuro Conference. In addition, the faculty, staff and students at Guttman host numerous workshops on campus each term. The vast range of topical areas ensures that there is something of interest for all participants. Leadership competencies for conference participants include, but are not limited to professional excellence, critical engagement, identity development and contextual literacy.
Student Lounge and Game Room
The student lounge and game room is a social space for students to have fun and get to know one another. The game room is equipped with table tennis, a pool table, and an air hockey table. The student lounge contains vending machines with various snacks and beverages, two microwaves, two multimedia stations for console gaming and multiple seating and tabling options. The student lounge and game room are located on the lower level.
Faculty Rights and Responsibilities

Reappointment, Promotion and Tenure
Guttman Community College seeks to identify and develop exemplary faculty who in their professional activities, accomplishments and practices, work to support student academic success, degree completion and a promising start towards a baccalaureate degree or a career. Moreover, as a community the College aspires to help students move confidently into taking active roles as citizens and leaders in their families, communities and the City. In doing so, the College seeks to be an innovative laboratory which enhances teaching and learning through active pedagogical strategies that are sensitive and relevant to the culturally, academically, linguistically and economically diverse communities it serves. This work is continuous and ongoing, and relies on strong systems of development, practice, feedback and refinement.

Accordingly, whether for reappointment or for promotion, faculty performance evaluations take into consideration three core areas of professional activity: teaching, service and engagement, and research & scholarship. The traditional criteria for evaluating college faculty take distinctive form at the College, both interconnected and interdependent in construction and application. As an institution focused on guiding student growth and progress towards completion of the associate degree, Guttman’s foundations of excellence are rooted in teaching and service, and complemented by scholarship (both in the academic disciplines, and the Scholarship of Teaching and Learning, or SoTL), and dissemination of that inquiry.

As an institution, Guttman Community College recognizes that excellence includes collaborative work between faculty, staff, students and the larger community that it serves. As such, collegiality – the ability to work with other members of the college community in a professional manner – is an overarching expectation for all faculty and staff. The process of review, reappointment and tenure at Guttman is designed to be a comprehensive approach to evaluation that takes into consideration depth, quality and impact beyond traditional quantitative measures of professional progress. This approach allows individuals to interpret and craft productive, meaningful careers sensitive to their talents, adaptive to conditions across disciplines, and timeless in the continued support of College goals. That said, as an institution where teaching and learning is fundamental, overall excellence cannot be established without demonstration of satisfactory to superior performance in that domain.

All Faculty members must review the comprehensive Reappointment, Promotion, and Tenure Guidelines to ensure full understanding of the criteria. The RPT Guidelines are available on the Faculty Resources page of the college website.

The Dean of Faculty is primarily responsible for the mentorship and support of all faculty (at all stages) as they work with their FPC to meet the guidelines and expectations set forth in the RPT. The Faculty Resources page of the college website provides comprehensive information on all stages of the RPT process, including a yearly timeline. For additional assistance, please contact:

Contact

Rev. August 2018
Online Submission of RPT Portfolios
Beginning fall 2018, faculty will submit RPT portfolios electronically via Guttman’s online FORMS system. The purpose of the new electronic RPT submission process is to provide faculty with a streamlined, secure, and efficient way to be able to submit the RPT packets. The system also allows the FPC and CPC to conduct their reviews effectively. We will gather feedback in late Fall to further tweak the new system.

OAA will initiate the submission process by creating a blank RPT Portfolio for you. You will receive an email from the system notifying you when the Portfolio is ready. The email will include a link to the Portfolio. You will also be able to access it through the FORMS system at https://forms.guttman.cuny.edu.

To access your RPT Portfolio after you receive the notification email, you can:

1. Go to the Forms System website
2. Login with your normal Guttman credentials
3. Click "Select" next to the form titled "Reappointment, Promotion, Tenure" (FormID 1047)
4. Click "Access Portfolio Submission" at the top of the next page that appears.

A guide to using the system is available in printed and video format on the Faculty Resources page of the Guttman website.

Policy on Multiple Positions
Each full-time faculty member is obligated by law to view his/her appointment at Guttman as his/her major professional commitment. See the CUNY Ethics webpage for more info.

This commitment obligates faculty in two ways: both as a member of the national and international world of learning, and a member of the CUNY community. In addition to teaching responsibilities, faculty have an obligation to be regularly accessible for conferences with students, participate in appropriate extracurricular undertakings, and serve on various college and university committees, councils and other assemblies. Accordingly, full-time faculty are required to complete Multiple Position Forms every semester and submit them to the Dean of Academic Affairs for approval. The Dean provides the first review of the MP forms. If the forms are satisfactory and aligned with the overall candidate’s trajectory at the college, the form will be transmitted to the College Personnel Committee for final review.

In addition, the City University of New York is a major research university. All full-time faculty members are expected to create new knowledge in their disciplines through scholarly research, writing and creative work. Faculty should constantly strive to improve their professional standing through study and thought, and through activities such as research, publication and
participation at professional conferences. Such professional contributions enhance one’s abilities as a teacher and member of the Guttman community; support the value of one’s activities on campus; equip one to participate in significant educational innovations; and further one’s professional stature.

**Full-Time Faculty Sick Leave**

**Faculty Absence due to Illness or Incapacity: Guidelines**
When a faculty member becomes incapacitated or there is an unforeseen emergency, it is important to have a contingency plan in place in order to minimize disruption to classes, student learning, and colleagues. (PSC CUNY CBA – Article 16.e)

All faculty absences, whether expected or unexpected, short- or longer-term, must be accounted for. Faculty sick (temporary disability) leave balances are recorded on a monthly basis using the Monthly Sick Leave Exception Report. This online form must be completed even if faculty member were not using sick leave in a particular month. As per article 16.2a of the PSC CUNY Bargaining Agreement, all teaching instructional staff are granted 20 calendar days of temporary disability leave during each year of service. The unused portions of such temporary disability leave are accumulated up to a maximum of 160 calendar days. As per Article 16.2b, full time members of the instructional staff will be permitted to use up to three days of accrued temporary disability leave annually for the care of an ill family member.

**Absence of a short-term nature** (fewer than five consecutive working days): Arrange for instructional coverage for or cancellation of your class(es) as per the guidelines in the Faculty Handbook. Record sick leave used on the Monthly Sick Leave Exception Report.

**Absence of a long-term nature** (beyond five consecutive working days) is considered Family Medical Leave (FML). **As soon as possible, you must:**

- Communicate your circumstances in specific detail, including the reason and anticipated length of absence, to the Dean of Academic Affairs.
- The Dean will in turn promptly inform the relevant Program Coordinator(s) and/or Instructional Team Leader(s), and Human Resources (HR).
- You must also promptly contact the Office of Human Resources for further guidance and FML forms. **FML forms are also available on the Human Resources website**

The Dean and the relevant faculty leadership will work with you to develop a plan to provide instructional coverage for your courses. This plan will be communicated to the College leadership (Provost, President).

**If you are not able to communicate your circumstances in a timely manner:**

- Ensure that your designated representative –emergency contact/family member/health care proxy– has the most recent contact information for the Dean’s office as well as
Human Resources, and that they are instructed to contact these offices as soon as feasible.

- The Dean and the relevant faculty leadership will develop a plan to provide instructional coverage for your courses. This plan will be communicated to the College leadership (Provost, President).

**Jury Duty**

In accordance with the PSC/CUNY Agreement, employees who are required to report to court and required to serve on a jury shall receive their regular salary during such absences provided they remit to the University an amount equal to the compensation they receive, if any, for jury duty. Employees serving on jury duty during annual leave or holidays shall not be required to remit compensation for such service.

Full time instructional staff who are called to serve on jury duty should follow this procedure:

A. Forward a copy of the summons to the Human Resources Department prior to their departure.

B. Notify the court that their employer pays them their regular salary for the duration of the service.

C. When service is completed, attach a copy of the verification of date served to the Human Resources Department along with the time and leave form.

**Fellowships**

Fellowship leaves may be granted for conducting research (including study and related travel), improvement of teaching, and/or production of creative works in literature or the arts. Tenured members of the instructional staff, including those in the title Lecturer with a certificate of continuous employment (CCE), who have completed six (6) years of continuous paid full-time service with the University, exclusive of non-sabbatical or fellowship leaves, are eligible to apply for a fellowship leave. The Dean will provide mentoring and support for all candidates seeking Fellowship leaves.

**Scholar Incentive Awards**

The purpose of these Awards is to facilitate bona fide and documented scholarly research. To qualify the candidate must have at least one year of full time service in the following titles: Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, University Professor, Distinguished Professor and Medical Series. The leave can be of at least one semester but no more than one year. Read full details. The Dean will provide mentorship and support to all candidates applying for Scholar Incentive Awards.

**Unpaid Child Care Leave**

Child Care Leave of Absence is a special unpaid leave for the purpose of caring for a newborn infant. The duration of the leave will be ordinarily one full semester. An extension of such leave...
shall be permitted on request for a period not in excess of one year from the end of the original
leave. The period of the leave is not counted toward service credit, service credit for Fellowship
or Scholar Incentive Award. Employees who are on leave without pay do not receive benefits
(health insurance) and are not eligible for retirement credit while on leave.

Paid Parental Leaves
The Paid Parental Leave policy was initially implemented in March of 2009. The policy provides
for up to eight weeks of paid parental leave upon the birth or adoption of a child for full-time
instructional staff members who have a minimum of one year of service in CUNY. Persons
employed as substitutes without an underlying annual appointment are not eligible for the
benefit. Paid Parental leave taken pursuant to this program will run concurrently with the
Family Medical Leave Act (FMLA) leave, to the extent that such leave is available to the
employee. Leave may not be approved beyond that date. For further information on this policy
and eligibility, please refer to memo on Implementation of the Paid Parental Leave Policy.

Paid Parental Leave Application

Dedicated Sick Leave
The Dedicated Sick Leave Program enables qualifying employees to donate sick leave and/or
annual leave for use as sick leave by a seriously ill or injured eligible employee who has been
designated by the donor. In order to be eligible to receive dedicated sick leave, an employee
must have at least two years of continuous full-time service with the University. Employees in
substitute titles are not eligible to receive donated leave. For further information on the
Dedicated Sick Leave Program and Applications to donate and receive dedicated sick leave,
refer to the Office of Human Resources website.

Presidential Leave - Special Leave for Personal Emergency
Leaves for personal emergencies of no more than ten working days may be granted with pay by
the president at his/her discretion. Requests must be submitted in writing to the President
along with supporting documentation.

Additional Benefits:
The University offers a comprehensive benefits package that include health, dental,
reservation, optical, and retirement programs. The Office of Human Resources’ website
provides information about your benefits programs. For additional information, please contact
Nicole Paige, Assistant Director for Employee Services, at Nicole.Paige@guttman.cuny.edu.

Adjunct Faculty Rights and Responsibilities
Guttman employs adjunct faculty based on student enrollments and the needs of the College.
Appointments are arranged through the Office of Academic Affairs and vary from semester to
Like full-time faculty, adjunct faculty are observed each semester, and student evaluations are requested for each class.

Adjunct faculty are integral members of the Guttman academic community and, as such, are welcome at all Guttman faculty activities, including professional development workshops, Assessment Days, Faculty Meetings, College Council, All College Meetings, and community events, although additional compensation for such attendance is not available unless specified.

**Workload for Adjunct Faculty**
Subject to requirements set forth in the PSC-CUNY contract at Section 15.2, adjunct faculty are permitted to teach at up to two CUNY campuses during the semester:

A person appointed to an Adjunct title is not a full-time employee of The City University of New York. Employment in an adjunct position or a combination of adjunct positions shall not constitute a full-time position. Adjunct Lecturers or Adjuncts in other titles, excluding Graduate Assistants, shall not be assigned a total of more than nine (9) classroom contact hours during a semester in one unit of The City University of New York. In addition, such adjunct may be employed to teach a maximum of one course of not more than six (6) hours during a semester at another unit of The City University of New York.

All adjunct faculty must file an Adjunct Workload Reporting Form each semester with the Office of Academic Affairs. The Adjunct Workload Reporting Form is located in the Academic Affairs Form folder on the N Drive and is also emailed to all adjunct faculty at the start of each semester.

**Professional Hours for Adjunct Faculty**
Per the current PSC-CUNY contract, adjunct faculty who are assigned a teaching workload of six (6) or more contact hours at a single CUNY college, will be paid at the appropriate teaching adjunct rate of pay for one (1) additional hour per week in order to engage in professional assignments related to their academic responsibilities, such as office hours, professional development, participation in campus activities and training. Professional hours for adjuncts are not counted toward the maximum adjunct teaching hours.

**Absence Policy for Adjunct Faculty**
Per CUNY policy, adjunct faculty may be excused for personal illness or personal emergencies, religious observance, death in the immediate family, or similar personal needs that cannot be postponed, for up to 1/15 of the total number of clock hours in a particular session or semester. Requests for such leave should be submitted in writing to the Office of Academic Affairs before the absence so that arrangements can be made for a substitute. If it is not possible to make such a request in advance, the Office should be informed as soon as possible.
Faculty Development Resources

Professional Development Programs

Vision for a Comprehensive Professional Development Framework
Guttman Community College will be known for its excellence in teaching and student services delivery. Excellence in our work will be undergirded by the College’s focus on providing sustained and ongoing, high-quality professional development. We will be known nationally for our embedded PD approach and will serve as a model for other institutions.

Theory of Change
Working in tandem with the student-centered Guttman model, the PD framework is based on our assets as an institution, not the deficits, and should enact a theory of change. First, to build and transform our structures and culture for the better, we commit to cultivating relationships as colleagues, scholars, and people. Second, and related, we commit to constructive collaboration across disciplinary and other divisions to meet student needs. Third, faculty and staff understand personal and professional growth as an expectation and a responsibility.

Structure
➔ All PD will be coordinated through the PD Steering Committee, with the Dean of AA (or Provost Designee) the primary facilitator of delivery. The Steering Committee is comprised of Director of Center for College Effectiveness (CCE), Dean OAA, Assoc. Dean Assessment, Chair of Assessment and Learning, Designee OSE, and Designee Administration. This will ensure timely, high-quality, and aligned PD topics and delivery with clear assessment post-delivery.
➔ Engagement in ongoing PD will be an underlying principle in the growth of faculty, staff, and administration.
➔ PD at Guttman will be primarily cohort-driven, with delivery accomplished within established embedded working groups given clear deliverables and metrics for success.
➔ PD at Guttman will be sustained over time.
➔ Staff/faculty will have access to ongoing, high quality PD based on emerging needs and unit/college data. Mode of delivery for PD will be both in person and online.

Content/Offerings
➔ PD will be driven by converging data from:
  1) GLO assessments, Periodic Program Reviews, CCE reports on institutional effectiveness, and other feedback central to our institutional processes;
  2) Compliance needs related to mandatory job requirements; and
3) Emerging needs defined by faculty and staff in relation to institutional priorities, including priorities identified in the Strategic Plan.

➔ Institutional priorities for PD will be redefined every two years.
➔ There will be a systematic certification process for both faculty and staff.
➔ A new virtual space will be developed to house all PD activities, including a master calendar, metrics, and identified topics.
➔ All campus PDs will be coordinated through this new defined virtual space.
➔ PD offerings at the college will be supplemented by CUNY resources through University Grants, as well as through private Grants and Foundation Requests.
➔ PD program will be supported through an identified online PD platform available to all constituents of the college.
➔ The Director of the CCE will have a standing seat on the Assessment and Learning Committee (A&LC) and the Governance structure will be amended to include this position.
➔ The Chair of the A&LC will serve on the PD Steering Committee. The work of the A&LC will be fully integrated with the work of the CCE and the PD Steering Committee.

**Guttman Community College Faculty Professional Development (PD) Blueprint**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lead</th>
<th>Time Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE LC Instructional Team</td>
<td>FYE Team Leaders</td>
<td>Year</td>
<td>Leads pull from a set of pedagogical topics and tools central to the Guttman model. They may prioritize 3-5 key elements to focus on during the semester and use those to guide PD and build skills in the team.</td>
</tr>
<tr>
<td>Adjunct Seminar</td>
<td>Faculty Lead</td>
<td>Sem/ SX</td>
<td>Semester long seminar to share Guttman model and support pedagogical best practices.</td>
</tr>
<tr>
<td>Provost Fellows</td>
<td>Provost Lead</td>
<td>Sem/ Monthly</td>
<td>Monthly topics focused on a theme developed by the Provost. Faculty apply to participate.</td>
</tr>
<tr>
<td>Guttmann Innovation Grants</td>
<td>Dean and Assoc Dean Lead</td>
<td>Year/ Bi-Monthly Mtg &amp; Share Event</td>
<td>Research on elements of the Guttman Model and support for faculty scholarship.</td>
</tr>
<tr>
<td>Inquiry &amp; Action Groups</td>
<td>Assessment Committee</td>
<td>Assessment Days</td>
<td>Faculty led inquiry and research to address critical issues of the College.</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Global Learning in the Curriculum</td>
<td>Assoc. Dean and Global Guttman Faculty Lead</td>
<td>Year/As Needed</td>
<td>Faculty who participate in GG trips globalize curriculum. Support for other faculty interested in globalizing the curriculum.</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Assoc. Dean and Experiential Learning Faculty Lead</td>
<td>Year/As Needed</td>
<td>Faculty interested in building experiential learning into their curriculum.</td>
</tr>
<tr>
<td>Course Specific PD: Arts in the City, City Seminar, EOW</td>
<td>Course Coordinators and Assoc. Dean</td>
<td>Year</td>
<td>Curriculum and pedagogies specific to this course.</td>
</tr>
<tr>
<td>Program PD</td>
<td>Program Coordinators</td>
<td>Assessment Day</td>
<td>Program assessment and closing the loop on the PPR action plans.</td>
</tr>
<tr>
<td>Program Coordinator Meetings</td>
<td>Dean and Assoc. Dean Lead</td>
<td>Year/ Monthly Mtgs</td>
<td>Support for ongoing improvement of the PoS.</td>
</tr>
<tr>
<td>OER</td>
<td>Librarian Lead</td>
<td>Sem</td>
<td>Faculty interested in launching a zero cost course</td>
</tr>
<tr>
<td>Hybrid Learning Circle</td>
<td>Dean and Academic Technology Lead</td>
<td>Sem</td>
<td>Faculty interested in launching hybrid course</td>
</tr>
</tbody>
</table>

### SUPPORT FOR PROFESSIONAL GROWTH

<table>
<thead>
<tr>
<th>New Faculty Seminar</th>
<th>Dean Lead</th>
<th>Year/ Monthly Mtgs</th>
<th>Ongoing exposure to Guttman faculty expectations and key offices and supports across the College.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPT/Mentoring</td>
<td>Dean &amp; FPC/CPC Chairs Lead</td>
<td>Year</td>
<td>Preparation for RPT processes</td>
</tr>
<tr>
<td>SOTL &amp; Article Support</td>
<td>Faculty Lead</td>
<td>12wk/6wk</td>
<td>Intensive support for faculty scholarship generally, and SOTL particularly.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assessment Practice</td>
<td>Assessment Committee</td>
<td>Assessment Days</td>
<td>Ongoing support for carrying out assessment of student learning.</td>
</tr>
<tr>
<td>Assessment Closing the Loop</td>
<td>Assessment Committee</td>
<td>Assessment Days</td>
<td>Ongoing support for carrying out assessment of student learning and student services delivery.</td>
</tr>
</tbody>
</table>

### REQUIRED/ONGOING

<table>
<thead>
<tr>
<th>Required and Ongoing PD</th>
<th>HR Chief Diversity Officer</th>
<th>BIT Committee Academic Technology Public Safety</th>
<th>Variable Per Unit</th>
<th>Employee Onboarding Workplace Violence Sexual Harassment BIT Protocol and other policies Academic Technology Pedagogy Academic Technology Training Public Safety</th>
</tr>
</thead>
</table>

### STAFF & ADMINISTRATION

<table>
<thead>
<tr>
<th>Emerging needs and job requirements</th>
<th>Unit leads</th>
<th>Variable per Unit</th>
<th>Offerings determined by data produce through SAGE and other assessments</th>
</tr>
</thead>
</table>

**Workshops on Scholarly Research and Publication**

Among the various types of professional development offered to Guttman faculty, the following workshop series focus most directly on scholarly research and publication. Typically ongoing throughout the academic year (September through mid-June), the series consists of two 5-session workshops (one offered in Fall 1, the other in Spring 1) and one longer seminar series offered during seven weeks of the Fall 2 session.

**NOTE:** Offerings vary from year to year based on demand. For 2018-19, the only workshop offered will be the **Writing & Submitting Your Journal Article in 6 Weeks** during Fall 2 2018.
The workshop series serve a variety of purposes:

- Capitalizes on faculty’s existing teaching strengths/innovations via immediate and intensive immersion in SOTL scholarship & process
- Initiates faculty SOTL scholarship ASAP by facilitating their presenting at conference and/or shaping a conference presentation into an article for submission to a general or discipline-specific SOTL journal
- Enhances teaching and learning at Guttman by developing faculty who read and produce evidence-based teaching and learning research and best practices
- Creates a culture of cross-disciplinary collaboration and collegiality among Guttman’s full-time and part-time faculty
- Increases Guttman faculty’s scholarly activity

Introduction to Scholarship of Teaching and Learning (SoTL) consists of 5 sessions (3 hrs each) occurring over the course of a Fall 1 semester. Up to 10 faculty (adjuncts are welcome) can participate. As a result of full participation in these sessions, faculty will be able to:

- Understand SoTL’s purpose, varieties, and processes
- Reflect on recent teaching experiences and target discipline-specific T&L issue to address
- Initiate research process sufficient to situating issue in current T&L scholarly discussion
- Identify an appropriate national level SOTL and/or discipline-specific T&L conference,
- Complete and submit a well-researched abstract to conference or with query letter to editor

Writing & Submitting Your Journal Article in 6 Weeks consists of 12 sessions (4 hour sessions occurring twice each week from mid-January through February) for up to 10 participants (adjuncts welcome). This group is not restricted to SOTL publication, but each participant should begin with an existing scholarly project, either a conference presentation, dissertation chapter, draft of an un-submitted or rejected article, graduate seminar paper, or unpublished data from completed SOTL study. The group closely follows the book Writing Your Journal Article in 12 Weeks, with each session meeting loosely corresponding to one “week” of the book’s 12-week cycle (workbook provided). The book chapters (each of which corresponds to a “week” in the cycle) cover all aspects of academic publishing:

- Identifying and narrowing a topic
- Conducting scholarly research in a discipline and/or in SOTL
- Reviewing the literature
- Situating and structuring an argument
- Presenting evidence
- Opening and concluding an academic article
- Abstracting
- Selecting an appropriate journal
- Giving and getting peer group feedback
• Submitting an article to an editor

Participants who complete all assignments during series will have completed a scholarly journal article ready to submit for peer review at the end of the six-week session.

**Pedagogical Research Design** continues the work begun in the Introduction to SOTL workshop by promoting faculty’s ability to evidence the effects of their teaching innovations. Comprised of five 3-hour sessions scheduled during the course of the Spring 1 semester, Pedagogical Research Design participants (up to 10, adjuncts and collaborative teams welcome) learn to do the following:

• Identify, narrow and simplify the learning problem their pedagogical project will address
• Contextualize the pedagogical project with a literature review
• Describe and situate their proposed solution for problem
• Determine what data and what data-collection methods will evidence success of your project
• Understand and submit the appropriate IRB protocols for their pedagogical research project(s)

**The Guttman Seminar: Workshops for Part-Time Faculty**

Part-time faculty are vital members of the Guttman community. To support the growth and development of part-time faculty, the college offers the Guttman Seminar, a series of five professional development workshops for part-time faculty, each semester. Participants must commit to all five sessions of the Seminar and are compensated for their participation.

The Seminar focuses on putting the Guttman Instructional Principles into practice through the sharing of model teaching strategies and the introduction of research-based approaches. Offered with the support from CUNY Coordinated Undergraduate Education (CUE) program, its purpose is to support the teaching practices of part-time faculty in order to improve student learning.

Outcomes: Through participation in the Guttman Seminar, participants will:

• share teaching strategies
• discuss challenges related to student learning
• adapt and refine assignments and activities in order to motivate and support student learning
• reflect on their effectiveness as instructors and members of the Guttman learning community
Support for Faculty Conference Presentation and Research

As a teacher-scholar, one of the most beneficial things that you can do is attend national and international conferences in your academic discipline, as well as on the scholarship of teaching and learning (SoTL). Conferences that afford professional development that tie directly to the ongoing curriculum and co-curricular development and assessment of student learning, particularly for the first year program, are also valued. Finally, the ongoing development of your own scholarly research agenda can involve travel for the purposes of data collection, meeting with research collaborators, or pursuing external funding opportunities with granting agencies.

Guttman is committed to providing access to these opportunities through offering reimbursement of travel-related expenses to conferences and for research purposes on a case-by-case basis. In all instances, faculty should document the benefit to the individual faculty member and/or to the College.

- For the case of discipline or SoTL research conference travel, requests from faculty engaging in an active role – as a paper or poster presenter, keynote speaker, panel or session organizer or discussant – will be prioritized.
- In the case of conference travel tied to ongoing curriculum and co-curriculum development and assessment of student learning, faculty should prepare a presentation or provide another tangible contribution to the Guttman community upon return.
- In the case of travel for the purposes of data collection, meeting with research collaborators, or pursuing external funding opportunities through travel to granting agencies, faculty should submit an agenda or itinerary along with the Travel Support Request Form.

A limited amount of funding is available annually to support faculty conference-related travel (note that annual membership fees cannot be supported by the College). Travel reimbursement requests are routed through CUNYfirst. Please complete the Travel Support Request Form (this form is located in the Academic Affairs Form folder located on the N Drive) and submit it as an attachment to your travel reimbursement request along with any additional documentation required.

You are encouraged to identify and prioritize the highest-impact conferences and research opportunities relevant to your teaching and scholarship. In addition, you are encouraged to seek additional funding for your conference and research travel through external grants. For example, CUNY offers the Stewart Travel Award of up to $500 to assistant professors.

The Dean is available to provide additional support as you plan your academic/professional activities for the year.
The CUNY Human Research Protection Program and IRB

The CUNY Human Research Protection Program (HRPP) is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff and students and CUNY Research Foundation staff. The program provides oversight, administrative support and educational training to ensure that CUNY research complies with federal and state regulations, University policy and the highest ethical standards. CUNY abides by national human subjects protection protocols and requires that any original research conducted on or with human subjects go through the institution’s institutional review board (IRB).

Faculty who are planning to engage in research should schedule a meeting with the campus HRPP/IRB Coordinator to determine the appropriate level of review (exempt, expedited, full board). New faculty may consider working with the HRPP/IRB Coordinator to complete the required CUNY CITI Human Subjects Research online training program.

Contact
Charles Jordan, Assistant Professor of Interdisciplinary Studies and HRPP Coordinator
charles.Jordan@guttman.cuny.edu
Tel: 646-313-8017; Room 605D

Procedures for Grants

Faculty should utilize the GCC Grant Routing Form (which is available in the Academic Affairs Forms folder located on the N Drive) for all CUNY and external grants. The form must be completed at least two weeks prior to the submission deadline of a grant application to a grantor.

Step 1: The grant applicant should be routed to OAA and all other appropriate parties listed (if relevant to the proposal) prior to obtaining Business Office approval. The Business Office will not review forms submitted without OAA approved.

NOTE: Grants that include reassigned time will require additional approval from the Provost.

Step 2: The Business Office will review the Routing Form and follow-up with the applicant as appropriate.

Step 3: Upon Business Office Approval, the form will be forwarded to the Office of the President. After receiving presidential approval you may submit you grant proposal to the grantor.

The University and PSC-CUNY have several grants available to CUNY faculty. The Collaborative Incentive Research Grant, sponsored by CUNY, encourages collaboration across campuses within the university. The Community College Collaborative Incentive Research Grant similarly
encourages partnerships with CUNY’s community colleges. CUNY also has a Travel Fund Program and a Bridge Fund Program to help those who have external grants complete research.

The PSC grant includes three levels: the **Traditional A awards** (for up to $3,500), the **Traditional B Award** (for more than $3,600 and up to $6,000) and the **Enhanced Award** (of more than $6,500 and up to $12,000). These grants must be approved by the Provost before submission to the CUNY Research Foundation who distributes the money. The grants are generally due in December. Further information can be found on the [Research Foundation](#) website.
Employment and Labor Regulations, Benefits and CUNY Policies

Labor Relations

The Professional Staff Congress (PSC) is the union for more than 25,000 faculty and staff of the City University of New York and the CUNY Research Foundation. As a member of the faculty, the PSC is your exclusive collective bargaining representative. However, to be able to vote in PSC elections or run for office, you must submit a registration card.

The current collective bargaining agreement includes policies on leaves, workload, grievances, promotion and tenure, arbitration, salary steps and definitions of grounds for removal or suspension of instructional staff. The contract between the PSC and CUNY also covers the Welfare Fund (healthcare), your right to have a PSC representative in any meeting where you might feel uncomfortable and, for untenured tenure-track faculty members, 24 hours of reassigned research time during the first five years after hire. Further information about the PSC and the specific provisions of the current agreement can be found at http://www.psc-cuny.org or see your chapter chair.

Policy on Academic Freedom

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights and consistent with Guttman’s goals and mission.

With respect to enforcement of these rules and regulations we note that the Bylaws of the CUNY Board of Trustees state:

   The president, with respect to his education unit, shall:

   A. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

   B. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;

   C. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit.
Employment Eligibility and Payroll
All new hires must complete the I-9 employment Eligibility form before the hire date. The I-9 form and a complete listing of acceptable documentation can be found on the USCIS website.

Questions regarding payroll, including the schedule of payroll check dates and direct deposit, should be addressed to the Office of Human Resources. Please note, in order to be placed on payroll, an original social security card must be submitted to the Office of Human Resources.

Contact
General HR Inquiries
hr@guttman.cuny.edu
Tel: 646-313-8177

Tuition Waivers
Full-time instructional staff are eligible on appointment to receive tuition waivers for up $5,250 per year, to take graduate courses at any CUNY school. To take undergraduate courses, the waiting period is one year of service. The waiver is not applicable to continuing education and non-credit-bearing courses. There is no limit to the number of undergraduate credits that may be taken per semester, but graduate credits are limited to six per semester. Tuition is waived for one course, graduate or undergraduate, at any CUNY school for adjunct faculty after their tenth consecutive semester teaching in the same department in the same school (Fall I and Spring I session only). Full time substitute service in a position on the instructional staff immediately preceded by and immediately followed by adjunct service with no break in service shall count as continuous adjunct service for determining eligibility for tuition waivers. Tuition waivers may only be used for courses taken during the Fall and Spring semesters. If you are eligible for a tuition waiver and are interested in taking courses, please contact Human Resources or consult the Employee Waivers section of the Tuition and Fees Manual on the CUNY website. The Tuition Fee Waver form can be found in the Academic Affairs Forms folder located on the N Drive as well as the HR website.

Non-Discrimination Policy
It is the policy of Guttman Community College to admit and provide services for students and to recruit, employ, retain and promote staff, without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital or registered partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy (including childbirth and related conditions), status as a victim of stalking, domestic or sexual violence, or any other legally prohibited basis, in accordance with federal, state and city law. Employees who feel they have been discriminated against for any of these reasons may direct all inquiries, concerns and complaints to the staff specified below in the Office of the President.

For more information, visit CUNY Policy on Equal Opportunity and Non-Discrimination.

Contacts
Affirmative Action Policy
The City University of New York's strength lies in its people. We are proud that our students and employees represent a variety of cultures, backgrounds and ideas. As noted in its master plan, CUNY's goals include:

...the University's continuing commitment to workforce diversity and development. The statutory charge defined by the New York State Education Law, to create a diverse workforce that reflects the unique population that the University serves, is as necessary and important today as it was decades ago. To this end, the University will continue to act aggressively to adopt policies and procedures designed to ensure that all qualified individuals are given full and fair opportunity to be represented in the workforce.

In keeping with this principle, Guttman Community College endeavors to be an environment that supports individuals by striving to create an equitable community in which all students, faculty, and staff from diverse backgrounds can live, work and learn to the best of their ability. We recognize that diversity, which includes race, ethnicity, gender identity or expression, sexual orientation or identity, abilities: physical, mental, and emotional, socioeconomic background, religion/spirituality, age, national origin, veteran status, and other marginalized identities, enriches the educational environment.

Guttman aspires to increase the diversity of its workforce and to become more than a multi-cultural institution; it strives to be a genuinely inclusive community, one where those with differing backgrounds and allegiances feel valued, and one where civility, respect and reasoned debate prevail.

Guttman Community College fully supports the policies and practices that we have implemented to foster non-discrimination, affirmative action, and diversity and inclusion in the workplace.

Contact
Arelene Petersen, Chief Diversity Officer
arlene.petersen@guttman.cuny.edu
Room M-204
646-313-8825

Visit the Office of Compliance and Diversity of the college website for more information.
**Policy on Sexual and Gender-Based Misconduct**

The City University of New York is committed to promoting a work and academic environment based on mutual respect for all university students, faculty, and staff. Every member of the Guttman community, including employees, students and visitors deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. Such behavior is illegal under federal, state and city law, and will not be tolerated. See: [The City University of New York Policy on Sexual Misconduct](#).

Be aware that CUNY also considers dating, sexual activity and intimate relationships to be inappropriate when they occur between a faculty or staff member and any student for whom the faculty or staff member has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and those who advise, teach or evaluate them. Such relationships involve issues of student vulnerability, have the potential for coercion, actual or perceived conflicts of interest and – if a consensual relationship ends in a way that is not amicable, charges of and possible liability for sexual harassment may arise.

Therefore, faculty and other employees are prohibited from engaging in intimate relationships with any student for whom they have or had professional responsibility of any kind, including performing any function that might confer a benefit or affect academic opportunities.

Guttman Community College/CUNY requires employees to take online sexual harassment prevention training annually. The Office of Compliance & Diversity usually sends an email with this link to training at the beginning of the year (September/October), however for the 2018-2019 academic year, CUNY has implemented a new online training called SPARC (Sexual & Interpersonal Violence Prevention And Response Course) which will be integrated with CUNYFirst. We will send information to the College Community when the new training for employees is implemented.

**Responsible Employees under Title IX**

Under Title IX, a “responsible employee” is an employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other sexual misconduct by students to the Title IX coordinator or other appropriate college designee; or whom a student could reasonably believe has this authority or duty.

If you work in one of the following offices/units, you are considered as responsible employee:

- College President, Executive Officers, Provost VP Academic Affairs, Vice Presidents, Deans-all levels
- Managers and Supervisors in Office of Academic Affairs and units ex. Managers in the Office of Partnerships, Academic Testing, Library, etc.
- Managers and Supervisors in VP Administration & Finance unit including Admissions, Student Financial Aid, Campus Operations, Student Information Center, and Registrar
- College Attorney and their staff
- Title IX Coordinator and their staff

Rev. August 2018 108
• All Human Resources Operations staff
• All Security Operations staff
• All Student Engagement staff (all staff under Student Affairs unit)

Frequently Asked Questions for Responsible Employees

Which Guttman employees are required to report sexual violence or sexual harassment to the Title IX coordinator, and are considered “Responsible Employees”? Faculty who lead off-campus trips or student groups, managers and supervisors, Human Resources, Student Engagement staff, and Campus Public Safety must inform the Title IX coordinator if they received a report of prohibited behavior from anyone affiliated with the university, which includes faculty, staff, visitors, and students. See complete list of categories of employees who are considered “responsible employees” on the first page.

Are employees who don’t have supervisory duties considered Responsible Employees? No. Guttman employees, who do not directly supervise anyone, are not considered Responsible Employees, but are encouraged to report.

Are student employees Responsible Employees? Yes, depending on which units employ them. For example, all peer mentors are Responsible Employees, some may or may not be Guttman students, but all are employed by the Office of Student Engagement.

I am a Responsible Employee. How do I fulfill my obligation? As a Responsible Employee, you must contact the campus Title IX coordinator as soon as possible when you learn of an incident of sexual violence or sexual harassment and share whatever information you have, including the names of any individuals involved, their contact information, and any details of the incident you have. You may stop by M-204 (Title IX Coordinator office) with documentation or send an email with as much as the following information as was reported to you:

• Name of the person who may have experienced Prohibited Sexual Conduct (Impacted Party)
• Name of the Responding Party (accused party) (if known)
• Date of the incident
• Date of the report
• Name of the person to whom the report was made
• Location of the incident (be specific: not "classrooms" but "classroom on 5th floor near vending machine" or "off-campus in Chipotle on the same block as the college")
• Time of the incident
• Nature of the conduct (be as specific as possible regarding the allegations: e.g., Impacted Party/complainant was kissed without permission.)
Other Tips for Responsible Employees:

1. Listen without making judgements or offering opinions
2. Refer affected party to support resources
3. As a reminder, on this campus only Courtney Stevenson, our Wellness Clinician, can maintain confidentiality

Following a report, the Title IX Coordinator will contact the Impacted Party/Complainant to schedule a meeting, then offer to connect them with a campus support liaison to assist with immediate safety measures and other necessary and appropriate interim measures (e.g. class scheduling, off-campus resources, academic adjustments).

If a faculty member becomes aware of any incident of student on student harassment of a sexual nature, they are strongly encouraged to report it to the Title IX Coordinator, Arlene Peterson, but are not required to do so. However, faculty members are considered Responsible Employees at times when they are leading off-campus trips, or when serving as advisors to student groups.

As a Responsible Employee, you should report directly to the Title IX coordinator, even if you are unsure that the incident actually occurred or unsure whether it constitutes sexual harassment or sexual violence. You should not investigate the report, and should not try to intervene or resolve the issue. Notify the Title IX Coordinator promptly. If the student needs urgent assistance, call: 911 or Public Safety.

What happens after a Responsible Employee gives the information to the Title IX coordinator?

The Title IX coordinator will reach out to the person who reported experiencing sexual violence or sexual harassment to provide information about confidential resources and reporting options. This outreach allows the person to make an informed choice about how they wish to proceed. The Title IX coordinator will also assess the information you provide and will work with the appropriate people to determine next steps.

While information must be provided to the Title IX coordinator, responsible employees should not discuss the case with other people who do not have a legitimate need to know. The Title IX coordinator will evaluate the report and respond as outlined under college policy.

As a Responsible Employee, if someone tells me about an incident of sexual violence or sexual harassment, should I tell them I need to report it? What if they asked me to keep it confidential?

Before the individual tells you about an incident of sexual violence or sexual harassment, you should inform the person that you are a Responsible Employee and that you are required to report incidents of sexual violence, sexual harassment or other conduct prohibited by college policy to the Title IX coordinator. You should tell the person that you cannot keep reports of sexual harassment or sexual violence confidential, but that the Title IX coordinator will consider requests for confidentiality. Additionally, the individual can be referred to our Wellness Clinician, Courtney Stevenson (room 507, phone x38165), who can keep confidentiality.
Where can I get more information about being a Responsible Employee?
Employees can contact Title IX coordinator for further guidance about how to fulfill their Responsible Employee obligations.

Making a Complaint of Sexual or Gender-Based Misconduct
Members of the University community are strongly encouraged to report allegations of sexual misconduct including sexual assault as promptly as possible. Delay in making a complaint may make it more difficult for the College to investigate the allegations. For Guttman’s complete policy on sexual misconduct and procedures for filing complaints, visit the Office of Compliance and Diversity page on the college website.

Any member of the Guttman community may report any allegation of unwelcome conduct of a sexual nature to Chief Diversity Officer, Arlene Peterson, Deputy Title IX Coordinator, Bindi Patel, Public Safety Director, Anastasia Koutsidis, Director of Human Resources, Nila Bhaumik, Chief Student Affairs Officer/Dean of OSE Charles H. Pryor or Associate Director of Student Conduct, Carolee Ramsay. Employees who are covered by collective bargaining agreements may also elect to use their contractual grievance procedures to report allegations of sexual harassment, within the time limits provided in those agreements.

Contacts
Arlene Peterson, Chief Diversity Officer
arlene.peterson@guttman.cuny.edu
Tel: 646-313-8825; Room M-204
Contact for students, employees, visitors regarding Title IX, discrimination, etc.

Bindi Patel, Deputy Title IX Coordinator
bindi.patel@guttman.cuny.edu
Tel: 646-313-8119; Room 207E
Contact for students regarding Title IX

Anastasia Koutsidis, Public Safety Director
anastasia.koutsidis@guttman.cuny.edu
Tel: 646-313-8001; Room 027
Contact for students, visitors, employees regarding workplace violence, conduct, etc.

Nila Bhaumik, Director of Human Resources
nila.bhaumik@guttman.cuny.edu
Tel: 646-313-8862; Room 708
Contact for visitors, employees, and student employees regarding conduct

Charles H. Pryor, Chief Student Affairs Officer/Dean of the Office of Student Engagement
charles.pryor@guttman.cuny.edu
Tel: 646-313-8818; Room 206

Rev. August 2018 111
Contact for employees and students regarding student conduct

Carolee Ramsay, Associate Director of Student Conduct
carolee.ramsay@guttman.cuny.edu
Tel: 646-313-8019; Room 009

Contact for employees and students regarding student conduct

If a faculty member becomes aware of any incident of student on student harassment, they should report it to the Chief Diversity Officer, Arlene Peterson, but they are not required to report. Faculty are only considered “Responsible Employees” when: a) leading off-campus trips with students (e.g. locally or in a study abroad program such as Global Guttman, and b) serving as faculty advisors to student groups.

Frequently asked Questions regarding Sexual and Gender-Based Misconduct

If a student doesn't know whether an incident is sexual harassment or not, be prepared to go over the following definition:
Sexual harassment is unwelcome conduct of a sexual nature that is sufficiently serious to adversely affect your ability to participate in or benefit from an educational program. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature on or off campus.

What is gender-based harassment? Gender-based harassment is unwelcome conduct of a nonsexual nature based on actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect your ability to participate in or benefit from an educational program. Examples of gender-based harassment include: Intentionally using the wrong pronoun to identify a transgender individual can be a form of harassment; mocking a person’s appearance or clothing as more suited to a person of the opposite sex is a form of harassment.

Notice the difference in these two definitions: sexual harassment is “unwelcome conduct of a sexual nature” and gender-based harassment is “unwelcome conduct of a nonsexual nature.”

What does the phrase “sufficiently serious to adversely affect [the student’s] ability to participate in or benefit from an education program” mean?
“Sufficiently serious” implies that the student is upset by the incident(s) to the extent that she/he has clear trouble coping with it.

Where can I get additional information or where can I direct students for external agencies that can support her/him and what is the CUNY Students’ Bill of Rights in relation to campus-related sexual or gender-based harassment or sexual violence?
You can find this on the website. Print out a copy and give it to the student.
Policy on Workplace Violence
Guttman enforces CUNY’s policy on the Prevention of Workplace Violence, which is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to:

- An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- Any intentional display of force that would give an employee reason to fear or expect bodily harm;
- Intentional and wrongful physical contact with an employee without his or her consent that entails some injury; or,
- Stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

At the request of an employee or at its own discretion, Guttman may prohibit members of the public, including family members, from seeing an employee or student on University property, absent prior notice to Public Safety.

Workplace Violence complaints or concerns may be brought to one of the following campus officials/offices:

Contacts
Anastasia Koutsidis, Public Safety Director
anastasia.koutsidis@guttman.cuny.edu
Tel: 646-313-8001; Room 027

Nila Bhaumik, Director of Human Resources
nila.bhaumik@guttman.cuny.edu
Tel: 646-313-8862; Room 708

Once any of the individuals above is notified the workplace violence incident, s/he will coordinate with the appropriate College offices to investigate, prevent its recurrence, and address its effects.

Policy on Computer Use
CUNY’s computer resources are dedicated to the support of the University’s mission of education, research and public service. However, the use of computer resources, including for
electronic transactions and communications – is subject to the requirements of legal and ethical behavior.

As a general matter, the use of Guttman’s computer resources is limited to activity relating to faculty and staff performance of their duties and responsibilities, and by students in connection with their college courses and activities. The use of college computer resources for commercial or not-for-profit business purposes, for the advertising of products or services, for activity meant to foster personal gain, or for partisan political activity is prohibited.

Incidental personal use of CUNY computer resources is permitted as long as such use does not interfere with Guttman operations, does not compromise the functioning of the computer resources, does not interfere with the user’s employment or other obligations to Guttman and is otherwise in compliance with CUNY’s policy on computer resources.

Faculty should be aware that personal messages, data and other information sent or received through a Guttman account or otherwise residing on a CUNY server or network may be subject to CUNY audit or public disclosure pursuant to New York’s Freedom of Information Law (FOIL). Guttman computer resources may not be used for any purpose or in any manner that violates CUNY rules, regulations or policies, or federal, state or local law, such as those addressing defamation, harassment, cyberstalking, child pornography, and online gambling.

Policy on Drugs and Alcohol
CUNY and Guttman are committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on Guttman property, in CUNY buses or vans, or at any Guttman-sponsored activities, is prohibited.

Visit CUNY’s Policy on Drugs and Alcohol for more information.
Policy on Gifts to Faculty
CUNY has established a zero tolerance policy regarding gifts of any value from prohibited sources. Accordingly, as a CUNY employee, you may not solicit or accept gifts, of any value, either directly or indirectly, from any prohibited source, regardless of whether the gift was intended to influence or reward you.

Prohibited sources are persons and business entities with which CUNY or its constituent Colleges are doing business, as well as those persons and business entities interested in doing business with CUNY, or its constituent Colleges or who have a history of doing business with CUNY or any of its constituent Colleges in the recent past. This includes vendors, students, parents and publishers.

Additionally, New York State Public Officers Law also prohibits gifts from CUNY subordinates to CUNY supervisors (this term includes managers, directors, deans, and all executive staff titles). Such gifts from subordinates violate § 74 (f) of the Public Officers Law on the basis that it may give an appearance of impropriety or give the impression that someone may improperly influence a decision-maker:

An … employee of a state agency … should not by his conduct give reasonable basis for the impression that any person can improperly influence him or unduly enjoy his favor in the performance of his official duties, or that he is affected by the kinship, rank, position or influence of any party or person.

Although New York State Law does not prohibit supervisors from giving small (anything less than a nominal value of $15) gifts to their subordinates as tokens of their appreciation, faculty or staff who accept gifts in violation of these rules, could be subject to a civil penalty of up to $40,000.00 and be charged criminally with a Class A misdemeanor. For further information, visit the Ethics page on the CUNY Legal Affairs website.

Contact
Nila Bhaumik, Director of Human Resources and Ethics Officer
nila.bhaumik@guttman.cuny.edu
Tel: 646-313-8862
Appendix 1: Guidelines for Managing Classroom Laptops

IT Helpdesk contact information
Location: 3rd floor, room 304

Phone:
From an outside line: 646-313-8008
From an office phone: 3-8008
From the in-class phone: +1

Email: helpdesk@guttman.cuny.edu

The use of laptops in the classroom is a vital part of our success at Guttman Community College. In order to ensure the continuing success of usage of these laptops in the classroom environment, we must all do our part to ensure the sustainability and safety of the resources that we have available. In order to meet these goals, and ensure the consistent and appropriate handling of this equipment, the following guidelines should be followed by all faculty that require laptop usage in the classroom environment.

- The College’s inventory of laptops will be distributed to the classrooms used for each term/semester to accommodate the number of students in the space on any given day.
- All laptops have an inventory label, and the Technology department will maintain records showing which laptops are assigned to each classroom.
- Laptop carts will be permanently assigned to each of the classrooms in use, inventory permitting. Carts shall not be disconnected from power nor removed from the rooms by faculty or students.
- Laptops must be stored and powered in the carts in these rooms when not in use in order to ensure they remain charged for the next class.
- Faculty member can distribute laptops to individuals/groups at their discretion while class is in session. There will be a form placed on each laptop cart indicating the total number of laptops in the cart. If the faculty member notices that any laptops are missing, they should immediately inform a member of the Technology department. The technology staff will check the classroom to determine which laptop(s) have not been returned and will remotely disable those laptops using security software.
- Faculty member must lock the laptop cart before they leave the classroom. Keys to the laptop carts will be stored in a combination lock-box attached to each of the laptop carts. Keys removed from the lock box must be returned to the lock box immediately after opening/closing the laptop cart. Combinations for the lock-box will be provided to all faculty requiring access to the laptops by the Technology department.
- The combination for any laptop carts locked with a combination lock will be provided to all faculty that require access to the laptop carts by the Technology department.
- Faculty member is responsible to ensure the classroom is vacant, laptops secured and plugged in, laptop cart locked, key locked in the lock box attached to the cart (if applicable), and the room to the door is closed and locked at the end of each class.
• Under no circumstances should laptops be removed from classrooms by faculty or students. The faculty member should inform a member of the Technology staff as soon as possible if a laptop fails to function properly.
• Any requests to unlock the podiums to access the lectern computer in a room without a laptop cart should be sent to the helpdesk prior to the start of class if possible. Technology department will unlock the podium prior to the start of the class, and return to lock it at the end of class. There will also be a podium key placed in the lock box for the laptop carts where applicable. If a faculty member unlocks the podium during class, they must ensure the podium is locked at the end of the class, and return the key to the lockbox.
• Any additional technology needs should also be directed to the helpdesk.
Appendix 2: Grading Glossary and Guidelines

Faculty at Stella and Charles Guttman Community College must assign grades based on the Grading Glossary below. The purpose of the glossary is to provide faculty with guidance about the definition and use of grades to maintain a consistent and shared understanding of each grade and its appropriate assignment. Explanations are provided for the various forms of Withdrawal (W) grades, the No Credit (NC) grade, and the Incomplete (INC) grade. These grades must be consistently applied according to their University-sanctioned definition/description. Each grade corresponds with a certain number of “quality points,” which will be used to calculate the Grade-Point Average (GPA). Where a dash appears under Quality Points, the grade is not included in the calculation of the GPA.

Using these grades as they are intended assures that all students are treated fairly and that the expectations and consequences that we have for our students are aligned with those at other colleges and universities, including other CUNYs, and will aid them in transfer and completion of the baccalaureate degree. Additionally, using grades as they are codified by the University will align our practice with other important external parameters, such as those that apply for financial aid.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
<th>Included in GPA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.70</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.30</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure/unsuccessful completion of course</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>--</td>
<td>NO</td>
</tr>
<tr>
<td>R</td>
<td>No Credit</td>
<td>--</td>
<td>NO</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew (Student attended at least one class session)</td>
<td>--</td>
<td>NO</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative withdrawal; a non-punitive grade assigned to students who register for classes at the beginning of the term but don’t provide proof of immunization by the compliance date</td>
<td>--</td>
<td>NO</td>
</tr>
<tr>
<td>WN</td>
<td>Never attended</td>
<td>--</td>
<td>NO</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew unofficially after attending at least one class session</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>For courses in the First Year Experience, students receive a grade of “NC” in lieu of a grade of “F” for failure to pass the course. The grade is not included in the calculation of the GPA.</td>
<td>--</td>
<td>NO</td>
</tr>
</tbody>
</table>

Rev. August 2018
“NC” is also used for administrative actions such as disciplinary dismissals

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>INC</td>
<td>Term’s work incomplete – “INC” Contract needed</td>
<td>--</td>
<td>NO</td>
</tr>
<tr>
<td>FIN</td>
<td>“F” from incomplete; used when the “INC” grade lapses to a “FIN,” which is computed in the GPA as an “F”</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>PEN</td>
<td>Grade pending; a temporary grade when the final grade requires further evaluation and the “WU” and “INC” are inappropriate</td>
<td>--</td>
<td>NO</td>
</tr>
</tbody>
</table>

**GUIDELINES**

Courses dropped during the program adjustment period are deleted from the student’s record and do not appear on the transcript. All courses or credits for which a student is officially registered after the end of the program adjustment period will be considered “attempted credits.”

The Academic Calendar should be used to advise students about the program adjustment period, withdrawal and financial aid dates. The Office of Academic Affairs in partnership with the Office of the Registrar are available to discuss any questions concerning grading. The following information contains further details concerning each of the grades found in the Grading Glossary, as well as context on those grades that are assigned by faculty, and automatically assigned based on a student’s academic status.

**A grade of “W”** is assigned to students who officially withdraw from a class after the Program Adjustment Period and before two-thirds of the term or session has elapsed. The grade of “W” is an official withdrawal, and the College must maintain documentation of when the withdrawal occurred. Faculty cannot assign this grade.

**A grade of “WD”** is assigned to students who officially drop a class after the financial aid certification date and by the end of the refund period. The grade of “WD” is non-punitive and will not appear on transcripts.

**A grade of “WN”** is assigned to students who never attended a class nor were otherwise active and participated in the course (e.g. by submitting assignments, attending a required study group, academic conference or tutorial) and did not officially withdraw. WN is an administrative grade and is assigned after faculty report and submit attendance status to the Registrar at the beginning of every session through completion and submission of Verification of Enrollment rosters. Registrar assigns the final administrative grade of “WN” following review of the information submitted by faculty in Verification of Enrollment rosters.

**A grade of “WU”** is assigned to students who attended a minimum of one class and stopped attending but did not officially withdraw. A grade of "WU" is equivalent to a "F" grade and has zero quality points.
The grade of “INC” (Incomplete): An instructor may assign the grade of “INC” (Incomplete) when a student’s work has not been completed and the instructor deems that the student can complete the work within an agreed upon time determined by the instructor, but which may not exceed the last day of the term following the one in which the “INC” is assigned. Term refers to the combination of Fall I and Fall II sessions or Spring I and Spring II sessions. The Fall and Spring terms at Guttman are 18 weeks. If the instructor agrees to a date less than a term, the instructor is responsible to submit a change of grade from with a grade of FIN right after the deadline of the contract if course work is not completed.

Faculty are required to complete and submit a completed written “Contract for a Grade of Incomplete” (INC) before assigning a student a grade of incomplete. The INC contract must be signed by the instructor and the student and submitted to the Office of Academic Affairs.

To be eligible for an “INC”, the student must have completed at least 75% of the course requirements and based on that work, be passing the course and be reasonably expected to complete the course requirements no later than the allotted time or the last day of the following term. If the work is not successfully completed within the time limit or the date agreed at the time the contract was completed and signed, the student will automatically receive an “NC” or a “FIN” as appropriate for the course. If the work is successfully completed within the time limit, the instructor will need to request a change of grade by completing and submitting a “Request for Grade Change” form replacing the “INC” grade with the appropriate grade earned. When you submit a Change of Grade form to change the INC grade to a letter grade, a copy of the previously submitted INC contract must be submitted along with the Change of Grade form.

An “INC” will not be given to a student who needs to repeat a course or to a student who is failing a course. An instructor may also assign an “INC” when a student is absent from a course final exam. At the time when the contract is signed, the instructor is free to set the deadline for a make-up exam. The deadline may not exceed the last day of the term following the one in which the “INC” is assigned. If the make-up is not taken within the time limit, the student will automatically receive an “NC” or “FIN” as appropriate for the course. If the student takes the make-up within the time limit, the instructor will submit a grade change form replacing the “INC” grade with the appropriate grade earned. If the instructor agrees to a date less than a term, the instructor is responsible to submit a change of grade from with a grade of FIN right after the deadline of the contract if course work is not completed.

The grade of “INC” will lapse to a “FIN” grade according to a deadline the college establishes but no later than the last day of the following term. The grade of “FIN” counts in the GPA as an “F.” An instructor should give an “INC” grade in consultation with the student within the following guidelines:

- Only when a student can reasonably be expected to complete the course requirements no later than the last day of the following term;
• When a student has been absent from the final exam and a make-up exam is scheduled no later than the last day of the following term;
• When determining the final grade requires further evaluation for reasons other than those identified in the CUNY “Policy on Academic Integrity”.

Pending grades: The “PEN” grade is temporarily awarded when giving the final grade requires further evaluation and when a grade of incomplete (INC) is inappropriate. “PEN” may be used to facilitate the implementation of sanctions procedures when the College must hold a student’s grade in abeyance pending the outcome of an academic review process. The “PEN” grade will not lapse. Final determination of a grade will depend on the instructor’s evaluation or the outcome of the College’s academic review process.

The grade of “NC” (No Credit): The grade of “NC” represents a non-punitive failure indicating unsatisfactory course completion. The grade may also be used for administrative actions such as disciplinary dismissals. It does not count in a student’s GPA and should not be used in lieu of “INC” or “WU.”

For courses in the First Year Experience at Guttman Community College (LASC 101 City Seminar I, LASC 102 City Seminar II, SOSC 111 Ethnographies of Work I, SOSC 113 Ethnographies of Work II, ENGL 103 Composition I, MATH 103 Statistics, MATH 103A Statistics A, and MATH 103B Statistics B) students will receive a grade of “NC” in lieu of a grade of “F” for failure to pass the course. A student must repeat the course if he or she receives a grade of “NC” in any of these courses. If a student fails the course a second time, then the student will receive a grade of “F” instead of “NC”. If a student fails the same course two times (i.e., one “NC” and one “F”), there will be an intervention with the Dean of Student Engagement or her/his designee. The student may be allowed to repeat the course a third time under specified conditions. The “NC” is also used for administrative actions such as disciplinary dismissals.

Course completion: To satisfy the program pursuit requirements for State Financial Assistance Awards (Section 145-2.2 of the Regulations of the Commissioner), the grades of “W,” “WA,” “WN” and “WU” signify that a course was not completed. All other grades signify that a course was completed.

Transcript grades: Any transcript must include a grade for every course in which a student was officially registered. As noted above, courses dropped during the program adjustment period do not appear on the transcripts. All courses not dropped during this period will appear on the transcript with one of the grades listed in this glossary.

Grade Change Policy
Students may request a review of an official final course grade if they believe that the grade assigned results from:

• A recording error
• A miscalculation of the grade based on the criteria provided in the course syllabus
• Failure to include all work submitted in the calculation of the grade
• An incorrect determination of the grade value of a particular assignment

Students who believe that an official final grade was assigned in error should consult the instructor who assigned it at the first opportunity following the assignment of the grade. If the instructor agrees that the grade was assigned in error, the instructor will submit a Change of Grade form to the Office of Academic Affairs indicating the reason of the change. The Dean of Academic Affairs will review the request for and will approve the request if it is appropriate. Upon approval the Office of Academic Affairs will forward the form to the Registrar and the student’s grade will be updated accordingly.

If the instructor does not agree that a change of grade is warranted, the student may appeal to the Committee on Academic Appeals and Policies within one month of the date of the instructor’s determination. The Committee’s decision will be final.

The student must request a review by the instructor of an official final grade within one calendar year of the last day of the term in which the grade was assigned.

All appeals and communications of decisions must be in writing.

<table>
<thead>
<tr>
<th>REGISTRAR ASSIGNED GRADES – Further Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong> (Official Withdrawal)</td>
</tr>
<tr>
<td>Student officially withdrew from class</td>
</tr>
<tr>
<td>The student officially withdraws from a class after the Program Adjustment Period but before two-thirds of the term or session has elapsed – see the academic calendar. This grade appears pre-populated for the student in question when the faculty member brings up the roster to assign grades in CUNYfirst. A “W” appears on the student transcript, but has no net effect on the student’s GPA.</td>
</tr>
<tr>
<td><strong>WD</strong> (Withdraw Drop)</td>
</tr>
<tr>
<td>Student officially dropped class</td>
</tr>
<tr>
<td>The student officially drops class during the Program Adjustment Period (after the financial aid certification date and before the end of the refund period). This grade appears pre-populated for the student in question when the faculty member brings up the roster to assign grades in CUNYfirst. The “WD” does not appear on the student transcript and does not have a net effect on the student’s GPA. (See Academic Calendar for dates)</td>
</tr>
<tr>
<td><strong>WN</strong></td>
</tr>
<tr>
<td>Student never attended class and</td>
</tr>
<tr>
<td>This administrative grade appears pre-populated for the student in question when the faculty member brings up</td>
</tr>
</tbody>
</table>

Rev. August 2018
## Never Attended

**Grade:** Not assigned by the Registrar based upon faculty responses on the Verification of Enrollment (VOE) roster, which is submitted at the beginning of each semester – see the academic calendar. A “WN” can be rescinded by the Rescind Deadline (see Academic Calendar) if the student was erroneously marked as ‘absent’ prior to the VOE date. The “WN” does not appear on the student transcript and does not have a net effect on the student’s GPA.

*It is imperative that a Rescind Form be completed by the deadline if student attended the course because it has a direct and immediate negative impact on the students' financial aid eligibility.*

## PEN (Grade Pending)

**Grade for this student is pending**

This is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the “WU” or “INC” grades are inappropriate. “PEN” is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student’s grade in abeyance pending the outcome of the academic review process. Final determination of the grade will depend on final evaluation by the instructor or the outcome of the college’s academic review process. The “PEN” appears on the student transcript but does not have a net effect on the student’s GPA.

## NON-STANDARD FACULTY ASSIGNED GRADES – Further Explanation

### F (Failure)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not meet minimum academic standards of course</td>
<td>A continuing student whose work does not meet minimum academic standards needed for a higher letter grade—because of poor academic quality of the work and/or failure to submit it—should receive an earned “F” grade. An “F” is calculated into the student’s GPA.</td>
</tr>
</tbody>
</table>

### INC (Incomplete)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student completed at least three-fourths (75%) of the course requirements with a passing grade, but did not</td>
<td>The faculty member should be confident that the student can complete the missing work within the allotted time. A contract clearly stating the missing work to be completed should be submitted by the grading deadline to the Office of Academic Affairs. A student who is academically failing the course based on work completed to-date, or who needs to repeat the course, should not be assigned an “INC.” Rather,</td>
</tr>
</tbody>
</table>
complete the entirety of the course requirements

<table>
<thead>
<tr>
<th>NC (No Credit Granted)</th>
<th>Student did not meet minimum academic standards of course OR Student has been subjected to an administrative action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This grade is available for the following classes ONLY: ENGL 103, LASC 101, LASC 102, MATH 103, MATH 103A, MATH 103B, SOSC 111, SOSC 113. <strong>The first time a student takes any of the above-listed courses the “NC” grade is the default available failing grade.</strong> If the student is unsuccessful in the re-taken course, a grade of “F” must be assigned. The “NC” appears on the student’s transcript but does not have a net effect on the student’s GPA. In cases where the student has been subject to an administrative action such as a disciplinary dismissal the Registrar will assign the “NC” grade.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WU (Unofficial Withdrawal)</th>
<th>Student attended at least one class session, then stopped attending altogether without officially withdrawing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“<strong>WU</strong>” can also be assigned in the case of excessive absences for which there is no basis to give a final letter grade of &quot;A&quot; to &quot;F,&quot; and the conditions for a grade of “INC” do not apply. A “<strong>WU</strong>” is calculated into the student’s GPA and is equivalent to an “F.” According to CUNY, a “<strong>WU</strong>” means the student “withdrew unofficially after attending at least one class session.” Thus, if a student stops attending at any point and fails to return to class, then a “<strong>WU</strong>” is appropriate. In the event that a medical or other personal situation arose, preventing the student from attending, that student would have the option to appeal that the “<strong>WU</strong>” be converted to an administrative withdrawal, after the fact.</td>
</tr>
</tbody>
</table>
Appendix 3: Syllabus Template

Guttman Community College
50 W 40th Street, New York, NY

Course Title
Effective: [Term & Session]

Course Number/Section: Instructor Name:
Days/Times: Office Hours:
Course Location: Office Email:
Course Blog/Website: (if applicable) Office Phone:

Catalog Description:
[Include course description from college bulletin]

Course Overview:
[Include section-specific course description with reference to/description of linked course, group workspace, advisement seminar, as appropriate]

Learning Outcomes:
Upon successful completion of the course, students will be able to:

[List 4 – 6 assessable outcomes that align with program outcomes]

Required Texts:
[For books and coursepacks, list author(s), title, edition (if specific), retail price, ISBN. Include link to course site on Guttman’s online bookstore: GuttmanBookstore.com. For reserves, e-reserves, or texts to be posted to Blackboard, specify how students will access the texts; if applicable, include supplemental texts and/or web resources identified as such. If you do not require textbooks for purchase, please also indicate that here and through the online bookstore.]

Required Materials:
[List additional materials required for successful completion of the course, including specific writing supplies, calculators, lab equipment, email accounts, specific software, access to the web, etc.]

Additional Materials:
[Include additional materials as appropriate, for example: glossary of key terms or concepts, contract between student and instructor, etc.]
Requirements & Course Policies:
[List requirements for citation and formatting; mechanism(s) for submitting work; course-specific policies on absences, lateness, etiquette & behavior, etc.]

Expectations for Participation & Engagement:
[Describe course-specific expectations for preparation, classroom participation, conferences with instructor, student success advocates, and/or peer mentors, etc.]

Grading:
[List all components of the grade for the course by %s of the total grade and/or by points]

Assignments:
[Describe assignments included as components of the grade for the course; if the course is taught as part of a learning community or link, include some description of how assignments will be worked on in the different components of the linked course]

Weekly Calendar:
[List readings, assignments due, discussion topics, and other activities by week and/or by class meeting]

For example:

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Activities</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1: Topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Or:

<table>
<thead>
<tr>
<th>Date</th>
<th>Critical Issue</th>
<th>Quantitative Reasoning</th>
<th>Reading/Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1: Topic</td>
<td>Reading/Activities</td>
<td>Reading/Activities</td>
<td>Reading/Activities</td>
</tr>
<tr>
<td></td>
<td>Assignment(s) due</td>
<td>Assignment(s) due</td>
<td>Assignment(s) due</td>
</tr>
</tbody>
</table>

Or:

**Date:** Topic

**Readings:**

**Activities:**

**Assignments due:**
COLLEGE-WIDE POLICIES

Policy on Academic Honesty
Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work. GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. And if you are still uncertain, be sure to ask. Refer to Article II of your Student Grievance Procedures for further details on academic honesty and Guttman’s academic integrity procedures are available on the Guttman website. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Disability Support Services
In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of AccessABILITY located in Room 509-B to secure necessary academic accommodations and adjustments for additional information and assistance please call 646-313-8833 or email accessabilityservices@guttman.cuny.edu.

Critical Incident Management
Guttman expects students to respect the rights, privileges and property of other people. Faculty are required to report disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment or inhibits students' ability to learn.

Viewpoint Tolerance
Some of the issues covered during the seminar may evoke strong emotions. Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them. Civility is essential to all scholarly discourse.

Expectations for Out-of-Class Time
For every one instructional credit hour in class, a Guttman student is expected to spend at least two hours out-of-class studying, reading, writing, researching and working on projects, and preparing for tests. E.g. for a 3 credit course that meets for 3 hours each week, a student is expected to spend at least 6 hours outside of class time doing related course work. If a course provides more time in class than one hour for one credit, the additional time may offset out-of-class time expectations.

Rev. August 2018 127
CUNY Assessment Test Requirement
Passage of both the CAT-R and CAT-W exams is a requirement for successful completion of ENGL 103 Composition I. Students who enroll in ENGL 103 without first passing one or both exams must co-register for ENGL 100 Critical Reading & Writing Practicum and successfully complete both the course and the practicum. Students who do not pass both exams before completing ENGL 103 or who do not successfully complete ENGL 100 will receive a grade of NC regardless of their grade in ENGL 103 and will be required to retake both ENGL 103 and ENGL 100 in a subsequent semester.

Starfish
Starfish is a communication tool for students, faculty, advisors, and many academic support and student service areas at Guttman. Instructors and advisors will use Starfish to provide you with feedback about your progress. Throughout the semester, you may receive emails or text messages regarding your academic performance and referrals to specific campus resources, such as peer mentors or tutors. You can use Starfish to “Raise Your Hand” and ask questions, and make appointments with your advisor or with other service areas. To access Starfish log into my.guttman.cuny.edu and click the Starfish icon on the left side of the page. If you need help using Starfish, you can speak to your advisor.
Appendix 4: CUNY and Guttman Forms

The following lists of forms are all available in the Academic Affairs Form folder located on the N Drive. This folder is accessible to all GCC faculty and staff. In addition, you may send an email to provost@guttman.cuny.edu to request any available form. Many of these forms are in fillable PDF format.

1. Class Substitute Instructor Coverage Request
2. Faculty & Staff Approval for Conference Lodging Rate
3. Faculty & Staff Conference Travel Support Request Form
4. Faculty Multiple-Position Form (for full and part time faculty)
5. Faculty Onboarding
6. Faculty Personal File Review Request
7. Faculty Traveling with Student/OSE Student Participant Travel Request Form
8. GCC Letterhead Template
9. GCC Endowment Request Form
10. Grant Routing Forms
11. OAA Faculty & Staff Professional Development Resources
12. Registrar Forms
   a. Incomplete (INC) Contract
   b. Grade Change Request
   c. Application for Independent Study
   d. Request to post “WN” for Late Attendance
   e. Request to rescind “WN”
   f. Course Substitution Request
13. Tuition Waiver Form